



**Central Queens Academy  
Charter School**

**2021-22 ACCOUNTABILITY PLAN  
PROGRESS REPORT**

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## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Ashish Kapadia, CQA's Executive Director, prepared this 2021-22 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
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Michael Lee		Fundraising Committee
Tom Ng		Educational Accountability Committee
Bruce Saber		Facility Committee
Sabir Semerkant		Marketing Committee

**Ashish Kapadia has served as the Executive Director since September 2020.**

## SCHOOL OVERVIEW

Central Queens Academy Charter School opened in 2012. As a middle school, it serves grades 5-8 in two buildings. It serves approximately 400 middle school scholars and opened an elementary school in August 2021 with a total of 100 kindergarten and first grade scholars. 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 70% Hispanic, 15% Asian, and 15% black. Annually, about 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 2021-2022 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 office hours to teach or re-teach the grade level skills and content that scholars were to master. 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

## GOAL 1: ENGLISH LANGUAGE ARTS

### Goal 1: English Language Arts

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

#### BACKGROUND

The ELA curriculum in the middle school of Central Queens Academy Charter School (CQA) 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. ELA instruction takes place in-person 2 hours per day in the middle school grades, sometimes with the assistance of a special education teacher for push-in support.

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 reading levels in accordance with Fountas and Pinnell Benchmark Assessment System (F&P), and the Renaissance STAR Reading Assessment. The frequent assessments allow for flexible and responsive grouping. It also increases accuracy in gauging progress towards CQA’s annual reading growth goals.

The English curriculum for the elementary school is devised as a balanced literacy combination of the Teachers’ College Readers and Writers Workshop, designed by Lucy Calkins, and the Expeditionary Learning curriculum for elementary school. This was intentionally chosen after a thorough review of curricula because they provide for the teaching of foundational literacy and skill development. Elementary schools have three hours of literacy in a regular school day. The elementary school incorporates F&P assessments as well as reading assessments from Little Bird to determine scholar skill levels in reading and growth.

#### 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 5 through 8 grades in spring 2022. 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

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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).

2021-22 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	99	0	0	0	0	99
6	97	0	0	0	0	97
7	99	0	0	0	0	99
8	94	0	1	0	0	95
All	389	0	1	0	0	390

### RESULTS AND EVALUATION

About 67% of CQA scholars in at least their second year at the school were proficient on the NYS ELA exam. This comes one year after learning in a hybrid or fully-at home setting and two years after experiencing the COVID lockdown. While CQA did not meet this absolute measure, its proximity to reaching it is encouraging to the school.

Performance on 2021-22 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	46	99	0	1
6	69	97	68	95
7	68	99	63	90
8	85	94	85	94
All	67	389	67	280

#### 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.

<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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The Institute does not require charters to report on this measure for 2021-22.

### 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

The district proficiency data is not yet available as of September 15, 2022.

2021-22 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	0	1	Not available	
6	68	95	Not available	
7	63	90	Not available	
8	85	94	Not available	
All	67	280	Not available	

### ADDITIONAL EVIDENCE

This data is not yet available.

### Goal 1: Comparative Measure

<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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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 2021-22 results are not yet available.

As such, The Institute does not require charters to report on this measure for 2021-22.

### 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 2021-22.

## INTERNAL EXAM RESULTS

Given the lack of a consistent record of data suitable for analysis as a result of the COVID-19 pandemic, it remains paramount that CQA continue to collect and analyze internal exam results in order to best make academic adjustments to support scholars in their learning.

During 2021-22, 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

CQA utilized STAR assessments from Renaissance throughout the 2021-2022 school year in order to determine grade level proficiency in reading. As the chart below shows, CQA scholars grew on average well over one year in reading and over 75% 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
Grade 8	7.6	8.7	1.1	82%
Grade 7	6.3	7.7	1.4	74%
Grade 6	5	6.4	1.3	79%
Grade 5	4.2	5.6	1.4	78%

## 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, 92% of kindergarten scholars were near, at, or above grade level while first grade scholars averaged 5.8 reading levels of growth.

	Reading		
	% Approaching Grade Level or Higher		EOY F&P Level Growth
	BOY	EOY	
<b>Grade K</b>	N/A	92%	N/A
<b>Grade 1</b>	40%	55%	5.8

### 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 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 English language arts exam for grades 3-8.	Almost (67%)
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.	Not Available
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.	N/A
Growth	Each year, under the state’s Growth Model the school’s mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.	N/A

### ACTION PLAN

CQA continues to focus on improving literacy skills in all grades, using a variety of intervention and classroom strategies. This year we have greatly enhanced our 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 are established to target in that 6-week cycle.

Based on our current data, CQA has made adjustments to its literacy program. Instruction is divided into the specific goals for both reading and writing. To that end, reading classes in grades 5-8 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 writing program is grounded in Ruth Cullen'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 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.

Finally, CQA has taken significant steps in identifying strong pedagogues who have a background in teaching literacy skills and content at the middle school and elementary school level. It has even hired a full-time recruitment specialist to lead the hiring process.

## 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 STAR & 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.

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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 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](http://engageny.org) in order 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 Interdisciplinary Studies (IDS). IDS is an application-based class for scholars to apply the skills that they are learning in math to real world or tactile problems for part of the school year.

Like with its middle school, CQA’s elementary scholars’ instruction was in school during the 2021-22 school year. The elementary 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 2022. 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).

2021-22 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					

<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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5	99	0	0	0	0	99
6	97	0	0	0	0	97
7	99	0	0	0	0	99
8	0	0	0	0	95	95
All	295	0	0	0	95	390

### RESULTS AND EVALUATION

Fifty-three percent of CQA scholars in at least their second year were proficient on the grades 5, 6, and 7.

#### Performance on 2021-22 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	44	99	0	1
6	45	97	46	95
7	57	99	61	90
8	N/A	0	N/A	0
All	49	295	53	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 2022, 86 out of 94 8<sup>th</sup> grade scholars passed that high school math exam. As all of those scholars were in at least their second year at CQA, the total percentage of CQA scholars who passed a New York State math exam was 66%, approaching the absolute measure.

#### **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 2021-22.

#### **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.

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### 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

The district proficiency data is not yet available as of September 15, 2022.

2021-22 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	0	1	Not available	
6	46	95	Not available	
7	61	90	Not available	
8	N/A	0	Not available	
All	53	186	Not available	

#### Goal 2: Comparative Measure

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

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 2021-22 results are not yet available.

As such, The Institute does not require charters to report on this measure for 2021-22.

#### Goal 2: Growth Measure

<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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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 2021-22.

### INTERNAL EXAM RESULTS

Given the lack of a consistent record of data suitable for analysis as a result of the COVID-19 pandemic, it remains paramount that CQA continue to collect and analyze internal exam results in order to adjust its instruction and academic support to scholars.

During 2021-22, 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 mathematics: STAR

	MATH			
	Beginning of Year Avg GLE	End of Year Average GLE	Avg. GLE Growth	PCT w/in 1 yr of GL
<b>Grade 7</b>	6.4	7.2	0.8	94%
<b>Grade 6</b>	5.1	6.5	1.5	98%
<b>Grade 5</b>	4	5.5	1.5	88%

### ADDITIONAL CONTEXT AND EVIDENCE

CQA administered the STAR math assessments in grades 5, 6, and 7 as part of its analysis to determine how many and which scholars were at or approaching grade level. Over the course of the year, CQA saw its fifth and sixth grade scholars grow 1.5 years in their mathematical content and skills. Well over 90% 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.	Almost (66%)
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	Data not available

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	exam will be greater than that of students in the same tested grades in the school district of comparison.	
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.	N/A
Growth	Each year, under the state’s Growth Model the school’s mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.	N/A

### ACTION PLAN

CQA continues to focus on improving and accelerating mathematics skills in all grades, using a variety of intervention and classroom strategies. This year we have greatly enhanced our 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 are established to target in that 6-week cycle.

Instructionally, our elementary scholars are really focusing on improving their conceptual understanding of math. Through CGI (Cognitive Guided Instruction) and CFL (Context for Learning), we are working 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 has pushed 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 is transforming our 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 are 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 has taken significant steps in identifying strong pedagogues who have a background in teaching math content and skills at the elementary school level. It has even hired a full-time recruitment specialist to lead the hiring process.

### 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

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basic scientific constructs. CQA strives to build the 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.

Like the middle school, elementary science instruction took place in person. The elementary school utilizes the Amplify science curriculum.

### 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 2022. 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%.

#### RESULTS AND EVALUATION

Seventy-seven out of 94 scholars in 8<sup>th</sup> grade, all of whom were at least in their second year at CQA, passed the Earth Science Regents Exam with at least 65%. That is 82% of the cohort.

#### Charter School Performance on 2021-22 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	82	94
All	82	94

#### ADDITIONAL EVIDENCE

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

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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<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.

### 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.

The Institute does not require charters to report on this measure for 2021-22.

### SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

CQA met its science goal for the 2021-2022 school year.

### ACTION PLAN

CQA continues to focus on improving science skills and content understanding in all grades. We utilize an inquiry model of instruction centered on experiential learning to support content understanding and big unit connections. Additionally, we use a variety of intervention and classroom strategies. This year we have greatly enhanced our 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 are established to target 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 2021-22 school accountability statuses are the same as those assigned for the 2020-21 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.

Accountability Status by Year

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