CENTRAL QUEENS ACADEMY
CHARTER SCHOOL

Central Queens Academy Charter School

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

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Suyin So, Executive Director, prepared this 2017-18 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Annee Kim	Board Chairwoman, Executive Committee and Facility Task Force
Jon Blattmachr	Secretary, Governance Task Force
Rick Ruvkun	Treasurer, Finance
Sonia Park	Educational Accountability Committee (Chair)
Steven Rabinowitz	Advancement Task Force
Bruce Saber	Facility Task Force, Chair
Vipul Tandon	Advancement Task Force
Catherine Tse	Finance Committee, Member
Michael Zisser	Facility Task Force, Member, Personnel Task Force, Chair

Suyin So has served as the Executive Director since 2012.

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

CQA's primary goal is to improve educational opportunities for immigrants, children of immigrants, and 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. CQA serves grades 5 through 8 and has sought to add a high school and an elementary school option as well. Our scholars are expected to gain the sound academic foundation and character development needed to graduate, attend the high school of their choice, and go on to succeed in higher education.

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

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2013-14						110	105							215
2014-15						105	106	95						306
2015-16						104	101	102	95					402
2016-17						103	97	95	96					401
2017-18						102	104	104	86					396

GOAL 1: ENGLISH LANGUAGE ARTS

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

Background

Goal 1: Absolute Measure

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

CQA's ELA curriculum incorporates the Expeditionary Learning-developed curriculum model found on Engageny.org, which is aligned to the Common Core Learning Standards (CCLS). Within these units, there has been an increasing emphasis on students reading grade-level texts with appropriate scaffolds, in order to prepare them for the New York State Exam. ELA instruction takes place for 2 hours per day (2 consecutive periods) by one ELA teacher, sometimes with the assistance of an ESL or Special Education Teacher for push-in support. In addition to the performance tasks, students took unit exams, Ready Benchmark exams and other internally developed assessment tools. Professional Development was provided for the ELA faculty and all other teachers 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 2017-2018 school year, students received small group instruction based on their reading levels in accordance with Fountas and Pinnell Benchmark Assessment System (F&P) and the Scholastic Reading Inventory (SRI). The frequent assessments allow for flexible and responsive grouping. It also increases accuracy in gauging progress towards CQA's annual reading growth goals. Instructional leaders provided extensive professional development on topics such as close reading and paragraph writing.

METHOD

The school administered the New York State Testing Program English language arts ("ELA") assessment to students in 5 through 8 grades in April 2018. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

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

2017-18 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested[1]				Total Enrolled
		IEP	ELL	Absent	Refused	
3						
4						
5	104					104
6	101			1		102
7	104					104
8	86					86
All	395			1		396

RESULTS AND EVALUATION

76% of all students enrolled in at least their second year at CQA achieved proficiency on the ELA exam. CQA met this measure.

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

Performance on 2017-18 State English Language Arts Exam By All Students and Students Enrolled in At Least Their Second Year				
Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3				
4				
5				
6	82	83	82	101
7	63	104	63	104
8	84	86	84	86
All	76	273	76	291

ADDITIONAL EVIDENCE

ELA Performance by Grade Level and Year						
Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2015-16		2016-17		2017-18	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3						
4						
5						
6	60	93	46	97	82	101
7	65	95	74	95	63	104
8	73	90	76	96	84	86
All	66	280	65	288	76	291

Goal 1: Absolute Measure

Each year, the school's aggregate Performance Index ("PI") on the State English language arts exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the English language arts test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested

students must have a PI value that equals or exceeds the state's 2017-18 English language arts MIP for all students. The state plans to calculate and disseminate the MIP in summer 2018. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

RESULTS AND EVALUATION

CQA's PI is 181 out of a possibly 250. MIP data was not available at the time of this writing.

English Language Arts 2017-18 Performance Index

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	5	24	41	30

PI	=	24	+	41	+	30	=	95
				41	+	30	=	71
					+	(.5)*30	=	15
						PI	=	181

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 school district of comparison.

METHOD

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. 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.[2]

RESULTS AND EVALUATION

Brief narrative highlighting results in the data table that directly addresses the measure, e.g. the aggregate charter school performance compared to the aggregate district performance in the same tested grades. 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.

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

2017-18 State English Language Arts Exam Charter School and District Performance by Grade Level				
Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3				
4				
5				
6	82	101	50	4,215
7	63	104	45	4,287
8	84	86	55	4,194
All	76	291	50	12,696

ADDITIONAL EVIDENCE

CQA also exceeded New York City, New York State, New York City Charter Schools and all Queens Charter Schools on the 2018 NYS ELA Exam for each grade that CQA serves and the chart below partially shows.

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 Scoring at or Above Proficiency Compared to District Students					
	2015-16		2016-17		2017-18	
	Charter School	District	Charter School	District	Charter School	District
3						
4						
5						
6	57	37	46	35	82	50
7	64	39	74	45	63	45
8	73	44	76	51	84	55
All	66	39	59	41	76	50

Goal 1: Comparative Measure

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

METHOD

The SUNY Charter Schools Institute ("Institute") conducts a comparative performance analysis, which compares the school's performance to that of demographically similar public schools statewide. 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 concentration of economically disadvantaged students. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the requirement for achieving this measure.

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Comparative Performance Analysis available.

RESULTS AND EVALUATION

Provide a brief narrative highlighting 2016-17 results in the data table that directly addresses the critical data: overall Effect Size. In addition, the discussion may also include highlighting individual grade levels and their respective Effect Sizes. Narrative explicitly stating whether the school met the measure; i.e. whether the school's aggregate Effect Size exceeded 0.3 and, if not, whether it was at least a positive Effect Size. In addition, the narrative may also include specific grade levels' comparative performance.

2016-17 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3						
4						
5	**91.3**	**103**	**43**	**20.6**	**22.4**	**1.60**
6	**94.8**	**97**	**46**	**16.0**	**30.0**	**2.54**
7	**82.3**	**95**	**74**	**29.7**	**44.3**	**2.41**
8	**86.5**	**96**	**76**	**33.0**	**43.0**	**2.39**
All	**88.8**	**391**	**59.4**	**24.7**	**34.6**	**2.22**

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

ADDITIONAL EVIDENCE

CQA met this measure; the school's aggregate Effect Size was significantly higher than the predicted effect size. CQA has met and exceeded the Comparative Performance each year.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2014-15	5-7	88.6	299	45.2	15.1	2.55
2015-16	5-8	82%	398	59.8	24.6	2.24
2016-17	5-8	88.8	391	59.4	24.7	2.22

Goal 1: Growth Measure[3]

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 target of 50.

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 2016-17 and also have a state exam score from 2015-16 including students who were retained in the same grade. Students with the same 2015-16 score are ranked by their 2016-17 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 target for this measure, it must have a mean growth percentile greater than 50.

Given the timing of the state's release of Growth Model data, the 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Growth Model data available.[4]

RESULTS AND EVALUATION

CQA's current and past performance in mean growth percentile on the English Language Arts exam has exceeded the statewide median of 50 in all tested grades throughout all years under review.

2016-17 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4		50.0
5	59.5	50.0
6	64.8	50.0
7	57.9	50.0
8	59	50.0
All	**60.3**	50.0

[3] See Guidelines for Creating a SUNY Accountability Plan for an explanation.

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

ADDITIONAL EVIDENCE

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

Grade	Mean Growth Percentile			
	2014-15	2015-16	2016-17	Target
4				50.0
5	62.1	63.5	59.5	50.0
6	73.9	70.5	64.8	50.0
7	64.7	62.5	57.9	50.0
8	0	62.0	59.0	50.0
All	66.9	64.9	60.3	50.0

Goal 3: Optional Measure -N/A

METHOD:

RESULTS AND EVALUATION:

ADDITIONAL EVIDENCE:

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

CQA met four out of the four measures of our ELA Goal. CQA me the Absolute, Comparative, and Growth Measures of our 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.	Met
Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	Met
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 school district of comparison.	Met
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 2016-17 results.)	Met
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 target of 50. (Using 2016-17 results.)	Met

ACTION PLAN

CQA will continue to focus on improving teaching and learning to drive student outcomes. We introduced a daily block of vocabulary exercises taught by full-time CQA faculty each day in 2017-2018. This block of additional vocabulary produced notable results in our internal diagnostics and is continuing in 2018-2019.

A great part of our progress in ELA is the result of the work our ELA coach performs with our 5th and 6th grade teachers to introduce literacy practices across the curriculum. We intend to introduce more literacy practices in our non-core subjects of Science and Social Studies.

GOAL 2: MATHEMATICS

Goal 2: Mathematics

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

BACKGROUND

CQA incorporates a math curriculum that intentionally utilizes Singapore Math in grade 5 in order to remediate, teach the 5th grade content and skills, and develop a number sense that will help students in the subsequent years of middle school. CQA then uses the Expeditionary Learning curriculum for math in grades 6, 7, & 8 that is found at Engageny.org. Interim assessments or benchmark exams are a combination of questions from past state exams, Ready questions, and internally created questions to help collect data on student mastery of standards and skills.

Goal 2: Absolute Measure

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

METHOD

The school administered the New York State Testing Program mathematics assessment to students in 5 through 8 grade in April 2018. 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.

2017-18 State Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested[5]				Total Enrolled
		IEP	ELL	Absent	Refused	
3						
4						
5	104					104
6	101			1		102
7	104					104
8	86					86
All	395					396

[5] 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.

MATHEMATICS

RESULTS AND EVALUATION

CQA fell one percentile point short of meeting this goal, achieving 74% proficient on the 2018 Mathematics exam.

Performance on 2017-18 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3				
4				
5	53	104	N/A	N/A
6	71	101	71	101
7	67	104	67	104
8	85	86	85	86
All	68	395	74	291

ADDITIONAL EVIDENCE

CQA scholars demonstrated increasing proficiency with mathematics as shown by the mostly upward trend of proficiency across grades 5 to 8. Our youngest cohort, fifth grade, achieved 53% proficiency. Our sixth and seventh grades achieved roughly the same percentage of proficiency at 71% and 67% respectively. Our eighth grade cohort achieved 85% proficiency, indicating a correlation between time in CQA's program and increased proficiency in math.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2015-16		2016-17		2017-18	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3						
4						
5	51	103	60	103	53	104
6	69	94	60	97	71	101
7	69	95	75	95	67	104
8	54	90	69	96	85	86
All	64	281	68	288	74	291

Goal 2: Absolute Measure

MATHEMATICS

Each year, the school's aggregate Performance Index ("PI") on the state mathematics exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the mathematics test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2017-18 mathematics MIP for all students. The state plans to calculate and disseminate the MIP in summer 2018. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

RESULTS AND EVALUATION

CQA achieved a PLI of 179.5. We hope to increase this in future years.

Mathematics 2017-18 Performance Level Index (PI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	9	23	27	41

PI	=	23	+	27	+	41	=	91
				27	+	41	=	68
					+	(.5)*41	=	20.5
						PI	=	179.5

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 school district of comparison.

METHOD

A school compares the performance of tested students enrolled in at least their second year to that of all tested students in the public school district of comparison. 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.[6]

RESULTS AND EVALUATION

CQA also exceeded New York City, New York State, New York City Charter Schools and all Queens Charter Schools on the 2018 NYS Math Exam for each grade that CQA serves.

2017-18 State Mathematics Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3				
4				
5				
6	71	101	44	4,284
7	67	104	44	4,316
8	85	86	30	3,180
All	**74**	291	**39**	11,780

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 in Appendix B.

Also, additional evidence may include demographic differences between the school and the district as well as compelling reasons for comparing the school to a subset of schools within the district.

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

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2015-16		2016-17		2017-18	
	Charter School	District	Charter School	District	Charter School	District
3						
4						
5	51	42	60	43		
6	67	41	60	39	71	44
7	69	40	71	42	67	44
8	54	31	69	29	85	30

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

MATHEMATICS

All	60	40	66	41	74	39

Goal 2: Comparative Measure

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

METHOD

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. 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 concentration of economically disadvantaged students. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the requirement for achieving this measure.

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Comparative Performance Analysis available.

RESULTS AND EVALUATION

Provide a brief narrative highlighting 2016-17 results in the data table that directly addresses the critical data: overall Effect Size. In addition, the discussion may also include highlighting individual grade levels and their respective Effect Sizes. Narrative explicitly stating whether the school met the measure; i.e. whether the school's aggregate Effect Size exceeded 0.3 and, if not, whether it was at least a positive Effect Size. In addition, the narrative may also include specific grade levels' comparative performance.

2016-17 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						
4						
5	**91.3**	**103**	**60**	**25**	**35.0**	**1.93**
6	**94.8**	**97**	**60**	**18.3**	**41.7**	**2.65**
7	**82.3**	**95**	**75**	**22.4**	**52.6**	**2.6**

8	**86.5**	**96**	**69**	**13.2**	**55.8**	**3.24**
All	**88.8**	**391**	**65.9**	**19.8**	**46.1**	**2.59**

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

ADDITIONAL EVIDENCE

CQA will continue to improve the quality of teaching and learning. In addition to continuing our successful math coaching program, we also will conduct an item analysis of the standards measured on the NYS Math Exam, identifying areas of improvement and modifying instruction to help support students. For example, in 5th grade math, one area of instructional improvement will take place within operations and algebraic thinking.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2014-15	5-7	88.4	299	63.2	20.9	2.52
2015-16	5-8	82.0	330	60.4	33.4	2.01
2016-17	5-8	88.8	391	65.9	19.8	2.59

Goal 2: Growth Measure[7]

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 target of 50.

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 2016-17 and also have a state exam score in 2015-16 including students who were retained in the same grade. Students with the same 2015-16 scores are ranked by their 2016-17 scores and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to meet the measure, the school would have to achieve a mean growth percentile above the target of 50.

Given the timing of the state's release of Growth Model data, the 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Growth Model data available.[8]

RESULTS AND EVALUATION

Provide a brief narrative highlighting 2016-17 results in the data table that directly addresses the critical data: the school's mean growth percentile. In addition, the discussion may also include highlighting individual grade levels and their respective percentiles. Narrative explicitly stating whether the school met the measure; i.e. whether the school's overall mean growth percentile is greater than the target of 50. In addition, the narrative may also include discussion of specific grade-level results.

2016-17 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile

[7] See Guidelines for Creating a SUNY Accountability Plan for an explanation.

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

	School	Target
4		50.0
5	77.7	50.0
6	71.5	50.0
7	66.0	50.0
8	59.2	50.0
All	**68.7**	50.0

ADDITIONAL EVIDENCE

Narrative provides a discussion of current and past performance in comparison to the statewide average.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2014-15	2015-16	2016-17	Target
4				50.0
5	70.5	73.1	77.7	50.0
6	70.9	70.0	71.5	50.0
7	52.6	65.9	66.0	50.0
8		51.3	59.2	50.0
All	64.9	65.4	68.7	50.0

Goal 4: Optional Measure

N/A

METHOD:

RESULTS AND EVALUATION:

ADDITIONAL EVIDENCE:

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	Did not meet

	mathematics exam for grades 3-8.	
Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	Met
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 school district of comparison.	Met
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 2016-17 results.)	Met
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 target of 50. (Using the 2016-17 results.)	Met

ACTION PLAN

CQA will continue to develop our mathematics curriculum and pedagogy to prepare our scholars for high school. We will work to introduce algebra into our program in future years.

GOAL 3: SCIENCE

Goal 3: Science

Write the school's Accountability Plan science goal here.

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

BACKGROUND

CQA's science curriculum is a combination of teacher-created units of instruction with the incorporation of IQWST curricula created by Sangari for life science, chemistry, physics, and earth science. This curriculum places a heavy emphasis on discovery lessons that are student-centered and inquiry-based as they incorporate lab activities and experimentation. The IQWST curriculum is meant for grades 6-8 but are incorporated at CQA one grade early, respectively so that students in 8th grade can take Earth Science, a high school course ending in the NYS Regents Exam.

Goal 3: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above 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 8th grade in spring 2018. The school instead administered the NYS Regents Exam for Physical Science/Earth Science in June 2018. It converted each student's raw score on the lab section and from the test booklet into the scaled score issued by NYSED. The criterion for success on this measure requires students enrolled in at least their second year to score at proficiency, which is 65%. This was the school's third administration of any NYS science exam.

RESULTS

96.6% of 8th grade students at CQA passed the Earth Science Regents Exam in June 2018. This is an increase from 91% of CQA scholars in at least their second year who passed the exam in June 2017. At the time of writing, the statewide results for June 2018 have not been released.

Charter School Performance on 2017-18 State Science Exam
By All Students and Students Enrolled in At Least Their Second Year

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4				
8	96.6	86	N/A	N/A
All	96.6	86	N/A	N/A

EVALUATION

CQA met this measure for the Earth Science Regents Exam, a high school level exam. It exceeded the 75% mark by 21%.

ADDITIONAL EVIDENCE

In 2016, 85% of CQA 8th grade students taking the Earth Science Regents Exam achieved proficiency, with 88% of all CQA 8th grade students in their second year at CQA achieving proficiency. In 2017, the percent proficient increased to 91%. In 2018, the percent proficient increased further to 96.6%

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2015-16		2016-17		2017-18	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4						
8	88	90	91	96	96.6	86
All						

Goal 3: Comparative Measure

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

METHOD

The school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year and the results for the respective grades in the school district of comparison. Given the timing of the state's release of district science data, the 2017-18 comparative data is not yet available. Schools should report comparison to the district's **2016-17** data.

EVALUATION

CQA met this measure for the Earth Science Regents Exam, a high school level exam. It exceeded the 75% mark by 21%.

ADDITIONAL EVIDENCE

In 2016, 85% of CQA 8th grade students taking the Earth Science Regents Exam achieved proficiency, with 88% of all CQA 8th grade students in their second year at CQA achieving proficiency. In 2017, the percent proficient increased to 91%. In 2018, the percent proficient increased further to 96.6%

2017-18 State Science Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2nd Year		All District Students[9]	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4				
8				
All				

[9] This table uses the prior year's results as 2017-18 district science scores are not yet available.

ADDITIONAL EVIDENCE

Although 2018 state, city, and district results have not been released, CQA scholars exceeded their peers in our home district, Community School District 24, in testing years 2016 and 2017. We hope to continue this trend.

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

Grade	Percent of Charter School Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students					
	2015-16		2016-17		2017-18	
	Charter School	District	Charter School	District	Charter School	District
4						
8	88	61	91	62	96.6	N/A
All						

Goal 5: Optional Measure

[Include additional measures that are part of the Accountability Plan.]

METHOD:

RESULTS AND EVALUATION:

ADDITIONAL EVIDENCE:

SUMMARY OF THE SCIENCE 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 enrolled in at least their second year will perform at or above proficiency on the New York State Earth Science Regents examination.	Met
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the school district of comparison.	Met

ACTION PLAN

CQA will continue to develop our science curriculum to conform to Next Generation standards as well prepare our scholars for high school level work. We are pleased with the first years of growth as we have seen on the Earth Science Regents preparation and outcomes and hope to introduce other science Regents in the future.

GOAL 4: ESSA

Goal 4: ESSA

Write the school's Accountability Plan ESSA goal here.

Goal 4: Absolute Measure

Under the state's ESSA accountability system, the school is in good standing: the state has not identified the school for comprehensive or targeted improvement.

METHOD

Because *all* students are expected to meet the state's performance standards, the federal statute stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. As New York State, like all states, is required to establish a specific system for making these determinations for its public schools, charter schools do not have latitude in establishing their own performance levels or criteria of success for meeting the ESSA accountability requirements. Each year, the state issues School Report Cards that indicate a school's status under the state accountability system.

RESULTS AND EVALUATION

CQA is in good standing and has been for all years of our existence.

ADDITIONAL EVIDENCE

CQA has been in good standing throughout our current and previous Accountability Period.

Accountability Status by Year

Year	Status
2015-16	In good standing
2016-17	In good standing
2017-18	In good standing

APPENDIX A: OPTIONAL GOALS

CQA does not have optional goals in our charter.

APPENDIX B: SUPPLEMENTARY TABLES

N/A