



# SUMMARY OF FINDINGS AND RECOMMENDATIONS

PROPOSAL TO AUTHORIZE  
CENTRAL QUEENS ACADEMY CHARTER SCHOOL  
TO ESTABLISH THE PROPOSED  
CENTRAL QUEENS ACADEMY CHARTER SCHOOL II

# BACKGROUND AND EXECUTIVE SUMMARY

## BACKGROUND

The applicants originally submitted a proposal (the “Original Proposal”) to establish Central Queens Academy Charter School II (“CQA II”) to the SUNY Charter Schools Institute (the “Institute”) on January 9, 2019 in response to the Institute’s 2019 Request for Proposals (the “RFP”), which was released on behalf of the State University of New York Board of Trustees (the “SUNY Trustees”) on December 12, 2018. After a thorough review process consistent with the New York Charter Schools Act of 1998 (the “Act”), the Institute found the Original Proposal rigorously demonstrated the criteria detailed in the RFP, which align with the Act.

The SUNY Trustees voted to approve the Original Proposal for CQA II on March 4, 2019. At the same meeting, the SUNY Trustees voted to approve 12 other proposals for new charters in New York City. At the time of the SUNY Trustees’ vote to approve the Original Proposal, there were only seven charters available to grant in New York City, consistent with amendments to the Act in 2015 which restricted the total number of charter schools the SUNY Trustees and New York State Board of Regents (the “Board of Regents”) were permitted to approve to open within New York City.

The Act requires charter authorizing bodies to establish a preference scoring rubric based on statutory and authorizer standards in order to prioritize new charter proposals in the event that the number of proposals meeting the authorizing entity’s standards exceeds the maximum number of charters available. The RFP identified the Institute’s preference scoring rubric, including the required preference criteria detailed in Education Law § 2852(9-a), as well as the SUNY Trustees’ additional criteria. The Institute implemented its established evaluation and review process to assign a preference score to each proposal recommended for approval. The Original Proposal for CQA II earned a preference score of 22.75 preference points. Based on the overall preference score order for all 13 proposals recommended for approval at the March 4, 2019 meeting, there was an insufficient number of charters available to award CQA II a charter at the time.

## EXECUTIVE SUMMARY

The Institute released the 2023 RFP on behalf of the SUNY Trustees on February 10, 2023. Within the 2023 RFP, the SUNY Trustees reserve the right to “hold additional rounds in the year,” and state that “only in the event that additional charters become available for the Trustees to grant in New York City in 2023 will the Institute identify and publish an additional application schedule for New York City under this RFP.”

In May 2023 and deemed effective April 1, 2023, amendments to the Act made 14 charters available to grant to applicant groups in New York City. As a result of these charters being made available, the Institute issued a Supplement to the 2023 RFP (the “RFP Supplement”) on June 21, 2023 identifying an additional application round for proposals to open charters in New York City solely to the applicant groups whose proposals were approved pursuant to the 2019 RFP but not granted a charter.



The applicants submitted the updated proposal to establish CQA II to the Institute on August 9, 2023 in response to the 2023 RFP Supplement. The Institute makes copies of applications available [on its website](#).

CQA II will open in August 2024 with 150 students in Kindergarten – 1<sup>st</sup> grade and ultimately grow to serve 1,000 students in Kindergarten – 8<sup>th</sup> grade during its first charter term. CQA II will add one grade in the elementary program each year of a first charter term. In addition, in year three of a first charter term, the students in 5<sup>th</sup> – 8<sup>th</sup> grade from the CQA would transfer enrollment to CQA II in order to access facilities funding not available under the existing charter.

CQA II will fill all seats that become available through attrition in all grades throughout the school year. The school will replicate the highly effective instructional program implemented at the other schools operated by the education corporation. As applicable, information regarding the renewal history, academic performance, and student discipline for the existing schools is presented in Appendix B.

After a thorough review process consistent with the Act, the Institute finds that the updated proposal for CQA's authority to operate CQA II rigorously demonstrates the criteria detailed in the Institute's 2023 RFP, which align with the Act.

Based on the updated proposal, as amended by the applicant, and the foregoing:

The Institute recommends that the SUNY Trustees approve the updated proposal to authorize Central Queens Academy Charter School to operate Central Queens Academy Charter School II.



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# FINDINGS

Based on the comprehensive review of the proposal and interviews of the applicant and the education corporation board of trustees, the Institute makes the following findings.

1. The charter school described in the proposal meets the requirements of the Act and other applicable laws, rules, and regulations as reflected in (among other things):
  - the inclusion of appropriate policies and procedures for the provision of services and programs for students with disabilities and English language learners (“ELLs”);
  - the required policies for addressing the issues related to student discipline, personnel matters, and health services;
  - an admissions policy that complies with the Act and federal law;
  - the inclusion of by-laws for the operation of the education corporation; and,
  - the inclusion of an analysis of the projected fiscal and programmatic impact of the proposed school on surrounding public and private schools.
2. The applicant has demonstrated the ability to operate the school in an educationally and fiscally sound manner as reflected in (among other things):
  - the provision of an educational program that meets or exceeds the state performance standards;
  - the articulation of a culture of self-evaluation and accountability at both the administrative and board level;
  - the student achievement goals articulated by the applicant;
  - appropriate rosters of educational personnel;
  - a sound mission statement;
  - a comprehensive assessment plan;
  - the provision of sound startup, first-year, and five-year budget plans;
  - a plan to acquire comprehensive general liability insurance to include any vehicles, employees, and property;
  - evidence of adequate community support for, and interest in, the charter school sufficient to allow the school to reach anticipated enrollment;
  - the inclusion of descriptions of programmatic and independent fiscal audits, with fiscal audits occurring at least annually;
  - the inclusion of a school calendar and school day schedule that provide at least as much instruction time during the school year as required of other public schools; and,
  - the inclusion of methods and strategies for serving students with disabilities in compliance with federal law and regulations.
3. Granting the proposal is likely to: a) have a significant educational benefit to the students expected to attend the proposed charter school; b) improve student learning and achievement; and, c) materially further the purposes of the Act. This finding is supported by (among other things):
  - an extended school day that provides more than 1,200 hours of instruction, or 33% more than the state minimum of 900 hours for 1<sup>st</sup> – 6<sup>th</sup> grade and 21% more than the 990 hours required for 7<sup>th</sup> – 12<sup>th</sup> grade;
  - significant need within CSD 24, where there is minimal school choice and schools are significantly overcrowded;

- a double literacy block that has dramatically improved reading and writing performance at CQA and will benefit students from CQA II's target population of ELLs;
  - a strong history of producing strong academic results through intense focus on the academic program in recent years, resulting in English language arts ("ELA") and mathematics assessment scores that consistently exceed the district's; and
  - the ability to leverage the expertise of CQA's longtime leaders and the significant support CQA will provide in the areas of academics, operations, financial management, human capital, facilities, and fund development.
4. The proposed charter school would meet or exceed enrollment and retention targets, as prescribed by the SUNY Trustees, for students with disabilities, ELLs, and students who are eligible applicants for the federal Free and Reduced Price Lunch ("FRPL") program as required by Education Law § 2852(9-a)(b)(i).
  5. The applicant has conducted public outreach for the school, in conformity with a thorough and meaningful public review process prescribed by the SUNY Trustees, to solicit community input regarding the proposed charter school and to address comments received from the impacted community concerning the educational and programmatic needs of students in conformity with Education Law § 2852(9-a)(b)(ii).
  6. The Institute has determined that the proposal rigorously demonstrates the criteria and best satisfies the objectives contained within the RFP, and, therefore, is a "qualified application" within the meaning of Education Law § 2852(9-a)(d) that should be submitted to the Board of Regents for approval.

The Institute developed the 2023 RFP "in a manner that facilitate[d] a thoughtful review of charter school applications, consider[ed] the demand for charter schools by the community, and s[ought] to locate charter schools in a region or regions where there may be a lack of alternatives and access to charter schools would provide new alternatives within the local public education system that would offer the greatest educational benefit to students," in accordance with Education Law § 2852 (9-a)(b). The Institute also posted the draft 2023 RFP for public comment and responded to same.

The Institute conducted a rigorous evaluation of the proposal under consideration including academic and fiscal soundness, and legal reviews. In addition, the Institute engaged independent consultants to evaluate the proposal based on the criteria set forth in the RFP.

As of October 4, 2023, there are 14 charters available for the SUNY Trustees and Board of Regents to approve in New York City.

# BACKGROUND & DESCRIPTION

The SUNY Trustees approved the original charter for CQA in June 2011. The school opened its doors in the fall of 2012 initially serving 110 students in 5<sup>th</sup> grade, and earned a full term renewal in January 2021. CQA currently serves 800 students in grades Kindergarten – 3<sup>rd</sup> and 5<sup>th</sup> – 8<sup>th</sup> during the 2023-24 school year and is authorized to serve 900 students in grades Kindergarten – 8<sup>th</sup> at the end of their current charter term, which continues through July 31, 2027. CQA is located at one privately leased site in CSD 24, located at 88-14 Justice Avenue, Elmhurst, NY.

CQA seeks to open a second school to replicate the successful student outcomes of CQA and to serve more of the 1,200 students currently on the school's waiting list. In launching a second school, CQA aims to take a step toward the long-term vision of a continuous Kindergarten – 12<sup>th</sup> grade program that prepares students for college level work and graduation.

## MISSION, PHILOSOPHY, AND KEY DESIGN ELEMENTS

CQA I will share the same mission as other CQA schools:

*To prepare students for success in education, the workforce, and the community through a school that integrates literacy, high standards-based academics and culturally responsive supportive services.*

CQA II will implement the following key design elements:

- **Focus on Literacy.** CQA focuses on literacy as a tool of empowerment, believing that literacy is the key skill that all students, including the school's intended at-risk population, need to master in order to succeed in high school, college, and the workforce. The applicant believes that literacy is particularly important in middle school when students are transitioning to the academic rigor they will face in high school. Since CQA II proposes locating in a district with a high number of ELLs, the focus on literacy is especially important. Teachers will integrate literacy in a way that is both culturally responsive and linguistically appropriate for ELLs in order to create a learning environment where all students can be successful.
- **Rigorous Standards-Based Academics and Frequent Assessments to Foster Growth.** CQA's curriculum is rooted in the Common Core Learning Standards and New York State Learning Standards. One of CQA's foundational beliefs is that students need clear and consistent goals in order to develop the study skills they need to excel. To that end the school will make standards transparent to students so they know what they should be learning and on what they will be assessed. In order to measure whether students have mastered the standards, CQA II will administer purposeful assessments of various forms throughout the year including state-mandated examinations, regular interim assessments, and formative and summative assessments.

- **Focus on Teacher Development.** CQA believes that teachers are critical to student success and will provide opportunities for teachers to develop individually and in collaboration with colleagues. CQA II will provide teachers with professional development opportunities including how to develop and increase effective pedagogical tactics, how to integrate literacy and instruction, and how to be strong student advisors and mentors. In addition, all teachers will receive coaching from an administrator who will hold teachers accountable through the school's evaluation process.
- **More Time on Task, Longer School Day, and Longer School Year.** At CQA II the extended school day and school year will provide middle school students with more structure in their day to develop academic and social skills, and more time with consistent adult role models for support. CQA II will provide summer school and require participation for all students who do not make adequate academic progress during the school year. To ensure that all students, not just those who are in academic need, have opportunities for academic, artistic, and social enrichment over the summer, the school will offer enrichment programs and/or help match students to other summer programs.
- **Emphasis on Social and Emotional Support to Teach Character and Community.** To teach the core values of character and community, CQA II will create a school culture that emphasizes social and emotional support based on positive principles of youth development. CQA believes that students need significant support during the transition from childhood to adolescence in order to prepare them to be successful young adults in today's global environment. CQA II will integrate social and emotional support schoolwide through advisory lessons, training teachers to incorporate this learning into their daily practice, as well as support from guidance counselors and administrators in charge of culture.
- **Culturally Responsive Education, Enrichment, and Support Services.** CQA II will provide a culturally responsive education for all students. CQA recognizes that students will come from a variety of cultural backgrounds and that adjustment to the school's culture may require additional supports. School policies and procedures will ensure adequate resources are allocated to cultural sensitivity and inclusion, and the school will approach the community for support and engagement.

## CALENDAR AND SCHEDULE

CQA II will offer approximately 182 days of instruction each year. The first day of instruction for the 2024-25 school year will be on or around August 26, 2024, and the last day will be on or around June 20, 2025. Subsequent school years will follow a similar calendar. The school day will begin each morning at 8:20 A.M. and end at 3:20 P.M. CQA II will provide elementary level students with approximately 1,130 hours of instruction per year, a 26% increase over the state minimum of 900 hours for 1<sup>st</sup> – 6<sup>th</sup> grade, and middle school level students with approximately 1,340 hours of instruction per year, a 36% increase over the state minimum of 990 hours for 7<sup>th</sup> – 12<sup>th</sup> grade mandated by Education Law § 2851(2)(n) and 8 NYCRR § 175.5, and provided at the majority of schools within the New York City Department of Education (“NYCDOE” or the “district”).

## ACADEMIC PROGRAM

CQA II will replicate CQA's existing academic program. CQA's model is a highly rigorous program intentionally designed to prepare its diverse, multi-lingual and largely first generation college-going scholars for success in college and careers. Because CQA II expects 80% of students will come from non-English speaking households, the school will provide a literacy rich model that depends upon strong literacy practices across the curriculum and significant doses of small group instruction. The school's core academic program requires all students take mathematics, science, social studies, and two periods of ELA.

The school's instructional strategies, particularly daily small group instruction, reflect the core belief that every learner deserves highly differentiated instruction. To this end, the curriculum draws from a variety of instructional methods and pedagogical approaches to ensure the school meets all students' needs. CQA II will also provide supplemental services to students in the form of academic intervention and enrichment.

### **ELA**

CQA II has selected Core Knowledge and EL Education as its elementary ELA curriculum, and EngageNY for its middle school ELA curriculum based on CQA's existing program, which resulted in improved academic outcomes. For students in need of additional support, the school will provide intervention services using the Fountas & Pinnell Leveled Literacy Intervention System, which provides daily, intensive, small group instruction that supplements classroom literacy teaching, as well as intervention resources from Wilson and Common Lit.

### **Mathematics**

CQA II's elementary math curriculum will be based on Context for Learning and Cognitively Guided Instruction, and its middle school math curriculum will be based on EngageNY, an Expeditionary Learning-designed curriculum focused on mathematical problem solving that uses project-based pedagogy scaffolded throughout multiple learning modules, such as expressions and equations, ratios, statistics and probability, and geometry.

### **Science**

The school intends to implement Amplify science curriculum at the elementary level, and Pearson Interactive Science curriculum at the middle school level. These programs use experimental questioning and lab-based activities, through which students gain exposure to scientific concepts by doing activities and then unpacking the underlying concepts which the activities demonstrate. To prepare 8<sup>th</sup> grade students for the earth science Regents examination, science courses will utilize Holt McDougal Earth Science and Barrons Earth Science Regents Review, commercial curricula that address the specific standards necessary for success on the exam.

### **Social Studies**

CQA II's elementary social studies curriculum is internally developed, and its middle school social studies curriculum is based on McGraw-Hill's Discovering Our Past. While building a strong base in the study of history and social studies as defined by New York State Learning Standards, CQA's social studies curriculum serves as a strong support for literacy and writing growth. Students regularly research topics, create biographies of fictional historical characters, use document-based analysis to defend different points of view, and engage in structured debate.

### **Interdisciplinary Studies and Special Classes**

In addition to the core curricular areas described above, CQA II will provide students enriching interdisciplinary and special classes including art, music, physical education, and movement. At the middle school level, CQA II will also offer a cross-curricular humanities and science, technology, engineering, arts, and mathematics (“STEAM”) block to provide additional ELA and mathematics support to students.

### EXISTING SCHOOL PERFORMANCE

Information regarding the renewal history, academic performance, and student discipline for the existing school is presented in Appendix B.

### SCHOOL CULTURE AND DISCIPLINE

CQA II plans to replicate the positive school culture of CQA, which strives to balance a firm but fair behavior management system with a school climate of high academic and behavioral expectations for all. School staff will seek to foster relationships with each student rooted in mutual trust and dignity enhanced by a partnership with their families. CQA’s successful approach to school culture is reflected by its school culture data; CQA has never expelled a student, and has had only one out of school suspension in the past five years.

CQA pairs a systemic progressive discipline model with an individualized scholar approach in close partnership with families throughout the multiple levels of the process. CQA’s handbooks for students, families, and personnel delineate how the school will establish and maintain an overall school culture that supports learning and achievement. The handbooks likewise address the role of teachers and administrators in establishing and maintaining school culture and maintaining a safe school environment.

### ORGANIZATIONAL CAPACITY

The CQA senior management team, which includes a number of experienced and long-standing staff, will operate CQA II. CQA will provide significant support to CQA II in the areas of academics, operations, financial management, human capital, facilities, and fund development.

Initially, CQA II will replicate the organizational structure of CQA, which has an instructional leader paired with an operations leader. When the school opens, it will have an on-site school principal and operations leader who will report to CQA’s school director and executive director, respectively, and benefit from CQA’s existing capacity and experience. The principal, supported by an assistant principal and dean, will focus on the school’s instructional program.

As CQA’s two schools expand, CQA’s organizational structure will evolve to centralize back office functionality in a shared services team which will support both schools in the areas of human resources, finance, fund development, external affairs, and operations.

## GOVERNANCE

The by-laws of CQA indicate that the education corporation board will consist of no fewer than five and no more than 15 voting members. The current members of the board of trustees are set forth below:

### **1. Joyce Wu, Board Chair**

Ms. Wu has over two decades of experience in investment banking and is currently a vice president in the global markets division at Goldman Sachs. Ms. Wu held previous positions in asset management at Merrill Lynch and JP Morgan Chase. She has held several leadership positions and board memberships at various nonprofits and was a founding board member of CQA. Ms. Wu earned her bachelor of arts degree from Dartmouth College.

### **2. Catherine Tse, Co-Vice Chair**

Ms. Tse is a managing director at Allen & Co. with over three decades of experience in investments, analytics, and trading. She previously held positions at Goldman Sachs, Merrill Lynch, and Arthur Andersen. Ms. Tse earned her bachelor of arts degree from New York University and a master's in business administration from the Wharton School at the University of Pennsylvania.

### **3. Sonia Park, Co-Vice Chair**

Ms. Park is the executive director of the Diverse Charter Schools Coalition, a nonprofit organization that supports charter schools with racially, culturally, and socioeconomically diverse student populations. Previously she was a senior policy advisor in the Office of Innovation and Improvement at the United States Education Department. Her prior work affiliations include Manhattan Charter Schools (authorized by the SUNY Trustees), NYCDOE, Edison Schools, Inc., and the National Association of Charter School Authorizers. She received her bachelor of arts degree from Drew University.

### **4. Rick Ruvkun, Treasurer**

Mr. Ruvkun is a retired limited partner at Lord Abbett, an investment management firm, where he accumulated 35 years of experience in finance. He earned a bachelor of science degree in mechanical engineering from Stanford University and an master of science degree in management from the Massachusetts Institute of Technology, Sloan School of Management.

### **5. Megha Jain, Secretary**

Ms. Jain is an associate manager in employee relations at the Walt Disney Company, where she advises and counsels on personnel practices, policy, and employment laws. Ms. Jain previously held positions at Morgan Stanley and Levi and Korsinsky. She is a member of the Minority in Professional Committee of the NYC Bar Association and a mentor for the Legal Outreach Mentoring Program. Ms. Jain earned a bachelor of arts from New York University and juris doctor degree from the University of Connecticut.

### **6. Bruce Saber, Trustee**

Mr. Saber is a partner at the law firm DLA Piper, where his practice focuses on real estate and private equity transactions. He is also a member of the executive committee and the board of Seeds of Peace. Mr. Saber holds a bachelor of arts degree from the University of Rochester and a juris doctorate from New York University Law School.

### **7. Suvadip Bose, Trustee**

Mr. Bose is a senior G10 FX trader at Barclay's. Mr. Bose previously held other leadership positions in finance at Southern Ridges Capital, Goldman Sachs, and Citigroup. Mr. Bose earned his bachelor of arts degree from Brown University.

### **8. Michelle H. Hallam, Trustee**

Ms. Hallam is managing director and member of the global fixed income, currency, and commodities group at JP Morgan Asset Management, where she also serves as senior portfolio manager for the municipal strategies team and manages mutual funds, ETs, and fixed income portfolios for a variety of institutional and private clients. Ms. Hallam holds a bachelor of science from Cornell University and is a CFA charterholder.

### **9. Année Kim, Trustee**

Ms. Kim was most recently head of business development at Landed, and previously served as managing director at Axonic Capital, an asset management firm. She was the founding executive director of the Patrons Program of the Archdiocese of New York City. Ms. Kim received a bachelor of arts degree in economics from the University of Maryland at College Park.

### **10. Michael E. Lee, Trustee**

Mr. Lee is the managing director of corporate development at the New York Institute of Finance where he oversees marketing, sales, and customer and alumni relations. He previously served as executive director of the nonprofit APEX for Youth. Mr. Lee holds a bachelor of arts degree from the University of Pennsylvania and master of science in fundraising and philanthropy from New York University.

### **11. Tom Ng, Trustee**

Mr. Ng is a principal with Achievement First Charter Schools. He is an experienced educator in both the college and high school levels. He is a certified school building leader and social studies and music teacher and earned his master's of science in education from the University of Pennsylvania.

### **12. Sabir Semerkant, Trustee**

Mr. Semerkant is the founder of GROWTH by Sabir, a startup strategic advisory company. He brings 20 years of experience growing eCommerce and brand-building for a variety of businesses focusing on fashion, health, and consumer products. Mr. Semerkant holds a bachelor of arts from CUNY- Queens and is a lifelong resident of Queens.

### **13. Michael Tang, Trustee**

Mr. Tang leads the algorithmic trading and strategy efforts at State Street's enhanced custody group. He has a background in engineering and computer science and provides securities lending and financing solutions to clients relying on data and code. Mr. Tang holds a bachelor of arts degree from the Massachusetts Institute of Technology and a master's of science from the Georgia Institute of Technology.

## FACILITIES

CQA II plans to open in private space in CSD 24. CQA’s senior leadership, with the support of the board’s facilities committee, has developed significant expertise in identifying, preparing, and managing suitable educational space inside the local district’s overcrowded neighborhoods. CQA has already identified multiple possible facility opportunities for CQA II that will meet the school’s financial and educational needs in time to open in fall of 2024.

## FISCAL IMPACT

The fiscal impact of CQA II on the district is summarized below.

Charter Year	A. Expected Number of Students	B. Basic Charter School Per Pupil Aid	C. Projected Per Pupil Revenue (AxB)	D. Other District Revenue (SPED, Food Service, Grants, etc.)	E. Total Project Funding from District to Charter School (C+D)	F. New York City School District Budget	G. Projected District Impact (E/F)
Year 1 (2024-25)	150	17,626	2,643,900	1,016,150	3,660,050	37,500,000,000	0.0001%
Year 5 (2028-29)	1,000	17,626	17,626,000	5,469,307	23,095,307	37,500,000,000	0.0006%

\*The NYCDOE budget was derived from the [NYCDOE’s website](#).

The Institute finds that the fiscal impact of the proposed school on the district, public charter, public district, and nonpublic schools in the same geographic area will be minimal. In the event that the school opens with a slightly higher enrollment, the Institute has determined that the fiscal impact of the proposed school on the district, charter, and nonpublic schools in the same geographic area will also be minimal.

The Institute reviewed the school’s proposed startup and fiscal plans and supporting evidence for each year of the proposed charter term. The Institute finds the budgets and fiscal plans are sound and that sufficient startup funds will be available to the new charter school.

The Institute analyzed the existing education corporation and finds it fiscally strong as the SUNY Fiscal Dashboard reflects. The financial dashboard is available in Appendix C of this report.

## NOTIFICATION & PUBLIC COMMENTS

The Institute notified the district as well as public and private schools in the same geographic area of the proposed school about receipt of the proposal, and the proposal was posted on the Institute’s website for public review. The district scheduled a public hearing pertaining to the proposed school for October 5, 2023 and will provide the Institute with a summary of comments made at the hearing. Should the district make the summary of public comments available prior to the October 12, 2023 Committee meeting, the Institute will share the information with members of the Committee at that time. The Institute carefully reviews and considers all public comments received prior to finalizing its recommendation. Additional information about public comments is provided in Appendix A.

# PREFERENCE SCORING

Education Law § 2852(9-a) requires authorizers to establish a scoring rubric and grant priority to applications meeting both statutory and authorizer standards. The purpose of the preference criteria is to prioritize proposals in the event that the number of proposals meeting the SUNY Trustees' requirements exceeds the maximum number of charters to be issued. The RFP identified the minimum eligibility requirements and mandated preference criteria required by Education Law § 2852(9-a), as described in greater detail below, as well as SUNY's additional criteria.

In accordance with the 2023 RFP, applications approved pursuant to the 2019 RFP that have not yet received a charter shall receive a new preference score pursuant to the criteria in the 2023 RFP. These previously approved applications will receive up to 30 additional preference points in descending order consistent with the scores they received based on the 2019 preference scoring criteria. For example, the highest-scoring application based on the 2019 preference scoring criteria will receive 30 additional preference points, the second highest-scoring will receive 29 additional preference points, and so on. The CQA II proposal met the eligibility requirements, as evidenced by the following:

- the proposal was sufficiently complete, i.e., it included a Transmittal and Summary form, Proposal Summary, and responses to all RFP requests as prescribed by the Institute;
- the proposal included a viable plan to meet the enrollment and retention targets established by the SUNY Trustees for students with disabilities, ELLs, and students who are eligible to participate in the FRPL program (as detailed in Request 5); and,
- the proposal provided evidence of public outreach that conforms to the Act and the process prescribed by the SUNY Trustees for the purpose of soliciting and incorporating community input regarding the proposed charter school and its academic program (as detailed in Request 4).

As CQA II's proposal submission met the eligibility criteria, the Institute's evaluation continued with a full review of the proposal, an interview of the application team and board of trustees, and requests for clarification and/or amendments to the proposal. The review process then continued with an evaluation of the proposal in relation to the nine Preference Criteria contained in the RFP for which proposals can earn credit as described in the RFP's Preference Scoring Guidance. The Preference Criteria, which in addition to eligibility criteria and the overall high standards established by the SUNY Trustees, include the demonstration of the following in compliance with Education Law §§ 2852(9-a)(c)(i)-(viii):

- increasing student achievement and decreasing student achievement gaps in reading/language arts and mathematics;
- increasing high school graduation rates and focusing on serving specific high school student populations including, but not limited to, students at risk of not obtaining a high school diploma, re-enrolled high school drop-outs, and students with academic skills below grade level;
- focusing on the academic achievement of middle school students and preparing them for a successful transition to high school;
- utilizing high-quality assessments designed to measure a student's knowledge, understanding of, and ability to apply critical concepts through the use of a variety of item types and formats;
- increasing the acquisition, adoption, and use of local instructional improvement systems that provide teachers, principals, and administrators with the information and resources they need to inform and improve their instructional practices, decision-making, and overall effectiveness;

- partnering with low-performing public schools in the area to share best educational practices and innovations;
- demonstrating the management and leadership techniques necessary to overcome initial start-up problems to establish a thriving, financially viable charter school; and,
- demonstrating the support of the school district in which the proposed charter school will be located and the intent to establish an ongoing relationship with such school district.

Pursuant to the RFP, in compliance with the requirements for new charter applications set forth in Education Law § 2852(9-a)(b)(i-ii), (g), the Institute recommends the SUNY Trustees approve the application for one new charter as proposed. Central Queens Academy Charter School II earned a score of 54.25 preference points out of a maximum of 75.

## CONCLUSION & RECOMMENDATIONS

Based on its review and findings, the Institute recommends that the SUNY Trustees approve the updated proposal to grant Central Queens Academy Charter School the authority to operate Central Queens Academy Charter School II to open in August 2024.

# APPENDIX A: SUMMARY OF PUBLIC COMMENTS RECEIVED

## SUMMARY OF PUBLIC COMMENTS RECEIVED DURING THE SUNY PUBLIC COMMENT PERIOD THROUGH OCTOBER 4, 2023

On or about August 18, 2023 pursuant to Education Law § 2857(1), the Institute notified the district as well as public and private schools in the same geographic area of the proposed school about receipt of the proposal to establish CQA II. The notice reminded the district that the New York State Commissioner of Education's regulations require the school district to hold a public hearing within 30 days of the notice for each new charter application. The district scheduled a public hearing pertaining to the proposed school for October 5, 2023, and will provide the Institute with a summary of comments made at the hearing. Should the district make the summary of public comments available prior to the October 12, 2023 Committee meeting, the Institute will share the information with members of the Committee at that time. A redacted copy of the CQA II proposal was also posted [on the Institute's website](#) for public review.

To date, the Institute has not received any direct comments pertaining to the proposed school.

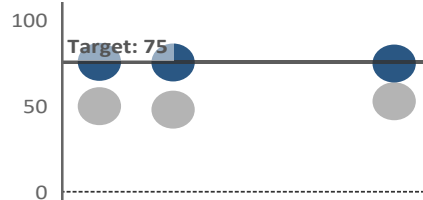
# APPENDIX B: EXISTING SCHOOL PERFORMANCE

## Central Queens Academy Charter School

Queens CSD 24

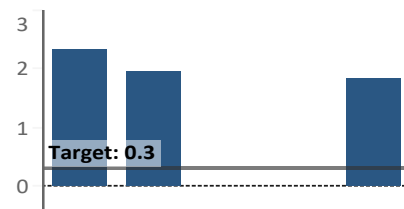
### ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL

**District Comparison.** The percentage of students at **the charter** performing at or above proficiency in ELA compared to **the district**.



Test Year	Comp Grades	District %	Charter %
2018	6-8	50	76
2019	6-8	48	76
2020	N/A	N/A	N/A
2021	N/A	N/A	N/A
2022	6-8	53	75

**Effect Size.** The chart shows charter's effect size above its predicted level of performance in **ELA** according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.



Test Year	Test Grades	Effect Size
2018	5-8	2.34
2019	5-8	1.94
2020	N/A	N/A
2021	N/A	N/A
2022	5-8	1.82

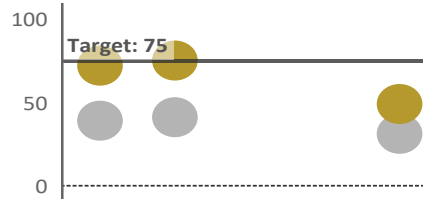
**Comparative Growth Measure: Mean Growth Percentile.** The charter's unadjusted mean growth percentile for all students in grades 4-8 will be above target of 50 in **ELA**.



Test Year	Charter Mean Growth
2018	62.2
2019	58.4
2020	N/A
2021	N/A
2022	N/A

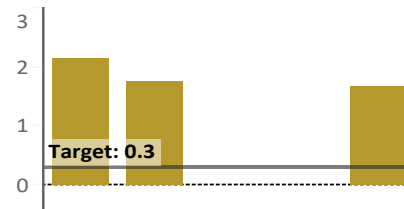
### MATHEMATICS ACCOUNTABILITY PLAN GOAL

**District Comparison.** The percentage of students at **the charter** performing at or above proficiency in mathematics compared to **the district**.



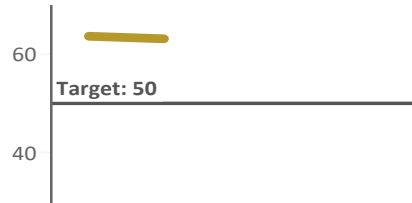
Test Year	Comp Grades	District %	Charter %
2018	6-8	40	73
2019	6-8	42	76
2020	N/A	N/A	N/A
2021	N/A	N/A	N/A
2022	6-7	32	50

**Effect Size.** The chart shows charter's effect size above its predicted level of performance in **mathematics** according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.



Test Year	Test Grades	Effect Size
2018	5-8	2.13
2019	5-8	1.76
2020	N/A	N/A
2021	N/A	N/A
2022	5-7	1.67

**Comparative Growth Measure: Mean Growth Percentile.** The charter's unadjusted mean growth percentile for all students in grades 4-8 will be above target of 50 in **mathematics**.

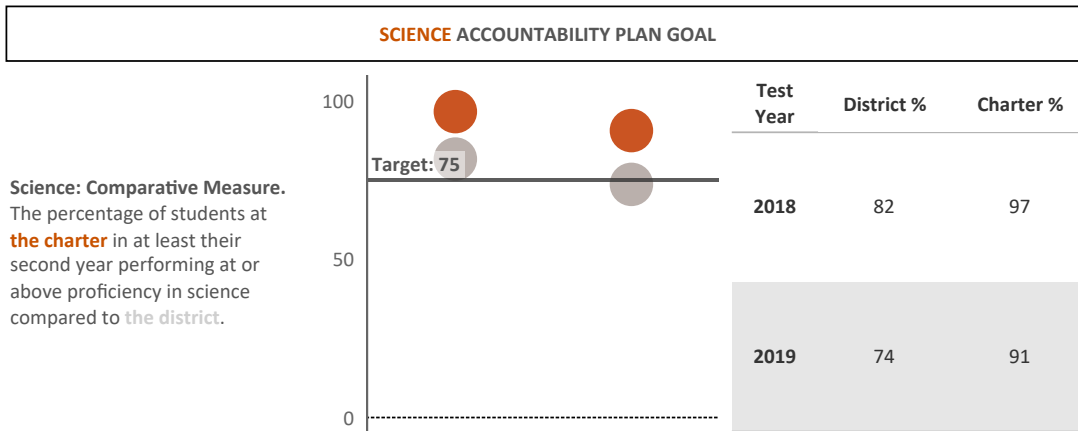


Test Year	Charter Mean Growth
2018	63.9
2019	63.3
2020	N/A
2021	N/A
2022	N/A

# APPENDIX B: EXISTING SCHOOL PERFORMANCE

Central Queens Academy Charter School

Queens CSD 24



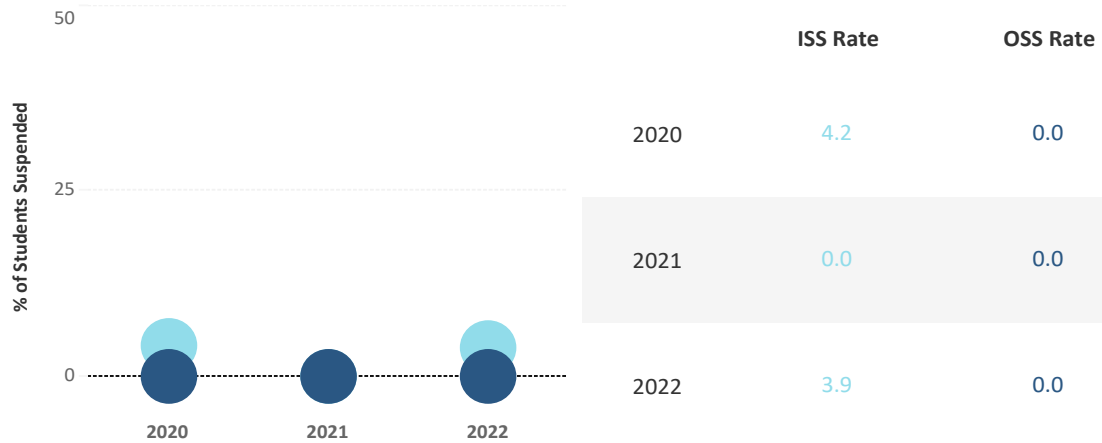
**SPECIAL POPULATIONS PERFORMANCE\***

	2018	2019	2022
Students with Disabilities Enrollment	39	38	43
Tested on State Exam	36	37	31
Charter Percent Proficient on ELA Exam	41.7	35.1	41.9
District Percent Proficient	12.8	11.8	16.3
ELL Enrollment	37	38	80
Tested on NYSESLAT Exam	35	38	80
Charter Percent 'Commanding' or Making Progress	48.6	47.4	37.5

\* The academic outcome data about the performance of students receiving special education services and English language learners ("ELLs") above is not tied to separate goals in the charter school's formal Accountability Plan. The NYSESLAT, the New York State English as a Second Language Achievement Test, is a standardized state exam. "Making Progress" is defined as moving up at least one level of proficiency. Student scores fall into five categories/proficiency levels: Entering; Emerging; Transitioning; Expanding; and, Commanding. In order to comply with Family Educational Rights and Privacy Act regulations on reporting education outcome data, the Institute does not report assessment results for groups containing five or fewer students and indicates this with an "s".

# APPENDIX B: EXISTING SCHOOL PERFORMANCE

## Central Queens Academy Charter School



Data suitable for comparison are not available. The percentage rate shown here is calculated using the method employed by NYCDOE: the total number of students receiving an in school or out of school suspension at any time during the school year is divided by the total enrollment, then multiplied by 100.

**Persistence in Enrollment:** The percentage of students eligible to return from previous year who did return



**Expulsions:** The number of students expelled from the charter each year

2020	2021	2022
0	0	0

### Central Queens Academy Charter School's Enrollment and Retention Status: 2021-22

		Target	Charter
enrollment	economically disadvantaged	84.1	86.9
	English language learners	25.4	20.0
	students with disabilities	14.6	8.8
retention	economically disadvantaged	92.9	92.2
	English language learners	94.0	89.5
	students with disabilities	93.6	93.1

# APPENDIX C: FISCAL DASHBOARD

## CENTRAL QUEENS ACADEMY CHARTER SCHOOL

### CHARTER INFORMATION

#### BALANCE SHEET

Opened 2012-13

##### Assets

##### Current Assets

	2017-18	2018-19	2019-20	2020-21	2021-22
Cash and Cash Equivalents - GRAPH 1	5,347,813	6,043,563	8,313,986	8,707,383	10,773,047
Grants and Contracts Receivable	302,766	304,534	395,697	269,843	438,807
Accounts Receivable	11,429	-	3,041	-	-
Prepaid Expenses	216,432	1,164,768	1,273,812	1,924,373	167,801
Contributions and Other Receivables	294,741	1,131,725	467,941	107,659	2,121,377
<b>Total Current Assets - GRAPH 1</b>	<b>6,173,181</b>	<b>8,644,590</b>	<b>10,454,477</b>	<b>11,009,258</b>	<b>13,501,032</b>
Property, Building and Equipment, net	176,001	280,804	397,275	485,739	825,039
Other Assets	-	78,118	79,151	79,389	79,515
<b>Total Assets - GRAPH 1</b>	<b>6,349,182</b>	<b>9,003,512</b>	<b>10,930,903</b>	<b>11,574,386</b>	<b>14,405,586</b>

##### Liabilities and Net Assets

##### Current Liabilities

Accounts Payable and Accrued Expenses	933,888	988,337	1,100,966	1,013,697	1,606,906
Accrued Payroll and Benefits	-	-	-	-	-
Deferred Revenue	7,259	10,576	10,576	40,186	67,878
Current Maturities of Long-Term Debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	-	-	-	-	-
<b>Total Current Liabilities - GRAPH 1</b>	<b>941,147</b>	<b>998,913</b>	<b>1,111,542</b>	<b>1,053,883</b>	<b>1,674,784</b>
Deferred Rent/Lease Liability	25,711	-	37,573	39,026	-
All other L-T debt and notes payable, net current maturities	280,000	-	1,024,182	-	43,506
<b>Total Liabilities - GRAPH 1</b>	<b>1,246,858</b>	<b>998,913</b>	<b>2,173,297</b>	<b>1,092,909</b>	<b>1,718,290</b>

##### Net Assets

Without Donor Restrictions	4,899,320	7,520,115	8,451,864	10,102,606	12,312,163
With Donor Restrictions	203,004	484,484	305,742	378,871	375,133
<b>Total Net Assets</b>	<b>5,102,324</b>	<b>8,004,599</b>	<b>8,757,606</b>	<b>10,481,477</b>	<b>12,687,296</b>
<b>Total Liabilities and Net Assets</b>	<b>6,349,182</b>	<b>9,003,512</b>	<b>10,930,903</b>	<b>11,574,386</b>	<b>14,405,586</b>

#### ACTIVITIES

##### Operating Revenue

Resident Student Enrollment	5,790,825	6,330,975	6,533,483	6,406,877	8,251,876
Students with Disabilities	589,091	652,341	558,653	569,866	617,316
<b>Grants and Contracts</b>					
State and local	142,578	193,745	79,157	-	-
Federal - Title and IDEA	240,400	361,137	371,483	427,567	694,323
Federal - Other	-	-	-	1,024,182	-
Other	-	-	-	-	-
NYC DoE Rental Assistance	548,317	585,206	672,662	654,905	1,275,828
Food Service/Child Nutrition Program	-	-	-	-	-
<b>Total Operating Revenue</b>	<b>7,311,211</b>	<b>8,123,404</b>	<b>8,215,438</b>	<b>9,083,397</b>	<b>10,839,343</b>

##### Expenses

Regular Education	5,096,098	5,122,696	5,252,434	5,372,247	7,194,828
SPED	728,203	797,356	930,459	984,519	1,190,974
Other	-	-	-	-	-
<b>Total Program Services</b>	<b>5,824,301</b>	<b>5,920,052</b>	<b>6,182,893</b>	<b>6,356,766</b>	<b>8,385,802</b>
Management and General	1,098,665	841,512	1,425,356	1,602,052	1,259,529
Fundraising	346,313	290,116	314,926	393,038	394,416
<b>Total Expenses - GRAPHS 2, 3 &amp; 4</b>	<b>7,269,279</b>	<b>7,051,680</b>	<b>7,923,175</b>	<b>8,351,856</b>	<b>10,039,747</b>
<b>Surplus / (Deficit) From School Operations</b>	<b>41,932</b>	<b>1,071,724</b>	<b>292,263</b>	<b>731,541</b>	<b>799,596</b>

##### Support and Other Revenue

Contributions	413,418	1,598,796	371,072	1,046,189	1,342,814
Fundraising	307,668	121,951	-	-	-
Miscellaneous Income	33,922	109,804	89,672	(53,859)	63,409
Net assets released from restriction	-	-	-	-	-
<b>Total Support and Other Revenue</b>	<b>755,008</b>	<b>1,830,551</b>	<b>460,744</b>	<b>992,330</b>	<b>1,406,223</b>

Total Unrestricted Revenue	8,227,958	9,750,593	8,776,806	10,002,598	12,249,304
Total Temporally Restricted Revenue	(161,739)	203,362	(100,624)	73,129	(3,738)
<b>Total Revenue - GRAPHS 2 &amp; 3</b>	<b>8,066,219</b>	<b>9,953,955</b>	<b>8,676,182</b>	<b>10,075,727</b>	<b>12,245,566</b>

##### Change in Net Assets

<b>Net Assets - Beginning of Year - GRAPH 2</b>	<b>4,305,384</b>	<b>5,102,324</b>	<b>8,004,599</b>	<b>8,757,606</b>	<b>10,481,477</b>
Prior Year Adjustment(s)	-	-	-	-	-
<b>Net Assets - End of Year - GRAPH 2</b>	<b>5,102,324</b>	<b>8,004,599</b>	<b>8,757,606</b>	<b>10,481,477</b>	<b>12,687,296</b>

# APPENDIX C: FISCAL DASHBOARD

## CENTRAL QUEENS ACADEMY CHARTER SCHOOL

### CHARTER INFORMATION - (Continued)

#### Functional Expense Breakdown

	2017-18	2018-19	2019-20	2020-21	2021-22
Personnel Service					
Administrative Staff Personnel	1,170,253	1,415,898	1,640,718	2,626,629	-
Instructional Personnel	2,553,552	2,637,760	2,765,574	2,217,912	3,434,113
Non-Instructional Personnel	397,072	267,293	137,168	117,077	2,466,770
Personnel Services (Combined)	-	-	-	-	-
<b>Total Salaries and Staff</b>	<b>4,120,877</b>	<b>4,320,951</b>	<b>4,543,460</b>	<b>4,961,618</b>	<b>5,900,883</b>
Fringe Benefits & Payroll Taxes	921,912	797,065	793,858	835,018	1,060,774
Retirement	-	-	-	-	-
Management Company Fees	-	-	-	-	-
Building and Land Rent / Lease / Facility Financing	1,058,220	1,082,929	1,233,593	1,236,408	2,075,310
Staff Development	13,804	19,378	17,229	10,637	26,528
Professional Fees, Consultant & Purchased Services	545,115	344,727	433,850	533,009	225,796
Marketing / Recruitment	17,539	22,818	36,918	96,971	82,708
Student Supplies, Materials & Services	110,321	97,012	50,948	58,322	228,217
Depreciation	229,341	85,125	46,962	51,241	103,886
Other	252,150	281,675	766,357	568,632	335,645
<b>Total Expenses</b>	<b>7,269,279</b>	<b>7,051,680</b>	<b>7,923,175</b>	<b>8,351,856</b>	<b>10,039,747</b>

### CHARTER ANALYSIS

#### ENROLLMENT

	2017-18	2018-19	2019-20	2020-21	2021-22
Original Chartered Enrollment	405	510	610	710	810
Final Chartered Enrollment (includes any revisions)	405	405	405	405	510
Actual Enrollment - <b>GRAPH 4</b>	399	414	405	397	490
Chartered Grades	5-8	K, 5-8	K-1, 5-8	K-2, 5-8	K-3, 5-8
Final Chartered Grades (includes any revisions)	-	5-8	5-8	5-8	K-1, 5-8

#### Primary School District: NYC CANCELLOR'S OFFICE

Per Pupil Funding (Weighted Avg of All Districts)	2017-18	2018-19	2019-20	2020-21	2021-22
	14,527	15,307	16,150	16,123	16,844
Increase over prior year	3.4%	5.1%	5.2%	-0.2%	4.3%

#### PER STUDENT BREAKDOWN

Revenue	2017-18	2018-19	2019-20	2020-21	2021-22
Operating	18,342	19,622	20,308	22,863	22,126
Other Revenue and Support	1,894	4,422	1,139	2,498	2,870
<b>TOTAL - GRAPH 3</b>	<b>20,236</b>	<b>24,043</b>	<b>21,447</b>	<b>25,361</b>	<b>24,996</b>
Expenses	2017-18	2018-19	2019-20	2020-21	2021-22
Program Services	14,612	14,300	15,283	16,000	17,117
Management and General, Fundraising	3,625	2,733	4,302	5,022	3,376
<b>TOTAL - GRAPH 3</b>	<b>18,237</b>	<b>17,033</b>	<b>19,585</b>	<b>21,022</b>	<b>20,493</b>
% of Program Services	80.1%	84.0%	78.0%	76.1%	83.5%
% of Management and Other	19.9%	16.0%	22.0%	23.9%	16.5%
<b>% of Revenue Exceeding Expenses - GRAPH 5</b>	<b>11.0%</b>	<b>41.2%</b>	<b>9.5%</b>	<b>20.6%</b>	<b>22.0%</b>
<b>% of Revenue Expended on Facilities</b>	<b>14.5%</b>	<b>13.3%</b>	<b>15.0%</b>	<b>13.6%</b>	<b>19.1%</b>

#### Student to Faculty Ratio

2017-18	2018-19	2019-20	2020-21	2021-22
9.7	9.7	9.1	9.0	9.2

#### Faculty to Admin Ratio

2017-18	2018-19	2019-20	2020-21	2021-22
3.7	3.9	4.2	4.4	-

#### Financial Responsibility Composite Scores - GRAPH 6

Score	2017-18	2018-19	2019-20	2020-21	2021-22
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 / Fiscally Needs Monitoring < 1.0	3.0	3.0	3.0	3.0	3.0
	Fiscally Strong	Fiscally Strong	Fiscally Strong	Fiscally Strong	Fiscally Strong

#### Working Capital - GRAPH 7

Net Working Capital	2017-18	2018-19	2019-20	2020-21	2021-22
	5,232,034	7,645,677	9,342,935	9,955,375	11,826,248
As % of Unrestricted Revenue	63.6%	78.4%	106.5%	99.5%	96.5%
Working Capital (Current) Ratio Score	6.6	8.7	9.4	10.4	8.1
Risk (Low ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4)	LOW	LOW	LOW	LOW	LOW
Rating (Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)	Excellent	Excellent	Excellent	Excellent	Excellent

#### Quick (Acid Test) Ratio

Score	2017-18	2018-19	2019-20	2020-21	2021-22
	6.3	7.5	8.3	8.6	8.0
Risk (Low ≥ 2.5 / Medium 1.0 - 2.4 / High < 1.0)	LOW	LOW	LOW	LOW	LOW
Rating (Excellent ≥ 2.5 / Good 1.0 - 2.4 / Poor < 1.0)	Excellent	Excellent	Excellent	Excellent	Excellent

#### Debt to Asset Ratio - GRAPH 7

Score	2017-18	2018-19	2019-20	2020-21	2021-22
	0.2	0.1	0.2	0.1	0.1
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)	LOW	LOW	LOW	LOW	LOW
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)	Excellent	Excellent	Excellent	Excellent	Excellent

#### Months of Cash - GRAPH 8

Score	2017-18	2018-19	2019-20	2020-21	2021-22
	8.8	10.3	12.6	12.5	12.9
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)	LOW	LOW	LOW	LOW	LOW
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)	Excellent	Excellent	Excellent	Excellent	Excellent



**Charter Schools Institute**  
The State University of New York

[www.newyorkcharters.org](http://www.newyorkcharters.org)

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