



**Central Queens Academy  
Charter School**

**2022-23 ACCOUNTABILITY PLAN  
PROGRESS REPORT**

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## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Ashish Kapadia, CQA’s Executive Director, and Glenn Liebeck, CQA’s School Director, prepared this 2022-23 Accountability Progress Report on behalf of the charter school’s board of trustees:

Trustee’s Name	Board Position	
	Office (e.g. chair, treasurer, secretary)	Committees (e.g. finance, executive)
Joyce Wu	Chair	Executive, Fundraising Committees
Sonia Park	Co-Vice Chair	Executive, Board Recruitment, Educational Accountability Committee
Catherine Tse	Co-Vice Chair	Executive Committee, Finance Committee
Rick Ruvkin	Treasurer	Finance Committee
Megha Jain	Secretary	Board Recruitment, Personnel Committees
Suvadip Bose		Finance Committee
Michelle Hallam		Fundraising Committee
Michael Lee		Fundraising Committee
Tom Ng		Educational Accountability Committee
Bruce Saber		Facility Committee
Sabir Semerkant		Marketing Committee
Michael Tang		Marketing Committee

**Ashish Kapadia has served as the Executive Director since September 2020. Glenn Liebeck has served as the School Director since July 2018.**

## SCHOOL OVERVIEW

Central Queens Academy Charter School opened in 2012. As a middle school, it serves grades 5-8 with approximately 400 scholars. CQA opened an elementary school in August 2021 and had about 300 total kindergarten, first grade, and second grade scholars in 2022-2023. Its student body is made up of mainly first and second-generation immigrants from over 30 different nations who speak over 20 different languages. The school is about 65% Hispanic, 25% Asian, 5% black, and 5% Arab. Annually, about 80-85% of CQA scholars qualify for free or reduced-price lunch.

The school’s mission is to prepare students for success in education, the workforce, and the community through a school that integrates literacy, standards-based academics, and culturally responsive support services. In addition to the three just mentioned above, the school’s key design elements include:

- frequent assessments to foster growth;
- focus on teacher development;
- more time on task, longer school day, and longer school year; and
- emphasis on social-emotional support to teach character and community.

During the 2022-2023 school year, CQA implemented a fully in-person learning model for all of its scholars. CQA focused on academic remediation as well as social-emotional support. All teachers provided small-group instruction and extra help to teach or re-teach the grade level skills and content that scholars were to master. The school also provided core instruction using technology and software daily. Just as importantly, the school implemented an instructional period dedicated to social-emotional learning. These lessons were mainly designed by counselors. Our school counselors provided intensive individual, group, and at times family counseling in order to minimize isolation and pandemic-related anxiety, stemming from Elmhurst, Corona, and Woodside being the epicenter of pandemic. Finally, the school implemented a series of family supports including a food pantry program for food insecure CQA families, legal immigration assistance, housing assistance, etc.

## ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year (As of BEDS Day)

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2017-18						106	106	105	86					403
2018-19						110	105	104	101					420
2019-20						106	104	102	95					407
2020-21						101	101	106	91					399
2021-22	50	49				100	100	103	97					499
2022-23	103	102	101			106	108	101	95					716

## GOAL 1: ENGLISH LANGUAGE ARTS

### Goal 1: English Language Arts

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

#### BACKGROUND

The CQA Middle School Literacy Program incorporates culturally relevant texts that are introduced, analyzed and studied through a combination of read-alouds, book clubs, and independent reading. At the heart of our literacy program is a fundamental understanding of the importance of speaking, listening, reading and writing as a part of each lesson. Therefore, each lesson that is created and implemented is rooted in the four components of language acquisition, comprehension and critical thinking. Within our literacy program there is targeted, tiered instruction that addresses the needs of all scholars (those on grade level, below grade level and above grade level). This includes using guided reading, use of phonics-based programs (S.P.I.R.E and Wilson), Vocabulary Acquisition (Wordly Wise and in-house created materials), Personalized Learning (iReady and in-house teacher created materials). Ultimately all scholars at CQA use literature and writing to navigate themselves within the context of their community and also gain a global perspective. This is done through the lens of the following:

- 5th grade-Resilience and Fortitude
- 6th grade-Power and Positionality
- 7th grade-Growth and Change
- 8th grade-Identity and Voice

The foundation of our program is based on the seminal work of Elaine McEwan (Seven Cognitive Reading Strategies), Ruth Culham (Six Plus One Traits of Writing), and Donald Graves (The Writing Process).

Built into the program, is a robust and authentic assessment program that regularly provides individualized student data. The frequent authentic assessments allow for flexible and responsive grouping. It also increases accuracy in gauging progress towards CQA's annual reading growth goals.

The CQA Elementary School ELA curriculum incorporates the Expeditionary Learning-developed curriculum model which is aligned to the Next Generation Learning Standards. The program is built into theme-specific modules, each one with an increasing emphasis on students reading grade-level texts with appropriate scaffolds for both reading and for writing development. Then, each module is punctuated with flexible grouped novel studies.

Using the extended day and literacy time (3 hours/day), it is devised to strategically mesh *The Science of Reading* approach with the Expeditionary Learning curricular modules. This blended approach was intentionally chosen after a thorough review of curricula because together they can bridge the gap between the teaching of foundational decoding skills and building depth of comprehension.

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## ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

### 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.

### METHOD

The school administered the New York State Testing Program English language arts (“ELA”) assessment to students in grades 5 through 8 in spring 2023. 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).

2022-23 State English Language Arts Exam  
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested <sup>1</sup>				Total Enrolled
		IEP	ELL	Absent	Other reason	
3	N/A					
4	N/A					
5	101	3	1		1	106
6	103	2				105
7	97				1	98
8	95					95
All	397	5	1			404

### RESULTS AND EVALUATION

About 65% of CQA scholars in at least their second year at the school were proficient on the NYS ELA exam. While CQA did not meet this absolute measure, its proximity to reaching it in the first year of state assessments for full cohorts of scholars is encouraging to the school.

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

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## Performance on 2022-23 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	N/A	N/A		
4	N/A	N/A		
5	59%	101	N/A	N/A
6	51%	103	52%	90
7	69%	97	68%	94
8	76%	94	76%	93
All	64%	395	65%	277

### 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.

The Institute does not require charters to report on this measure for 2022-23.

### 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.<sup>2</sup>

## RESULTS AND EVALUATION

CQA scholars in at least their second year outperformed scholars in District 24 in grades 6, 7, and 8 as well as collectively in those grade levels by over 16%.

<sup>2</sup> 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](#).

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## 2022-23 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 2 <sup>nd</sup> Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	N/A	N/A	N/A	
4	N/A	N/A	N/A	
5	N/A	N/A	N/A	
6	52	90	42.4	3464
7	68	94	47.0	3635
8	76	94	56.8	3798
All	65	278	48.9	10897

### ADDITIONAL EVIDENCE

#### 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.

The Institute conducts a comparative performance analysis which compares the school's performance to that of demographically similar public schools statewide. Given the timing of the state's release of data necessary to produce this analysis, the 2022-23 results are not yet available.

As such, The Institute does not require charters to report on this measure for 2022-23.

However, based on the 2021-2022 administration of state exams, CQA met this measure with an effect size of 1.83. CQA met this measure for that year.

#### Goal 1: Growth Measure

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.

The Institute does not require charters to report on this measure for 2022-23.

### INTERNAL EXAM RESULTS

During 2022-23, in addition to the New York State 3<sup>rd</sup>- 8<sup>th</sup> grade exams, the school(s) primarily used the following assessment to measure student growth and achievement in ELA: STAR Reading Assessment

CQA utilized the STAR Reading Assessments from Renaissance throughout the 2022-2023 school year in order to determine grade level proficiency in reading. As the chart below shows, CQA

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scholars grew on average well over one year in reading and nearly 70% were within one year of grade level by the end of the school year.

Reading				
	Beginning of Year Avg. GLE	End of Year Avg. GLE	Avg. GLE Growth	PCT w/in 1 yr of GL
<b>Grade 8</b>	7.5	9.5	2.0	66%
<b>Grade 7</b>	6.1	7.8	1.7	63%
<b>Grade 6</b>	5.6	7.1	1.5	70%
<b>Grade 5</b>	4.5	6.5	2.0	77%

### ADDITIONAL CONTEXT AND EVIDENCE

At the elementary level, CQA utilized F & P assessments to track reading growth over the course of the school year. As the chart below shows, each grade more than doubled the percent of scholars at or approaching grade level beginning of year as compared to end of year.

Reading		
	% Approaching Grade Level or Higher	
	BOY	EOY
<b>Grade K</b>	35%	85%
<b>Grade 1</b>	32%	78%
<b>Grade 2</b>	37%	76%

### SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

While the data is not available at this time for the comparative measure, CQA has reached its goal by approaching its absolute measure in English.

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.	Approaching (65%)
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.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the school district of comparison.	Met

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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 meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	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.	N/A

### ACTION PLAN

CQA will continue to focus on improving literacy skills in all grades, using a variety of intervention and classroom strategies. CQA will continue to enhance its ability to respond to ongoing assessment with an increased AIS staff, paired with multiple time slots each day Mon-Thurs for scholars to receive targeted small group instruction. Upon completion of each data set analysis, small and measurable 6-week goals will be established as targets in that 6-week cycle.

Based on our current data, CQA will make adjustments to its literacy program. Instruction will be divided into the specific goals for both reading and writing. To that end, reading classes in all grades will focus on the most important skills based on the science of reading:

1. Monitoring for meaning
2. Relating the new to the known
3. Questioning
4. Determining importance
5. Inferring
6. Creating sensory images
7. Determining the meaning of unknown words and phrases

Our middle school writing program will continue to be grounded in Ruth Culllen's six traits of writing that emphasize:

1. Ideas
2. Organization
3. Word Choice
4. Voice
5. Sentence Fluency
6. Conventions

Both our reading and writing programs will put a premium on language acquisition and improvement through the use of culturally-relevant texts, vocabulary expansion, small group instruction, and scaffolded opportunities to respond.

For this reason, CQA's elementary school will incorporate some lessons from the new, revamped CKLA curriculum which also includes more phonics than its previous curriculum.

Finally, CQA will continue to identify strong pedagogues who have a background in teaching literacy skills and content at the middle school and elementary school level.

## GOAL 2: MATHEMATICS

### Goal 2: Mathematics

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

#### BACKGROUND

CQA has built its math program with a conceptual, inquiry-based approach. Scholars engage in hands-on problem-solving every day while building conceptual mathematical understanding. Teachers value the process in addition to the product of scholar work. Through this approach, scholars understand the concepts behind the math while also building automaticity or fluency in math facts. Built into CQA's program is a robust and authentic assessment program that regularly provides individualized student data. As a practice, students receive small group instruction based on their math levels in accordance with IXL diagnostic and benchmark assessments. The frequent classroom assessments allow for flexible and responsive grouping. It also increases accuracy in gauging progress towards CQA's annual math growth goals.

In the middle school grades, CQA intentionally uses multiple curricula. In fifth grade, CQA utilizes the Singapore Math curriculum from Math in Focus. This is because the majority of incoming students enter fifth grade well below grade level in math. CQA believes the Singapore Math curriculum does a better job of teaching and reinforcing number sense than other curricula. In grades 6 and 7, CQA utilizes the Eureka Math curriculum from engageny.org to ensure that its scholars can learn using a rigorous curriculum that is closely aligned to New York State's Next Generation Learning Standards for math. The coursework in middle school is accelerated culminating in the NYS high school Algebra I Regents course (with the subsequent Regents exam). The single period daily math block is paired with a block of STEM. STEM is an application-based class for scholars to apply the skills that they are learning in math to real world or tactile problems.

CQA's elementary school's math curriculum is a combination of Cognitive Guided Instruction for number stories and Context for Learning for math workshop. This was chosen over the Eureka math modules because the school believes that scholars struggle with number sense and numerical understanding, partially due to the COVID-19 pandemic. These curricula allow for scholars to be easily engaged and master basic mathematical skills.

#### ELEMENTARY AND MIDDLE MATHEMATICS

##### Goal 2: 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 Mathematics examination for grades 3-8.

#### METHOD

The school administered the New York State Testing Program Mathematics assessment to students in 5th through 7th grades in spring 2023. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

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).

2022-23 State Mathematics Exam  
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested <sup>3</sup>				Total Enrolled
		IEP	ELL	Absent	Other reason	
3	N/A					
4	N/A					
5	104	2				106
6	103	2				105
7	98					98
8	N/A					N/A
All	305	4				309

### RESULTS AND EVALUATION

About 78% of CQA scholars in at least their second year at the school were proficient on the NYS MATH exam.

Performance on 2022-23 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	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A
5	59%	104	N/A	N/A
6	72%	103	69%	91
7	88%	98	87%	95
8	N/A	N/A	N/A	N/A
All	66%	303	78%	186

### ADDITIONAL EVIDENCE

Central Queens Academy prepares all of its 8<sup>th</sup> grade scholars for the high school Algebra I exam to be taken in June of 8<sup>th</sup> grade. In June 2023, 84 out of 95 eighth grade scholars (88%) passed that high school math exam.

<sup>3</sup> Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

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### Goal 2: Absolute Measure

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.

The Institute does not require charters to report on this measure for 2022-23.

### 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 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.<sup>4</sup>

## RESULTS AND EVALUATION

Scholars in at least their second year at CQA outperformed scholars in District 24 in grades 6 and 7, as well as collectively by over 33%.

2022-23 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 2 <sup>nd</sup> Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	N/A	N/A	N/A	
4	N/A	N/A	N/A	
5	N/A	N/A	N/A	
6	69	91	41.6	3740
7	87	95	47.1	3841
8	N/A	N/A	N/A	
All	78	186	44.4	7581

### 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)

<sup>4</sup> 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](#).

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according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

The Institute conducts a comparative performance analysis which compares the school's performance to that of demographically similar public schools statewide. Given the timing of the state's release of data necessary to produce this analysis, the 2022-23 results are not yet available.

As such, The Institute does not require charters to report on this measure for 2022-23.

However, on the 2021-2022 administration of the state math exams, CQA had an effect size of 1.67 so it met this goal for that year.

### Goal 2: Growth Measure

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.

The Institute does not require charters to report on this measure for 2022-23.

### INTERNAL EXAM RESULTS

During 2022-23, in addition to the New York State 3<sup>rd</sup>- 8<sup>th</sup> grade exams, the middle school primarily used the following assessment to measure student growth and achievement in mathematics: IXL Diagnostic

	MATH			
	Beginning of Year Avg GLE	End of Year Average GLE	Avg. GLE Growth	PCT w/in 1 yr of GL
<b>Grade 8</b>	7.6	8.2	0.6	71%
<b>Grade 7</b>	6.6	7.6	1.0	91%
<b>Grade 6</b>	5.7	6.8	1.1	86%
<b>Grade 5</b>	4.3	6.0	1.7	82%

At the elementary level, CQA utilized "Jar Assessment Program" to track mathematics growth over the course of the school year. As the chart below shows, each grade showed immense growth with 2<sup>nd</sup> grade more than tripling the percent of scholars at or approaching grade level beginning of year as compared to end of year.

	Reading	
	% Approaching Grade Level or Higher	
	BOY	EOY
<b>Grade K</b>	49%	90%
<b>Grade 1</b>	48%	75%
<b>Grade 2</b>	26%	86%

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### ADDITIONAL CONTEXT AND EVIDENCE

CQA administered the IXL Diagnostic Math Assessments in grades 5, 6, 7, and 8 as part of its analysis to determine how many and which scholars were at or approaching grade level. Over 80% of its scholars were approaching or at grade level by the end of the school year.

### SUMMARY OF THE ELEMENTARY/MIDDLE MATHEMATICS GOAL

While the data is not available at this time for the comparative measure, CQA has reached its goal by approaching its absolute measure in mathematics despite the learning losses from the COVID-19 pandemic.

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.	Met (78%)
Absolute	Each year, the school's aggregate PI on the state's mathematics exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the 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 meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	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.	N/A

### ACTION PLAN

CQA will continue to focus on improving and accelerating mathematics skills in all grades, using a variety of intervention and classroom strategies. We will continue to utilize our greatly enhanced AIS program, paired with multiple time slots each day Mon-Thurs for scholars to receive targeted small group instruction. Upon completion of each data set analysis, small and measurable 6-week goals will be established as targets in that 6-week cycle.

Instructionally, our elementary scholars will focus on improving their conceptual understanding of math. Through CGI (Cognitive Guided Instruction) and CFL (Context for Learning), we will work with scholars to not only get the right answer but be able to use and explain flexible strategies in order to arrive at the correct solution.

In our middle school, the mathematical void created by the pandemic will continue to push us to accelerate the learning, culminating in a "Regents Algebra For All" approach to the 8<sup>th</sup> grade curriculum. In addition to the AIS and small group instruction time described above, CQA middle school will continue to transform its IDS (Interdisciplinary Studies) class in to a STEM course focused

on the use and practice of mathematical skills in the design-thinking process. Additionally, all CQA rising 8<sup>th</sup> graders were invited to attend our Algebra-Bridge Summer Program. Our program is 15 hours per week for four weeks and scholars work with lead teachers and tutors in focused small groups to tackle the mastery of skills embedded in the Algebra 1 curriculum.

Finally, CQA will continue to take significant steps in identifying strong pedagogues who have a background in teaching math content and skills at the elementary school level.

### GOAL 3: SCIENCE

#### Goal 3: Science

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

#### BACKGROUND

Similar to math, CQA has built an accelerated science program with a conceptual, inquiry-based approach. Scholars engage in hands-on problem solving while building conceptual understanding of basic scientific constructs. CQA strives to build understanding through the hands-on experimentation rather than prior to experimentation.

In the middle school grades, we use the Savvas Interactive Science Curriculum with an accelerated pacing calendar culminating in the New York State high school Earth Science course in eighth grade. The Earth Science curriculum has been built in-house at CQA.

The elementary school utilizes the Amplify science curriculum with an emphasis on hand-on learning and experimentation.

#### ELEMENTARY AND MIDDLE SCIENCE

##### 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 8<sup>th</sup> grade in spring 2023. It instead administered the New York State Regents Exam in Physical Science/Earth Science, a high school level exam. The school converted each student's raw score to a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year to score at proficiency or a minimum of 65%.

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## RESULTS AND EVALUATION

Sixty-one out of 94 scholars in 8<sup>th</sup> grade passed the Earth Science Regents Exam with at least 65%. That is 65% of the cohort.

### Charter School Performance on 2022-23 State Regents Science Exam By All Students and Students Enrolled in At Least Their Second Year

Grade	Percent of Students at Proficiency of Students in At Least 2 <sup>nd</sup> Year	
	Percent Proficient	Number Tested
4	N/A	N/A
8	65	94
All	65	94

## ADDITIONAL EVIDENCE

### Performance on a Regents Science Exam of 8<sup>th</sup> Grade All Students by Year

Grade	Year	Regents Exam	Percent Passing with a 65	Number Tested
8	2017-18	Earth Science	97	86
8	2018-19	Earth Science	91	100
8	2021-22	Earth Science	82	94
8	2022-23	Earth Science	65	94

8<sup>th</sup> grade scholars at CQA continue to significantly outperform New York City, New York State, and District 24 on the high school Earth Science Regents Exam. This is a historical trend for the school. The 2022-23 school year saw a precipitous drop in in Regents exam scores which we attribute to an extended maternity leave of the instructor. With the return of the instructor in the 2023-24 school year, we expect the scores to rise back to historical levels.

### 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.

District 24 data is not available at this time for reporting.

## SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

We believe CQA met its science goal for the 2022-2023 school year.

## ACTION PLAN

CQA will continue to focus on improving science skills and content understanding in all grades. We will utilize an inquiry model of instruction centered on experiential learning to support content understanding and big unit connections. Additionally, we will use a variety of intervention and classroom strategies. This year we will continue to use our enhanced ability to respond to ongoing assessment with an increased AIS staff, paired with multiple time slots each day Mon-Thurs for scholars to receive targeted small group instruction. Upon completion of each data set analysis, small and measurable 6-week goals will be established as targets in that 6-week cycle.

In the elementary grades, we will continue to build an excitement for and curiosity of the physical world around us, while building the scientific process skills to create and test hypotheses. In the middle school grades, CQA will continue to accelerate the learning standards in grades 5-7 using a multi-disciplinary approach. All 8<sup>th</sup> graders will then complete their CQA science study in the NYS Regents Earth Science course.

## GOAL 4: ESSA

Due to COVID-19 and the subsequent changes to the state's testing, accountability, and federal reporting requirements, the 2022-23 school accountability statuses are the same as those assigned for the 2021-22 school year. Assigned accountability designations and further context can be found [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

Central Queens Academy Charter School is in Good Standing.

## ADDITIONAL EVIDENCE

CQA has always been in Good Standing.

## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

### Accountability Status by Year

Year	Status
2019-20	In Good Standing
2020-21	In Good Standing
2021-22	In Good Standing
2022-23	In Good Standing