



**Central Queens Academy
Charter School**

**2024-25 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

August 7, 2025

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2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Glenn Liebeck (School Director) and Ashish Kapadia (Executive Director) prepared this 2024-25 Accountability Progress Report on behalf of the 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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Glenn Liebeck has served as the School Director since 2018 and Ashish Kapadia has served as the Executive Director since 2020.

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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 annually 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
2022-23	98	101	100			106	108	101	95					709
2023-24	100	99	98	100		105	102	102	97					803
2024-25	116	95	102	100	99	108	106	92	98					916

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. For the phonics instruction, CQA Elementary uses the CKLA program where we’ve seen strong results.

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.

2024-25 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	96	2	0	0	0	0	0	98
4	99	0	0	0	0	0	0	99
5	101	0	0	5	0	0	0	106
6	105	0	0	0	0	0	0	105
7	89	2	0	0	0	0	0	91
8	95	0	0	1	0	0	0	96
All	585	4	0	6	0	0	0	595

Performance on 2024-25 State English Language Arts Exam

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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	96	77	80.2	96	77	80.2
4	99	82	82.8	97	81	83.5
5	101	73	72.3	1	0	0
6	105	91	86.7	105	91	86.7
7	89	79	88.8	89	79	88.8
8	95	71	74.7	95	71	74.7
All	585	473	80.9	483	399	82.6

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 2024-25 English language arts MIP for all students of **117.3**. 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 250.²

English Language Arts 2024-25 Performance Index

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
585	2.4	16.8	36.9	43.9

$$PI = 0 * 2.4_{Level\ 1} + 1 * 16.8_{Level\ 2} + 2 * 36.9_{Level\ 3} + 2.5 * 43.9_{Level\ 4} = 200.4$$

ELA Measure 3 - Comparative

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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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

2024-25 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	80.2	96	45.6	3365
4	83.5	97	45.3	3466
5	0	1	50.3	3453
6	86.7	105	42.8	3390
7	88.8	89	47.0	3595
8	74.7	95	48.6	3736
All	82.6	483	46.7	21005

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.

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 2024-25 analysis is not yet available. This report contains 2023-24 results.⁴

2023-24 English Language Arts Comparative Performance by Grade Level

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.

⁴ These data can be found in the school's Accountability Summary provided by the Institute in spring 2025.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	77.0	457.0	440.5	1.72
4				
5	80.2	454.0	439.5	1.53
6	84.3	456.0	438.9	1.71
7	77.5	459.0	445.3	1.42
8	87.6	459.0	444.4	1.48
All	81.3	456.9	441.7	1.57

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 2024-25 analysis is not yet available. This report contains 2023-24 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 2023-24 and also have a state exam score from 2022-23 including students who were retained in the same grade. Students with the same 2022-23 score are ranked by their 2023-24 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students’ growth percentiles are aggregated school-wide to yield a school’s mean growth percentile. In order for a school to perform above the target for this measure, it must have a mean growth percentile greater than 50.

2023-24 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	0.0	50.0
5	60.0	50.0
6	62.1	50.0
7	63.0	50.0
8	49.1	50.0
All	58.7	50.0

⁵ These data can be found in the school’s Accountability Summary provided by the Institute in spring 2025.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

ELA INTERNAL EXAM RESULTS

During 2024-25, 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 2024-2025 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	8.1	8.8	0.7	68%
Grade 7	7.5	8.8	1.3	85%
Grade 6	6.2	7.7	1.5	84%
Grade 5	4.5	6.3	1.8	67%
Grade 4	3.9	5.1	1.2	83%
Grade 3	2.6	3.8	1.2	78%

SUMMARY OF THE ELA GOAL

CQA met all of its measures towards its ELA goal. Therefore, the school believes it has met its ELA goal for the 2024-2025 school year.

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.	Yes/Met
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/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 English language arts exam will be greater than that of students in the same tested grades in the school district of comparison.	Yes/Met
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	Yes/Met

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	regression analysis controlling for economically disadvantaged students among all public schools in New York State.	
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/Met

EVALUATION OF ELA GOAL

CQA met five out of its five measures of its ELA goal.

ADDITIONAL CONTEXT AND EVIDENCE

CQA outperformed New York State on the 2024-2025 state ELA exam by over 30 percentage points in grades 3, 4, 6, and 7. It outperformed New York State by over 20 percentage points in grade 8. Even in its middle school in-take year of grade 5, CQA outperformed New York State by 15 percentage points.

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 its focused AIS staff, paired with increased time for its CORE Blocks (Mon-Thurs 2x/day) 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, ELA 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 now join its elementary school colleagues in implementing the Expeditionary Learning curriculum. 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 CKLA curriculum which also includes data specific phonics instruction. Additionally, CQA 1 Elementary School will pivot from STAR Diagnostic Assessments to NWEA's MAP assessment with a focus on gaining better skill by skill mastery-level analysis to drive the planning and teaching.

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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. Much of the curriculum is now teacher and department created and is Next Generation Learning Standards aligned and driven by the continual accumulation of data. We continue to use portions of the Amplify, Illustrative, and Engage NY curricula to supplement units and support materials. 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. The departments work collaboratively and utilize shared daily common planning time.

CQA's elementary school's math curriculum is a combination of Cognitive Guided Instruction and Context for Learning for math workshop. This was chosen over the Eureka math modules because the school believes that together, they provide a stronger skill base in number sense and numerical understanding. These curricula allow for scholars to be easily engaged and master both the core computational mathematical skills and the larger conceptual understanding. Additionally, our program built-in an intensive small-group instruction block known as WIN (What I Need) time. During this block, scholars from across the grade(s) are brought together into small intentional and isolated small instructional groups to concentrate on particular skill gaps. The data from the aligned unit assessments are the drivers of the intentional groupings.

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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.

2024-25 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	96	2	0	0	0	0	0	0	98
4	99	0	0	0	0	0	0	0	99
5	105	0	0	1	0	0	0	0	106
6	105	0	0	0	0	0	0	0	105
7	89	2	0	0	0	0	0	0	91
8	96	0	0	0	0	0	0	96	96
All	494	4	0	1	0	0	0	96	595

Performance on 2024-25 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	96	88	91.7	96	88	91.7
4	99	91	91.9	97	89	91.8
5	105	69	65.7	1	0	0
6	105	88	83.8	105	88	83.8
7	89	87	97.8	89	87	97.8
8	96	86	89.6	95	86	89.6
All	494	423	85.6	483	438	90.7

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.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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 2024-25 mathematics MIP for all students of **119.4**. 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 2024-25 Performance Index (PI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	3.8	10.5	44.3	41.3

$$PI = 0 * 3.8_{Level\ 1} + 1 * 10.5_{Level\ 2} + 2 * 44.3_{Level\ 3} + 2.5 * 41.3_{Level\ 4} = 202.35$$

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 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.

2024-25 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	91.7	96	53.4	3541
4	91.8	97	50.5	3619
5	0	1	52.9	3560
6	83.8	105	41.5	3500
7	97.8	89	50.1	3716
8	89.6	95	35.3	2318

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All	90.7	483	48.1	20254
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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 2024-25 analysis is not yet available. This report contains 2023-24 results.⁶

2023-24 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	77.0	475.0	447.7	1.95
4				
5	80.2	466.0	444.9	1.56
6	84.3	467.0	444.4	1.59
7	77.5	479.0	451.5	1.86
8				
All	79.8	471.7	447.1	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.

⁶ These data can be found in the school's Accountability Summary provided by the Institute in spring 2025.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

METHOD

Given the timing of the state’s release of Growth Model data, the 2024-25 analysis is not yet available. This report contains 2023-24 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 2023-24 and also have a state exam score in 2022-23 including students who were retained in the same grade. Students with the same 2022-23 scores are ranked by their 2023-24 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.

2023-24 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4		50.0
5	68.4	50.0
6	65.0	50.0
7	66.2	50.0
8		50.0
All	66.6	50.0

MATHEMATICS INTERNAL EXAM RESULTS

During 2024-25, 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**

CQA administered interim assessments from IXL to measure grade level equivalency throughout the 2024-2025 school year. These assessments are nationally-normed.

	2025 Avg. GLE in May 2025	2024-2025 GLE Growth	2025 % on GL band
GK	0.9	0.5 yrs	91%
G1	1.9	0.9 yrs	81%
G2	3.0	1.0 yrs	93%
G3	4.2	1.4 yrs	94%
G4	5.0	0.7 yrs	94%
G5	5.5	1.0 yrs	66%
G6	6.9	0.9 yrs	83%
G7	7.8	1.1 yrs	88%
G8	9.0	1.2 yrs	75%

⁷ These data can be found in the school’s Accountability Summary provided by the Institute in spring 2025.

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Based on the results from these interim assessments, most grades grew at least one year in grade level equivalency in 9 months time. In the grades with less than one year of growth in that time, over 80% of the scholars in that grade level were on the grade level band in May of 2025. Only one grade level, fifth grade, which is CQA's middle school intake year, had less than 75% of its scholars on grade level. These scholars did not attend CQA for elementary school and will be the focus on CQA's greatest middle school math remediation efforts.

SUMMARY OF THE MATHEMATICS GOAL

CQA met all of its math measures.

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.	Yes/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.	Yes/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.	Yes/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.	Yes/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.	Yes/Met

EVALUATION OF THE MATHEMATICS GOAL

CQA met all of its measures for the 2024-2025 school year. Therefore, the school believes it has met its math goal.

ADDITIONAL CONTEXT AND EVIDENCE

CQA intends on building on the success of 2024-2025 that saw 85% of scholars functioning on or above their grade level band based on the nationally-normed IXL Diagnostic. 2025-2026 will be the first year that CQA's elementary school will feed into its middle school. With 90% of elementary scholars functioning at or above grade-level band in the spring of 2025, we are excited to see the longer term effects in grades 5-8.

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. WIN time blocks will continue and continual data analysis will drive those intentional differentiated groups.

In our middle school, we will continue to push the acceleration of 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 incorporate the iReady MATH program to support its most struggling learners where personalized lessons are created (based on a series of diagnostic assessments), followed by personalized practice. CQA MS will continue to utilize its STEM course to focus on the use and practice of mathematical skills in the design-thinking process. The math and STEM departments will continue to work collaboratively during their shared common-planning time. 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 has added a new element to its vertical alignment planning and support. At the end of the 2024-2025 school year, all scholars K-4 took a benchmark math assessment (5-8 continues to utilize IXL diagnostic for this) whose results were analyzed at the skill level for each scholar and shared with the successive grade-level teams. We look forward to the new beginning of year data reports that teachers will have in August and September to maximize instructional pacing, groupings, and needed supports.

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've primarily used teacher-created curricula and materials aligned to Next Generation Learning Standards and supplemented with the Savvas Interactive Science Curriculum. We have accelerated the pacing calendar culminating in the New York State high school Earth Science Regents 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. Regular planning meetings between the MS Science Department Leader and the ES Instructional Leadership Team ensure the necessary vertical alignment to support the NYS 5th grade Science Assessment- a culmination of the 3rd-5th grade standards.

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 2025. The table below summarizes the performance of students enrolled for at least two years. The 8th grade results show the HS Regents Earth Science exam.

Charter School Performance on 2024-25 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	1	0	0
8	96	68	70.8%
All	97	68	70.1%

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.

2024-25 State Science Exam
Charter School and District Performance by Grade Level

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Grade	Charter School Students in at Least 2 nd Year			All District Students		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
5	1	0	0			
8	96	68	70.8%			
All	97	68	70.1%			

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

Present a narrative providing an overall discussion of the school's attainment of this Accountability Plan goal.

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.	Approaching
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.	

EVALUATION OF THE SCIENCE GOAL

The school was approaching its absolute measure of its science goal. **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.**

Schools that administer a Regents science exam to 8th grade students in lieu of the state exam should report the results in the table below.

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

Grade	Year	Regents Exam	Number Tested	Number Passing	Percent Passing
8	2022-23	Earth Science	94	61	65%

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

8	2023-24	Earth Science	95	73	77%
8	2024-25	Earth Science	96	68	71%

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. We have purchased the IXL Science program to run diagnostics and build practice. 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, we will continue to use the newer grade 5 science exam 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
2022-23	In Good Standing
2023-24	In Good Standing
2024-25	In Good Standing

ADDITIONAL CONTEXT AND EVIDENCE

CQA has always been In Good Standing.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

APPENDIX A: DATA REPORTING TABLES

STAR/IXL

2024-25 STAR/IXL [ELA/Mathematics] Assessment End of Year Results					
Measure	Subgroup	Target	Tested	Results	Met?
Measure 1 (ELA): Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will meet or exceed Grade-Level Equivalency Standards.	All students	75%	490	80%	Yes
Measure 1 (Math): Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will meet or exceed Grade-Level Equivalency Standards.	All students	75%	490	87%	Yes
Measure 2 (ELA): Each year, the school's average grade-level equivalency growth of all 3 rd through 8 th grade students will be greater than 1.2 years. Student growth is the difference between the beginning of year score and the end of year score.	All students	>1.2 yrs	597	1.28	[Yes/No]
Measure 2 (Math): Each year, the school's average grade-level equivalency growth of all 3 rd through 8 th grade students will be greater than 1.2 years. Student growth is the difference between the beginning of year score and the end of year score.	All students	>1.2 yrs	597	1.1	No
Measure 3 (ELA): Each year, the school's average grade-level equivalency growth of all 3 rd through 8 th grade students whose achievement did not meet or exceed Grade-Level Equivalency in the fall will exceed 1.2 years growth in the spring administration.	Low initial achievers	>1.2 yrs	185	1.6	Yes
Measure 3 (Math): Each year, the school's average grade-level equivalency growth of all 3 rd through 8 th grade students whose achievement did not meet or exceed Grade-Level Equivalency in the fall will exceed 1.2 years growth in the spring administration.	Low initial achievers	>1.2 yrs	135	1.24	Yes

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Measure 4 (ELA): Each year, the school's average grade-level equivalency growth of all 3 rd through 8 th grade students with disabilities will exceed 1.2 years growth in the spring administration.	Students with disabilities ⁸	>1.2 yrs	46	1.5	Yes
Measure 4 (Math): Each year, the school's average grade-level equivalency growth of all 3 rd through 8 th grade students with disabilities will exceed 1.2 years growth in the spring administration.	Students with disabilities ⁹	>1.2 yrs	46	1.0	No
Measure 5 (ELA): Each year, the school's average grade-level equivalency growth of all 3 rd through 8 th grade English Language Learners will exceed 1.2 years growth in the spring administration.	English Language Learners	>1.2 yrs	83	1.45	Yes
Measure 5 (Math): Each year, the school's average grade-level equivalency growth of all 3 rd through 8 th grade English Language Learners will exceed 1.2 years growth in the spring administration.	English Language Learners	>1.2 yrs	83	1.1	No

⁸ Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school's mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g. English language learners, students experiencing housing insecurity, etc.), please explain the rationale in the narrative section

⁹ Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school's mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g. English language learners, students experiencing housing insecurity, etc.), please explain the rationale in the narrative section