



**Central Queens Academy
Charter School**

**2023-24 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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By Ashish Kapadia and Glenn Liebeck

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Ashish Kapadia, Executive Director, prepared this 2023-24 Accountability Progress Report on behalf of the charter school's board of trustees:

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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
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Tom Ng		Educational Accountability Committee
Bruce Saber		Facility Committee
Lindsey Seymore		Personnel 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.

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SCHOOL OVERVIEW

Central Queens Academy Charter School opened in 2012 with grade 5 and added one grade annually until it was a complete 5th grade through 8th grade middle school. Its 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 2021, CQA opened an elementary school with kindergarten and first grade. Its elementary school has added one grade annual so that it has become a complete Kindergarten through 8th grade school in August 2024.

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2021-22	48	47				98	98	102	96					489
2022-23	98	101	100			106	108	101	95					709
2023-24	100	99	98	100		105	102	102	97					803

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

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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.

Elementary and Middle ELA

ELA Measure 1 - Absolute

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

The tables below summarize the participation information for this year’s test administration as well as the performance of all students and students enrolled for at least two years.

2023-24 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested						Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	
3	99	1	0	0	0	0	0	100
4	N/A							
5	106	0	0	0	0	0	0	106
6	101	0	0	0	0	0	0	101
7	100	1	0	0	0	0	0	101
8	95	0	0	0	0	0	0	95
All	501	2	0	0	0	0	0	503

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Performance on 2023-24 State English Language Arts Exam By All Students and Students Enrolled in At Least Their Second Year¹

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	99	65	66%	93	62	67%
4	N/A	N/A	N/A	N/A	N/A	N/A
5	106	71	67%	N/A	N/A	N/A
6	101	68	67%	95	66	69%
7	100	68	68%	100	68	68%
8	95	67	71%	95	67	71%
All	501	339	68%	383	263	69%

ELA Measure 2 - Absolute

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.

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the English language arts test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state’s ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state’s 2023-24 English language arts MIP for all students of **113**. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.²

English Language Arts 2023-24 Performance Index

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
501	7.58	24.75	39.52	28.14

$$\begin{aligned}
 \text{PI} &= 24.75 + 39.52 + 28.14 = 92.42 \\
 & \quad \quad \quad + 39.52 + 28.14 = 67.66 \\
 & \quad \quad \quad + (.5) * 28.14 = 14.07 \\
 \text{PI} &= \mathbf{174.15}
 \end{aligned}$$

¹ Students are considered “enrolled in at least their second year” if they were enrolled on BEDS day of the school year prior to the most recent exam administration.

² You can find the statewide MIP goals for 2022-23 to 2026-27 [here](#)

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RESULTS AND EVALUATION

With a PI of 174.15, CQA exceeded the PI threshold of 113 by a significant margin. It has exceeded its MIP.

ELA Measure 3 - 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 all students in the same tested grades in the school district of comparison.

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.³

2023-24 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 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	67%	93	35.1%	3427
4	N/A	N/A		
5	N/A	N/A		
6	69%	95	39.9%	3514
7	68%	100	49.7%	3697
8	70%	95	48.9%	3703
All	70%	383	43.6%	14341

ELA Measure 4 - 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.

³ Schools can access these data when the NYSED releases its database containing grade level ELA and mathematics results for all schools and districts statewide.

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The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2023-24 analysis is not yet available. This report contains 2022-23 results.⁴

2022-23 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A
5	84.0	455.0	441.4	1.45
6	82.4	450.0	440.9	0.99
7	91.1	459.0	442.6	1.90
8	85.3	463.0	447.4	1.79
All	85.6	456.6	443.0	1.52

ELA Measure 5 - 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.

METHOD

Given the timing of the state's release of Growth Model data, the 2023-24 analysis is not yet available. This report contains 2022-23 results, the most recent Growth Model data available.⁵

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 2022-23 and also have a state exam score from 2021-22 including students who were retained in the same grade. Students with the same 2021-22 score are ranked by their 2022-23 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are

⁴ These data can be found in the school's Accountability Summary provided by the Institute in spring 2024.

⁵ These data can be found in the school's Accountability Summary provided by the Institute in spring 2024.

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aggregated school-wide to yield a school’s mean growth percentile. In order for a school to perform above the target for this measure, it must have a mean growth percentile greater than 50.

2022-23 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	N/A	50.0
5	59.0	50.0
6	43.7	50.0
7	56.7	50.0
8	51.4	50.0
All	52.5	50.0

ELA INTERNAL EXAM RESULTS

During 2023-24, in addition to the New York State 3rd – 8th grade exams, the school primarily used the following assessment to measure student growth and achievement in ELA: **STAR**

CQA utilized STAR Reading Assessments from Renaissance throughout the 2023-2024 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 more than 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 or greater
Grade 8	7.1	8.6	1.5	60%
Grade 7	6.6	8.4	1.8	71%
Grade 6	5.9	7.6	1.7	82%
Grade 5	4.6	6.1	1.5	73%
Grade 3	3.2	3.9	0.7	79%

SUMMARY OF THE ELA GOAL

CQA has met four out of five measures of its ELA 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.	No

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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.	Yes
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.	Yes
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.	Yes
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.	Yes

EVALUATION OF ELA GOAL

CQA met four out of its five measures of its ELA goal. In the one measure it did not meet, it was within 7% of its target of 75% total proficiency.

ADDITIONAL CONTEXT AND EVIDENCE

CQA will look to increase its overall proficiency as it adds a fourth grade this upcoming school year. We hope to build off of the success of the 2023-2024 2nd and 3rd grade cohorts as the former will take the state exam in Spring 2025 for the first time.

ELA 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

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Our middle school writing program will continue to be 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 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 continue to incorporate more 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

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.

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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

Math Measure 1 - Absolute

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

The tables below summarize the participation information for this year’s test administration as well as the performance of all students and students enrolled for at least two years.

2023-24 State Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested							Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	Took Regents	
3	100								100
4	N/A								N/A
5	106								106
6	101								101
7	100								100
8	0							95	95
All	407	0	0	0	0	0	0	95	502

Performance on 2023-24 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	100	92	92%	93	86	92%
4	N/A			N/A		
5	106	79	75%	N/A		
6	101	76	75%	95	72	76%

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7	100	85	85%	100	85	85%
8	0			0		
All	407	332	82%	288	243	84%

Math Measure 2 - Absolute

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

METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the mathematics test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2023-24 mathematics MIP for all students of **115.3**. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

Mathematics 2023-24 Performance Index (PI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	4.42	14.00	45.45	36.12

$$\begin{array}{rclclcl}
 \text{PI} & = & 14.00 & + & 45.45 & + & 36.12 & = & 95.57 \\
 & & & & 45.45 & + & 36.12 & = & 81.57 \\
 & & & & & + & (.5)*36.12 & = & 18.06 \\
 & & & & & & \text{PI} & = & \mathbf{195.20}
 \end{array}$$

RESULTS AND EVALUATION

During the 2023-2024 school year, CQA had a PI of 195.20, greatly above the 115.3 threshold. It exceeded its MIP significantly.

Math Measure 3 - 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 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

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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.

2023-24 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 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	92%	93	46.7	3668
4	N/A			
5	N/A			
6	76%	95	42.4	3748
7	85%	100	52.9	3899
8		0		
All	84%	288	47.4%	11315

Math Measure 4 - 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.

METHOD

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2023-24 analysis is not yet available. This report contains 2022-23 results.⁶

⁶ These data can be found in the school's Accountability Summary provided by the Institute in spring 2024.

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2022-23 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	N/A			
4	N/A			
5	84.0	459.0	442.6	1.29
6	82.4	465.0	443.4	1.66
7	91.1	471.0	443.6	2.30
8	N/A			
All	85.7	464.9	443.2	1.74

Math Measure 5 - 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.

METHOD

Given the timing of the state’s release of Growth Model data, the 2023-24 analysis is not yet available. This report contains 2022-23 results, the most recent Growth Model data available.⁷

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 2022-23 and also have a state exam score in 2021-22 including students who were retained in the same grade. Students with the same 2021-22 scores are ranked by their 2022-23 scores and assigned a percentile based on their relative growth in performance (student growth percentile). Students’ growth percentiles are aggregated school-wide to yield a school’s mean growth percentile. In order for a school to meet the measure, the school would have to achieve a mean growth percentile above the target of 50.

2022-23 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	N/A	50.0
5	55.1	50.0
6	59.8	50.0
7	70.2	50.0
8	N/A	50.0
All	61.6	50.0

⁷ These data can be found in the school’s Accountability Summary provided by the Institute in spring 2024.

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MATHEMATICS INTERNAL EXAM RESULTS

During 2023-24, in addition to the New York State 3rd – 8th grade exams, the school primarily used the following assessment to measure student growth and achievement in mathematics: **Other -IXL**

	MATH			
	Beginning of Year Avg GLE	End of Year Average GLE	Avg. GLE Growth	PCT w/in 1 yr of GL or greater
Grade 8	7.5	8.9	1.4	78%
Grade 7	6.7	7.8	1.1	91%
Grade 6	5.9	6.6	0.7	84%
Grade 5	4.9	6.4	1.5	91%
Grade 3	3.1	4.3	1.2	98%
Grade 2	1.7	2.7	1.0	86%
Grade 1	1.0	1.9	0.9	91%
Grade K	0.3	0.9	0.6	74%

SUMMARY OF THE MATHEMATICS GOAL

CQA met all of its measures for its mathematics 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.	Met
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.	Met
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.	Met
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a 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.	Met

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EVALUATION OF THE MATHEMATICS GOAL

CQA met all of its accountability measures for its math goal.

ADDITIONAL CONTEXT AND EVIDENCE

CQA intends on building on the success of its 2023-2024 second and third grade cohorts as the former will take the New York State third grade exam in the Spring of 2025. It will administer the fourth grade state exam for the first time ever in the Spring of 2025.

MATHEMATICS 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 intentional 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 8th grade curriculum. In addition to the AIS and small group instruction time described above, CQA middle school will continue to utilize its STEM course to focus on the use and practice of mathematical skills in the design-thinking process. Additionally, all CQA rising 8th 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

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.

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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

Science Measure 1 - Absolute

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

The school administered the New York State Testing Program science assessment to students in 5th and 8th grade in spring 2024. The table below summarizes the performance of students enrolled for at least two years. Note that 5th grade is the middle school entrance year.

Charter School Performance on 2023-24 State Science Exam
By Students Enrolled in At Least Their Second Year

Grade	Students in At Least Their 2 nd Year		
	Number Tested	Number Proficient	Percent Proficient
5	N/A	N/A	N/A
8	95	73	77%
All	95	73	77%

Science Measure 2 - Comparative

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 school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year and the results for the respective grades in the school district of comparison.

2023-24 State Science Exam
Charter School and District Performance by Grade Level

	Charter School Students in at Least 2 nd Year	All District Students
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2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Grade	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
5	N/A					
8	95	73	77%	Data not available	Data not available	Data not available
All	95	73	77%			

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

The school met its absolute measure.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	Met
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the school district of comparison.	Data not available

EVALUATION OF THE SCIENCE GOAL

The school met its absolute measure of its science goal while the data is not available for its comparative measure.

ADDITIONAL CONTEXT AND EVIDENCE

All of CQA's eighth grade scholars take the high school level Earth Science course and the New York State Regents Exam in Earth Science. Each year, CQA has outperformed New York City, New York State, and District 24 on that state exam.

CQA's fifth grade scholars, though in their first year at the school, exceeded the New York State average on the fifth grade state science exam by more than 16 percentage points.

Performance on a Regents Science Exam Of 8th Grade All Students by Year

Grade	Year	Regents Exam	Number Tested	Number Passing	Percent Passing
8	2021-22	Earth Science	94	77	82%
8	2022-23	Earth Science	94	61	65%
8	2023-24	Earth Science	95	73	77%

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

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. Additionally, the new grade 5 science exam will allow us to backwards map the skills and content into our grades 3 and 4 science programs and assure vertical alignment. In the middle school grades, CQA will continue to accelerate the learning standards in grades 5-7 using a multi-disciplinary approach. All 8th graders will then complete their CQA science study in the NYS Regents Earth Science course.

GOAL 4: ESSA

ESSA Measure 1

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.

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. More information on assigned accountability designations and context can be found [here](#).

Accountability Status by Year

Year	Status
2021-22	In Good Standing
2022-23	In Good Standing
2023-24	In Good Standing

ADDITIONAL CONTEXT AND EVIDENCE

CQA has always been In Good Standing.