



**Central Queens Academy
CHARTER SCHOOL**

**2013-14 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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Suyin So, Executive Director, prepared this 2013-14 Accountability Progress Report on behalf of the school’s board of trustees:

Trustee’s Name	Board Position
Pei Pei Cheng-de Castro	Chair, Executive Committee
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Grace Chao	Finance and Audit Committee

Suyin So has served as the Executive Director since 2012.

INTRODUCTION

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

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

CQA is located in Queens, the nation's most multi-ethnic county, and inside Elmhurst, home to the nation's most diverse ZIP code, 11373. In serving Elmhurst, a traditional immigrant gateway community, and the neighboring areas of Corona and Woodside, CQA's founding team sought to best position the school to reach our target student population of ELLs, the nation's fastest-growing student population. Our students' preferred home languages reflect our neighborhood's diversity: Spanish, Chinese (Cantonese, Mandarin and Taishanese), Tibetan, Hindi and Gujarati.

2014-2015 Student Information

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

School Enrollment by Grade Level and School Year

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

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

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

Background

Our ELA curriculum is based largely on the Lucy Calkins Workshop models, wherein teachers construct units of study around themes and genres. Reading and writing units run for approximately 4-6 weeks and conclude with a performance task, which is aligned to the Common Core Learning Standards (CCLS). Within these units, there has been an increasing emphasis on students reading grade-level texts with appropriate scaffolds, in order to prepare them for the State Exam. ELA instruction takes place for 2 hours per day (2 consecutive periods) by one ELA teacher, sometimes with the assistance of ESL, Special Education or Apprentice Teacher push-in support. In addition to the performance tasks, students took unit exams, NWEA, and Rally! Education Benchmark exams. Professional Development was provided for the ELA staff in the form of coaching, external PD's, and internal PD's on school-wide literacy practices.

Our literacy practices program is also a central part of our ELA program. In the 2013-2014 school year, students received guided reading practice four times per week in small groups (between 4-12 students per group, depending on level). Students were assessed five times throughout the school year using the Fountas and Pinnell Benchmark Assessment System. The frequent assessment allows for flexible and responsive grouping. It also increases accuracy in gauging progress towards CQA's annual reading growth goals. Teachers were provided with internal PD on literacy and Guided Reading.

Goal 1: Absolute Measure

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

Method

The school administered the New York State Testing Program English language arts assessment to students in grades 5 and 6 in April 2014. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

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

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

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

Results

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

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

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

Evaluation

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

Professional Development

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

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.

Differentiated Instruction

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

Continuation of Intervention Program

In 2013, CQA developed an intervention program, which provided an extra 130 minutes per week of intensive literacy intervention. We have developed a tiered strategic interventions approach for our struggling readers, offering an extra 130 minutes per week of intensive literacy intervention. For the most struggling students, we tutored them 3 times per week in small (3:1 phonics & decoding sessions) (Tier 3). For medium-tiered (Tier 2) students, our approach was to provide smaller Guided Reading groups and a shorter cycle of conferring and data-gathering for teachers. Students in Tier 1 with the “lightest” needs received double the conferring time for Tier 2 readers. CQA also offered vacation tutoring “bootcamps” for students identified by the ILT, which contributed to student preparation and readiness. In the 2014-2015 school year, we intend to continue this approach.

Additional Evidence

English Language Arts Performance by Grade Level and School Year

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

Goal 1: Absolute Measure

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

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state’s learning standards in English language arts. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the 2013-14 English language arts AMO of 89. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.²

Results

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

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

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

$$\begin{array}{r}
 \text{PI} = 43 + 22\% + 12\% = 77 \\
 \phantom{\text{PI}} + 22\% + 12\% = 34 \\
 \phantom{\text{PI}} + 12\% = 111
 \end{array}$$

Evaluation

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

Goal 1: Comparative Measure

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

Method

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

Results

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

2013-14 State English Language Arts Exam

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

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

Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3				
4				
5				
6	32%	103	26%	3924
7				
8				
All		103		3924

Evaluation

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

Additional Evidence

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

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2011-12		2012-13		2013-14	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3						
4						
5	N/A	N/A	N/A	N/A		
6					32%	26%
7						
8						
All					32%	26%

Goal 1: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.⁴

Method

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

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school’s performance to demographically similar public schools state-wide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school’s actual performance to the predicted performance of public schools with a similar economically disadvantaged percentage. The difference between the schools’ actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3 or performing higher than expected to a small degree is the requirement for achieving this measure.

Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Comparative Performance Analysis available.

Results

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

2012-13 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size	
			Actual	Predicted			
3	83.5						
4							
5		109	22.0	19.8	2.2	0.18	
6							
7							
8							
All		83.5	109	22.01	19.8	2.2	0.18

School’s Overall Comparative Performance:
Slightly higher than expected

Evaluation

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

Additional Evidence

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2010-11						
2011-12						

2012-13	5	86%	110	22.0	19.8	0.18
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Goal 1: Growth Measure⁵

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

Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2012-13 and also have a state exam score from 2011-12 including students who were retained in the same grade. Students with the same 2011-12 score are ranked by their 2012-13 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state's release of Growth Model data, the 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Growth Model data available.⁶

Results

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

Grade	Mean Growth Percentile	
	School	Statewide Median
3		50.0
4		50.0
5	54.1	50.0
6		50.0
7		50.0
8		50.0
All	<u>54.1</u>	50.0

Evaluation

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

Additional Evidence

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

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

⁶ Schools can acquire these data from the NYSED's Business Portal: portal.nysed.gov.

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

Goal 1: Optional Measure N/A.
Method Results Evaluation Additional Evidence

Summary of the English Language Arts Goal

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state English language arts exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2012-13 school district results.)	Did Not Achieve
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades	Achieved

⁷ Grade level results not available.

	4-8 will be above the state's unadjusted median growth percentile.	
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Action Plan

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

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

MATHEMATICS

Goal 2: Mathematics
CQA students will become proficient in the application of mathematical skills and concepts.

Background

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

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

Goal 2: Absolute Measure
Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State mathematics examination for grades 3-8.

Method

The school administered the New York State Testing Program mathematics assessment to students in grade 5 and 6 in April 2014. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year's test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed

breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year.

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

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

Results

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

Grades	All Students		Enrolled in at least their Second Year	
	Percent	Number Tested	Percent	Number Tested
3				
4				
5				
6	64%	103	64%	103
7				
8				
All	64%	103	64%	103

Evaluation

Additional Evidence

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

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency

⁸ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

	2011-12		2012-13		2013-14	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3						
4						
5			N/A	N/A	N/A/	N/A/
6					64%	103
7						
8						
All					64%	103

Goal 2: Absolute Measure

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

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in mathematics. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the 2013-14 mathematics AMO of 86. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.⁹

Results

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

Mathematics 2013-14 Performance Level Index (PLI)

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

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

Evaluation

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

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

Goal 2: Comparative Measure

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

Method

A school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.¹⁰

Results

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

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

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

Evaluation

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

Additional Evidence

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

¹⁰ Schools can acquire these data when the New York State Education Department releases its Access database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

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

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2011-12		2012-13		2013-14	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3						
4						
5						
6					64%	38%
7						
8						
All					64%	38%

Goal 2: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.¹¹

Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school’s performance to demographically similar public schools state-wide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school’s actual performance to the predicted performance of public schools with a similar economically disadvantaged percentage. The difference between the schools’ actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3 or performing higher than expected to a small degree is the requirement for achieving this measure.

Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Comparative Performance Analysis available.

Results

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

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

2012-13 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	83.6%					
4						
5		43.6%	20.1	23.5%	1.55	
6						
7						
8						
All						

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

Evaluation

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

Additional Evidence

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

Mathematics Comparative Performance by School Year

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

Goal 2: Growth Measure¹²

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

Method

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

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2012-13 and also have a state exam score in 2011-12 including students who were retained in the same grade. Students with the same 2011-12 scores are ranked by their 2012-13 scores and assigned a percentile based on their relative growth in performance (mean growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state's release of Growth Model data, the 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Growth Model data available.¹³

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

2012-13 Mathematics Mean Growth Percentile by Grade Level

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

Evaluation

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

Additional Evidence

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

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2010-11 ¹⁴	2011-12 ¹⁴	2012-13	Statewide Average
3				50.0
4				50.0
5				50.0
6			65.0	50.0

¹³ Schools can acquire these data from the NYSED's business portal: portal.nysed.gov.

¹⁴ Grade level results not available.

7				50.0
8				50.0
All			65.0	50.0

Goal 2: Optional Measure N/A.
Method
Results
Evaluation
Additional Evidence

Summary of the Mathematics Goal

In Mathematics, CQA did not achieve one out of four goals, failing to produce a results of 75% proficiency. CQA met the PLI and two Comparative goals.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state mathematics exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2012-13 school district results.)	Achieved
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	Achieved

Action Plan

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

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

SCIENCE

Goal 3: Science

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

Background

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

Goal 3: Absolute Measure

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

Method

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

Action Plan

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

Professional Development

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

Non-fiction Reading / Close-reading

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

Assessment

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

NCLB

Goal 4: NCLB

CQA will make Adequate Yearly Progress.

Goal 4: Absolute Measure

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

Method

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

Results

Good Standing

Evaluation

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

NCLB Status by Year

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