



**NEW ROOTS
CHARTER SCHOOL**

**2014-15 ACCOUNTABILITY PLAN
PROGRESS REPORT**

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Tina Nilsen-Hodges, Principal and Superintendent, prepared this 2014-15 Accountability Progress Report on behalf of the school's Board of Trustees:

Trustee's Name	Board Position
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Tina Nilsen-Hodges	Ex-officio Trustee

Tina Nilsen-Hodges has served as the school leader since Fall 2008.

INTRODUCTION

New Roots Charter School is a small high school that focuses on inspiring student engagement and learning with real-world interdisciplinary projects and community service. Inspired by the work of the State Education and Environment Roundtable, Expeditionary Learning Schools, and the Cloud Institute for Sustainability Education, New Roots employs research-based best practices demonstrated to foster a positive school culture with high academic expectations for all students. The school's mission is to support all students, regardless of educational and family background, to earn a Regents diploma and demonstrate readiness for higher education. An important dimension of the New Roots mission is to create a model of secondary education that integrates the curriculum standards and methods of education for sustainability with practices that support educational equity. Our slogan is, "Growing Students for a Just and Sustainable Future."

New Roots students have expressed being attracted to the school for a wide variety of reasons, including our mission of education for sustainability and social justice, desire for greater academic challenge, the greater personal attention offered by a small school setting, and desire for a "fresh start" in school.

New Roots serves a student population with a unique demographic profile and highly divergent skill levels entering high school. Our students reside in 20 regional school districts surrounding the small upstate city of Ithaca, NY, home to Cornell University and Ithaca College. Of the approximately 150 students enrolled during the 2014-2015 academic year, about 40% live in the Ithaca City School District and the rest come from the rural areas surrounding Ithaca. As of 2014 BEDS Day, fifty-nine percent of the students enrolled in New Roots Charter School qualified for our free or reduced price lunch program, and 31% received special education services or had a 504 plan. These rates of economic need and disability are more than twice that of the Ithaca City School District.

Many New Roots students overcome significant obstacles on the road to college and career readiness. Because we only offer a high school program at this point in time, we must work to quickly close achievement gaps developed throughout elementary and middle school with students who express little confidence of graduating from high school or attending college. One feature of our program is that all New Roots students are grouped in heterogeneous classes with peers who have entered high school with more advanced skills, with all students offered equal access to Honors Program enrichment activities.

Given the factors at play, we are excited to report a 79% four-year graduation rate for our 2011 cohort. Eighty-seven percent of these young people have expressed their intention to matriculate into a college of their choice in the year following their graduation. Ninety-seven percent earned college credit as part of their educational experience at New Roots, demonstrating their readiness for college-level coursework.

We are encouraged to see that the evidence continues to suggest that we can offer an intellectually rigorous, college preparatory program for all students while providing for the academic needs of students who enter high school at a disadvantage. As illuminated in this report, our challenge continues to be helping students at risk succeed in earning five or more credits per year and pass three of the five required Regents exams in the first two years of high school. This is especially true when students start 9th grade at another high

school and enter New Roots with credit deficiencies. Utilizing the systems thinking approach that is at the heart of an education for sustainability, we are engaged in a constant process of reading feedback to improve our practice and our results, resulting in an organization that has evolved quickly to meet essential student performance goals.

Learning from our experiences in 2014-2015, we have created an action plan that supports our upward trajectory in 2015-2016.

During our seventh year, we continued to develop and fine-tune our student support services, with initiatives such as the following:

- Two additional Regents preparatory periods weekly for all students in grades 9-11
- Measures of Academic Progress (MAP) testing in the Fall and Spring
- 1:1 computer-to-student ratio
- Use of Google Classroom in all courses
- Learning lab study periods
- Certified reading and literacy specialist teaching English Language Arts in grades 9 and 10
- STAR (Students Taking Active Roles), a proactive program to support students in keeping pace with the academic calendar
- Expanded use of data to monitor student performance and to evaluate the impacts of initiatives to improve student performance
- Use of Atlas curriculum mapping software for curriculum planning and oversight
- Consultation with Binghamton University's Evolution Institute to ensure alignment with their Regents Academy pilot at Binghamton High School, a program for academically at-risk students in grades 9 and 10 that achieved student performance results comparable to that of Binghamton High School as a whole.

In our seventh year, New Roots Charter School has a well-developed academic program that integrates all key design elements with services that support all students in developing the capacity to grow academically. Our organizational structure provides for optimal supervision and support for all staff, including clear expectations and lines of accountability for achievement of our organization's goals. We have demonstrated our ability to achieve Accountability Plan goals that support students in graduating from high school and pursuing a college education in spite of the life challenges they face. We look forward to continued improvement in the academic year ahead.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2011-12										43	45	57	29	174
2012-13										42	49	43	53	191
2013-14										24	39	47	40	150
2014-15										34	37	34	50	155

High School Cohorts

Accountability Cohort

The state's Accountability Cohort consists specifically of students who are in their fourth year of high school after the 9th grade. For example, the 2011 state Accountability Cohort consists of students who entered the 9th grade in the 2011-12 school year, were enrolled in the school on the state's annual enrollment-determination day (BEDS day) in the 2014-15 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department's website for its accountability rules and cohort definitions: www.p12.nysed.gov/accountability/)

The following table indicates the number of students in the Accountability Cohorts who are in their fourth year of high school and were enrolled on BEDS Day in October and on June 30th.

Fourth-Year High School Accountability Cohorts

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort's Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30 th
2012-13	2009-10	2009	53	5	1
2013-14	2010-11	2010	41	10	3
2014-15	2011-12	2011	38	40	2

Total Cohort for Graduation

Students are included in the Total Cohort for Graduation also based on the year they first enter the 9th grade. Prior to 2012-13, students who have enrolled at least five months in the school after entering the 9th grade are part of the Total Cohort for Graduation; as of 2011-12 (the 2008 cohort), students who have enrolled at least one day in the school after entering the 9th grade are part of the school's Graduation Cohort. If the school has discharged students for one of the following acceptable reasons, it may remove them from the graduation cohort: if they transfer to another public or private diploma-granting program with documentation, transfer to home schooling by a

parent or guardian, transfer to another district or school, transfer by court order, leave the U.S. or die.

Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30 th of the Cohort's Fourth Year (a)	Additional Students Still in Cohort ¹ (b)	Graduation Cohort (a) + (b)
2012-13	2009-10	2009	53	14	67
2013-14	2010-11	2010	34	11	45
2014-15	2011-12	2011	35	9	44

Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30 th of the Cohort's Fifth Year (a)	Additional Students Still in Cohort ² (b)	Graduation Cohort (a) + (b)
2012-13	2008-09	2008	3	35	38
2013-14	2009-10	2009	3	53	56
2014-15	2010-11	2010	3	42	45

¹ Number of students who had been enrolled for at least one day prior to leaving the school and who were not discharged for an acceptable reason.

² Number of students who had been enrolled for at least one day prior to leaving the school and who were not discharged for an acceptable reason

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

New Roots Charter School students will be communicators who demonstrate competent use of the English language.

Background

The English language arts curriculum focuses on preparing students to take the Common Core English Regents examination in grades 9-11. In grade 12, the emphasis is on preparation for college-level reading and writing. Students have the option of taking a concurrent enrollment class to earn academic credits from Tompkins Cortland Community College.

In the 2015-2016 school year, the school hired a teacher certified in reading and literacy for grades 9 and 10.

Goal 1: Absolute Measure

Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career readiness standard (currently scoring 75 on the New York State Regents English exam OR fully meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

Method

The school administered the New York State Regents Comprehensive English exam that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department defines the following pass levels: scoring 65 to meet the graduation requirement for a Regents diploma and 75 to meet the college and career readiness standard.³ This measure examines the percent of the Accountability Cohort that passed the exam by the completion of their fourth year in the cohort. Students have until the summer of their fourth year to do so.

Results

The 2011 cohort performed significantly better on this measure than the 2010 cohort, with 71% passing with a score of 75 or higher compared to 49% achieving this level from the 2010 cohort.

³ The statewide adaptation of new State Standards includes incorporating college and career readiness performance standards for the English language arts exam. The state has benchmarked student ELA test performance to the likely need for remedial course work when students enter college by comparing student 3-8 test results and Regents results to their post-secondary experience at SUNY and CUNY. Besides raising the cut scores for proficiency in the 3-8 testing program, the state has begun to set college and career readiness standards for passing Regents.

**English Regents Passing Rate with a Score of 75
by Fourth Year Accountability Cohort⁴**

Cohort Designation	Number in Cohort	Percent Passing with a score of 65 /75
2009	53	51%
2010	37	49%
2011	38	71%

Evaluation

The school met the required measure.

Additional Evidence

The school is within four percentage points of meeting the required measure for the 2012 cohort with 61% of students having earned a grade of 75 or above. This is ten percentage points higher than the performance of the 2011 cohort by the end of their third year in the cohort. The 2012 cohort took the new Common Core English Regents examination.

The percentage of students passing the English Regents exam with a grade of 75 or above increased by 40% comparing the performance of the 2011 to the 2009 and 2010 cohorts.

English Regents Passing Rate with a score of 75 by Cohort and Year

Cohort Designation	2012-13		2013-14		2014-15	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2011	N/A	N/A	55	51%	38	71%
2012	N/A	N/A	N/A	N/A	33	61%
2013			N/A	N/A	N/A	N/A
2014					N/A	N/A

Goal 1: Absolute Measure (optional)

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents English exam by the completion of their fourth year in the cohort.

Results

Eighty-nine percent of the members of the 2011 cohort passed the exam with a score of 65 or above. One additional student passed within the safety net range of 55 or higher, making the cohort’s overall passing rate 92%.

⁴ Based on the highest score for each student on the English Regents exam

**English Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort⁵**

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2009	53	69%
2010	37	87%
2011	38	89%

Evaluation

The school exceeded the optional measure.

Additional evidence

We appear to be on track to exceed this measure again next year. The 2012 cohort has the same passing rate as the 2011 cohort did at the end of their third year in the cohort. Of the thirty-three students in the 2012 cohort, eight have not taken the exam yet. Eighty-eight percent of students in the 2012 cohort who have taken the exam passed with a score of 65 or higher on their first attempt.

English Regents Passing Rate with a score of 65 / 75 by Cohort and Year

Cohort Designation	2012-13		2013-14		2014-15	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2011	N/A	N/A	55	67%	38	89%
2012	N/A	N/A	N/A	N/A	33	67%
2013			N/A	N/A	N/A	N/A
2014					N/A	N/A

Goal 1: Absolute Measure

Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will meet the college and career readiness standard (currently scoring 75 on the New York State Regents English exam OR fully meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

⁵ Based on the highest score for each student on the English Regents exam

Method

The school demonstrates the effectiveness of its English language arts program by enabling students who were not meeting proficiency standards in the eighth grade to meet the English requirement for graduation with a Regents diploma at the college and career readiness standard.

Results

Of those that we have identified as not scoring proficient in eighth grade, 40% met the college and career readiness standard.

English Regents Passing Rate with a Score of 75 among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ⁶

Cohort Designation	Number in Cohort	Percent Passing with a score of 75
2009	9	11%
2010	9	44%
2011	5	40%

Evaluation

The school did not meet the measure.

Additional Evidence

One student in the 2011 received a score of 74, one point below the standard.

It is difficult for the school to obtain eighth grade proficiency scores from local school districts, as records are often sent before test results become available. Additionally, students who have been homeschooled during their middle school years do not take the proficiency tests.

Goal 1: Absolute Measure (optional)

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on the New York State 8th grade English language arts exam will score at least 65 on the New York State Regents English exam by the completion of their fourth year in the cohort.

Results

Of those that we have identified as not scoring proficient in eighth grade, 60% passed the English Regents exam with a score of 65 or higher.

⁶ Based on the highest score for each student on the English Regents exam

**English Regents Passing Rate with a Score of 65 among Students
Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ⁷**

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2009	9	44%
2010	9	44%
2011	5	60%

Evaluation

The school did not meet the measure.

Additional Evidence

The percentage of students identified as not proficient in eighth grade who passed the English Regents exam by the end of their fourth year of the cohort has increased.

It is difficult for the school to obtain eighth grade proficiency scores from local school districts, as records are often sent before test results become available. Additionally, students who have been homeschooled during their middle school years do not take the proficiency tests.

Goal 1: Absolute Measure

Each year, the Accountability Performance Level (APL) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.

Method

In receiving a waiver for its federal No Child Left Behind accountability system, the New York State Education Department now holds high schools accountable for making annual yearly progress towards meeting college and career readiness standards. See page 72 of SED’s ESEA waiver application for the high school AMOs:

www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver_REVISED.pdf

The AMO continues to be SED’s basis for determining if schools are making satisfactory progress toward the annual goal. To achieve this measure, all tested students in the Accountability Cohort must have an Accountability Performance Level (APL) that equals or exceeds the 2014-15 English language arts AMO of **170**.

⁷ Based on the highest score for each student on the English Regents exam

The APL is calculated by adding the sum of the percent of students in the Accountability Cohort at Levels 2 through 4 to the sum of the percent of students at Level 3 and 4. Thus, the highest possible APL is 200. The Regents exam in Comprehensive English is scored on a scale from 0 to 100; 0 to 64 is Level 1, 65 to 74 is Level 2, 75 to 89 is Level 3, and 90 to 100 is Level 4. The Regents Common Core Examination in English is scored on a scale from 0 to 100; 0 to 64 is level 1, 65 to 78 is level 2; 79 to 84 is level 3, and 85 to 100 is level 4.

Results

The school’s APL was 169, one point less than the 2014-2015 English language arts AMO.

**English Language Arts Accountability Performance Level (APL)
For the 2011 High School Accountability Cohort**

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
36 tested	6%	19%	44%	31%

$$\begin{array}{rcccccccc}
 \text{PI} & = & 19 & + & 44 & + & 31 & = & 94 \\
 & & & & 44 & + & 31 & = & \underline{75} \\
 & & & & & & \text{APL} & = & 169
 \end{array}$$

Evaluation

The school fell short of the measure by 1 point. Two students did not pass the exam.

Additional Evidence

The school’s APL increased by 25 points from 143.9 in 2013-2014.

Goal 1: Comparative Measure

Each year, the Accountability Performance Level (APL) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the local school district.

Method

The school compares the performance of students in their fourth year in the charter school Accountability Cohort to that of the respective cohort of students in the local school district. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.⁸

Results

Results are inconclusive based on available data.

⁸ The New York State Report Card provides the district results for students scoring at or above 65.

**English Regents Accountability Performance Level (APL)⁹
of Fourth-Year Accountability Cohorts by Charter School and School District**

Cohort	Charter School		School District	
	APL	Cohort Size	APL	Cohort Size
2009				
2010	135	37	N/A	N/A
2011	169	38	N/A	N/A

Evaluation

N/A

Additional Evidence

N/A

Goal 1: Comparative Measure (optional)

Each year, the percent of students in the high school Accountability Cohort passing the Regents English exam with a score of 65 or above will exceed that of the high school Accountability Cohort from the local school district.

Results

Eight-nine percent of students in the 2011 cohort passed the English Regents examination with a score of 65 or higher. This was lower than the Ithaca City School District’s passing rate of 92% for the 2010 cohort.

However, our passing rate was 92% if one student with an Individualized Education Plan who passed the exam with their safety net score of 55 or higher is included in the passing rate.

**English Regents Passing Rate with a Score of 65
of Fourth-Year Accountability Cohorts by Charter School and School District**

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2009	69%	53	90%	408
2010	87%	37	92%	298
2011	89%	38	n/a	n/a

⁹ For an explanation of the procedure to calculate the school’s APL, see page 31.

Evaluation

The school did not meet the measure.

Additional Evidence

The total percentage of students passing the English Regents exam by the end of their fourth year in the cohort has increased each of the past two years.

Summary of the High School English Language Arts Goal¹⁰

The school has been successful in meeting the career and college readiness standard for English Regents exam performance with the 2011 cohort. We also continue to achieve four-year passing rates for the English Regents exam that are statistically similar to those of the school district that our school is located in despite a student population with twice the rate of poverty and learning disabilities. We also achieved a gain of 25 points in our Accountability Performance Level (APL) in 2014-2015.

We continue to be challenged by the need to identify students whose 8th grade scores were below proficiency and ensuring that those students achieve at the same level as their counterparts. Starting in Fall 2015, we will use the Measures of Academic Progress (MAP) testing to help us identify students with low proficiency in English language arts.

Type	Measure (Accountability Plan from 2012-13 or later)	Outcome
Absolute	(§) Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career ready standard (currently scoring 75 on the New York State Regents English exam) by the completion of their fourth year in the cohort.	Achieved
Absolute	(§) Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will meet the college and career ready standard (currently scoring 75 on the New York State Regents English exam) by the completion of their fourth year in the cohort.	Did Not Achieve
Absolute	Each year, the Accountability Performance Level (APL) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Did Not Achieve
Comparative	(§) Each year, students in the high school Total Cohort will exceed the predicted pass rate on the Regents English exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all high schools in New York State.	N/A
Comparative	(§) Each year, the Accountability Performance Level (APL) in Regents English of students in the fourth year of their high school Accountability Cohort will	N/A

¹⁰ If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

	exceed the APL of comparable students from the local school district. (Using 2013-14 school district results.)	
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Optional Measures

Type	Measure (Accountability Plan Prior to 2012-13)	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents English exam by the completion of their fourth year in the cohort.	Achieved
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will did not score proficient on the New York State 8th grade English language arts exam will score at least 65 on the New York State Regents English exam by the completion of their fourth year in the cohort.	Did not Achieve
Comparative	Each year, the percent to students in the high school Accountability Cohort passing the Regents English exam with a score of 65 or above will exceed that of the high school Accountability Cohort from the local school district. (Using 2013-14 school district results.)	Did Not Achieve

Action Plan

Beginning in Fall 2015, all students will take the online MAP assessment to better support staff in identifying and responding to their unique instructional needs in the areas of literacy and mathematics.

The school hired a literacy specialist as a teacher for grades 9 and 10 to address the needs of students transitioning into high school.

MATHEMATICS

Goal 2: Mathematics
 New Roots Charter School students will demonstrate a mastery of mathematical concepts.

Background

The addition of a mathematics teacher for academic intervention and support in 2014-2015 increased our capacity to offer a wider range of courses that meet the needs of students who enter high school below grade level in mathematics. The addition of Measures of Academic Progress (MAP) testing beginning in Fall 2015 gives us better capacity to identify these students and differentiate for their learning needs.

Professional development for mathematics teachers in 2014-2015 included training with mathematics professors from Ithaca College and Hobart and William Smith Colleges, as well as internal development opportunities focusing on data analysis and integration of math and science

instruction and other opportunities for applying mathematics skills and concepts to solving real-world problems.

Goal 2: Absolute Measure

Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career readiness standard (currently scoring 80 on a New York State Regents math exam OR fully meeting Common Core expectations on the Regents Algebra I (Common Core) exam) by the completion of their fourth year in the cohort.

Method

The school administered the New York State Regents Geometry, Integrated Algebra and Algebra 2 exams. The school scores Regents on a scale from 0 to 100. The State Education Department defines the following pass levels: scoring 65 to meet the graduation requirement for a Regents diploma and scoring 80 to meet the college and career readiness standard.¹¹ This measure requires students in each Accountability Cohort to achieve the requisite score on any one of the Regents mathematics exams by their fourth year in the cohort. Students may have taken a particular Regents mathematics exam multiple times or have taken multiple mathematics exams. Students have until the summer of their fourth year to pass a mathematics exam.

Results

Forty-two percent of the students in the 2011 cohort passed a mathematics Regents exam with a score of 80 or higher by the end of their fourth year in the cohort.

**Mathematics Regents Passing Rate with a Score of 80
by Fourth Year Accountability Cohort¹²**

Cohort Designation	Number in Cohort	Percent Passing with a score of 80
2009	53	28%
2010	35	26%
2011	38	42%

Evaluation

The school did not meet the measure.

Additional Evidence

¹¹ The statewide adaptation of the revised State Standards includes incorporating college and career readiness performance standards for the English language arts exam. The state has benchmarked student mathematics test performance to the likely need for remedial course work when students enter college by comparing student 3-8 test results and Regents results to their post-secondary experience at SUNY and CUNY. Besides raising the cut scores for proficiency in the 3-8 testing program, the state has begun to set college and career readiness standards for passing Regents.

¹² Based on the highest score for each student on the Mathematics Regents exam

The percentage of students passing at this level increased by 60% from the 2010 to the 2011 cohort. Over 20% of students in the 2012, 2013, and 2014 cohorts have passed a math Regents exam with a score of over 80 to date.

Mathematics Regents Passing Rate with a score of 80 by Cohort and Year

Cohort Designation	2012-13		2013-14		2014-15	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2011			55	31%	38	42%
2012			44	23%	33	21%
2013			28	15%	29	21%
2014					32	22%

Goal 2: Absolute Measure (optional)

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents mathematics exam by the completion of their fourth year in the cohort.

Results

Ninety-two percent of the students in the 2011 cohort passed a mathematics Regents exam with a score of 65 or higher by the end of their fourth year in the cohort.

Mathematics Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort¹³

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2009	53	79%
2010	35	86%
2011	38	92%

Evaluation

The school met the measure with a 92% passing rate by the end of the 2011 cohort’s fourth year.

Additional Evidence

One additional student passed due to their safety net, bringing our overall four-year passing rate to 95%.

The percentage passing in the table below reflects the total cohort. Among students who have attempted a mathematics Regents exam, 77% of the 2012 cohort, 74% of the 2013 cohort, and 67%

¹³ Based on the highest score for each student on the Mathematics Regents exam

of the 2014 cohort passed with a score of 65 or higher. The 2010 cohort achieved a passing rate of 86% by the end of their fourth year in the cohort. This data trend suggests that the school will continue to meet this measure in the future.

Mathematics Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2012-13		2013-14		2014-15	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2011			55	65%	38	92%
2012			44	68%	33	70%
2013			28	25%	29	59%
2014					32	31%

Goal 2: Absolute Measure

Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade math exam will meet the college and career ready standard (currently scoring 80 on a New York State Regents math exam) by the completion of their fourth year in the cohort.

Method

The school demonstrates the effectiveness of its mathematics program by enabling students who were not meeting proficiency standards in the eighth grade to meet the mathematics requirement for graduation with a Regents diploma at the college and career readiness standard.

Results

None of the students in the 2011 cohort identified as not meeting mathematics proficiency standards in eighth grade achieved a score of 80 or above on a mathematics Regents examination.

Mathematics Regents Passing Rate with a Score of 80 among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ¹⁴

Cohort Designation	Number in Cohort	Percent Passing with a score of 80
2009	10	0%
2010	10	0%
2011	6	0%

Evaluation

¹⁴ Based on the highest score for each student on the Mathematics Regents exam

The school did not meet the measure. This is consistent with previous years.

Additional Evidence

None.

Goal 2: Absolute Measure (optional)

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on the New York State 8th grade mathematics exam will score at least 65 on a New York State Regents mathematics exam by the completion of their fourth year in the cohort.

Results

Sixty-seven percent of the students identified as being in this category in the 2011 cohort passed a mathematics Regents exam with a score of 65 or greater.

Mathematics Regents Passing Rate with a Score of 65 among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ¹⁵

Cohort Designation	Number in Cohort	Percent Passing with a score of 65 /80
2009	10	60%
2010	10	Not available
2011	6	67%

Evaluation

The school did not meet the measure.

Additional Evidence

The percentage of students in this category passing with a grade of 65 or higher has increased.

Goal 2: Absolute Measure

Each year, the Accountability Performance Level (APL) on a Regents mathematics exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.

Method

In receiving a waiver for its federal No Child Left Behind accountability system, the State Education Department now law holds high schools accountable for making annual yearly progress towards

¹⁵ Based on the highest score for each student on the Mathematics Regents exam

meeting college and career readiness standards. See page 72 of SED’s ESEA waiver application for the high school AMOs:

http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver_REVISED.pdf

The AMO continues to be SED’s basis for determining if schools are making satisfactory progress toward the annual goal. To achieve this measure, all tested students in the Accountability Cohort must have an Accountability Performance Level (APL) that equals or exceeds 2014-15 mathematics AMO of **154**.

The APL is calculated by adding the sum of the percent of students in the Accountability Cohort at Levels 2 through 4 to the sum of the percent of students at Level 3 and 4. Thus, the highest possible APL is 200. The Regents exams are scored on a scale from 0 to 100; 0 to 64 is Level 1, 65 to 79 is Level 2, 80 to 89 is Level 3, and 90 to 100 is Level 4. The Regents Common Core exams in mathematics are scored on a scale from 0 to 100; 0 to 64 is level 1; 65 to 73 is level 2, 74 to 84 is level 3, and 85 to 100 is level 4.

Results

The school’s APL was 137.

**Mathematics Accountability Performance Level (APL)
For the 2011 High School Accountability Cohort**

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
37 tested	5%	51%	35%	8%

$$\begin{array}{rcccccccc}
 \text{PI} & = & 51 & + & 35 & + & 8 & = & 94 \\
 & & & & 35 & + & 8 & = & \underline{43} \\
 & & & & & & \text{APL} & = & 137
 \end{array}$$

Evaluation

The school did not meet the measure.

Additional Evidence

The school increased number of students in this cohort performing at level four by 8% compared on the 2010 cohort.

Goal 2: Comparative Measure

Each year, the Accountability Performance Level (APL) in mathematics of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the local school district.

Method

The school compares the performance of students in their fourth year in the charter school Accountability Cohort to that of the respective cohort of students in the local school district. Given

that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.¹⁶

Results

The school was unable to compare mathematics APL to that of the Ithaca City School District.

**Mathematics Accountability Performance Level (APL)
of Fourth-Year Accountability Cohorts by Charter School and School District¹⁷**

Cohort	Charter School		School District	
	APL	Cohort Size	APL	Cohort Size
2009		53		
2010	140	35		
2011	137	38	N/A	N/A

Evaluation

N/A

Additional Evidence

N/A

Goal 2: Comparative Measure (optional)

Each year, the percent to students in the high school Accountability Cohort passing a Regents mathematics exam with a score of 65 or above will exceed that of the high school Accountability Cohort from the local school district.

Results

Ninety-two percent of students in the 2011 cohort passed a Regents exam with a score of 65 or higher by the end of their fourth year in the cohort.

**Mathematics Regents Passing Rate with a Score of 65
of Fourth-Year Accountability Cohorts by Charter School and School District**

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2009	79%	53	88%	425
2010	87%	35	94%	298
2011	92%	38	n/a	n/a

¹⁶ The New York State Report Card provides the district results for students scoring at or above 65.

¹⁷ See page 39 above for an explanation of the APL.

Evaluation

The school did not meet the measure in comparison with the Ithaca City School District's results for the 2010 cohort.

Additional Evidence

One additional student from the 2011 cohort with an Individualized Education Plan passed within the safety net range, making our overall passing rate 95%.

Our percentage of students passing with a score of 65 or higher has increased each of the last two years.

Summary of the High School Mathematics Goal¹⁸

The percentage of students passing a mathematics Regents exam with a grade of 65 or higher has increased each year. Our 2011 cohort has the highest achievement level of any of our four-year cohorts to date.

With 42% of students receiving a score of 80 or higher, the 2011 cohort also exceeded the 2010 cohort's performance on the college and career readiness measure by 16 percentage points, a 60% gain.

Required Measures

Type	Measure (Accountability Plan from 2012-13 or later)	Outcome
Absolute	(§) Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career ready standard (currently scoring 80 on a New York State Regents mathematics exam) by the completion of their fourth year in the cohort.	Did not Achieve
Absolute	(§) Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will meet the college and career ready standard (currently scoring 80 on a New York State Regents mathematics exam) by the completion of their fourth year in the cohort.	Did not Achieve
Absolute	Each year, the Accountability Performance Level (APL) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Did not Achieve
Comparative	(§) Each year, students in the high school Total Cohort will exceed the predicted pass rate on a New York State Regents mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all high schools in New York State.	N/A
Comparative	(§) Each year, the Accountability Performance Level (APL) on a New York State Regents mathematics exam of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students	N/A

¹⁸ If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

	from the local school district. (Using 2013-14 school district results.)	
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Optional Measures

Type	Measure (Accountability Plan Prior to 2012-13)	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents mathematics exam by the completion of their fourth year in the cohort.	Achieved
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will did not score proficient on the New York State 8th grade mathematics exam will score at least 65 on a New York State Regents mathematics exam by the completion of their fourth year in the cohort.	Did not Achieve
Comparative	Each year, the percent to students in the high school Accountability Cohort passing a New York State Regents mathematics exam with a score of 65 or above will exceed that of the high school Accountability Cohort from the local school district. (Using 2013-14 school district results.)	Did Not Achieve

Action Plan

Beginning in Fall 2015, all students will take the online MAP test to assess their knowledge of mathematics and provide teachers with information that allows them to differentiate instruction and better anticipate students' specific needs in mathematical instruction.

We will maintain our increased staffing in the area of mathematics with a teacher dedicated to academic intervention and support who teaches courses structured to meet the needs of students at risk of not earning the mathematics credit needed to graduate from high school.

SCIENCE

Goal 3: Science

New Roots Charter School students will demonstrate competence in the understanding and application of scientific reasoning.

Background

The school continues to offer an innovative interdisciplinary science program with a sustainability focus. Students are prepared to take the Living Environment Regents exam by the end of the first two-year course, Earth Systems Science. Students in Contemporary Science and Technology I and II also have the option of preparing for the Physics or Chemistry Regents examinations to earn credit towards the Regents diploma with Advanced Designation.

SCIENCE

Goal 3: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents science exam by the completion of their fourth year in the cohort.

Method

New York State administers multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry and Physics. The school administered Living Environment and Physics in 2014-2015. It scores Regents on a scale from 0 to 100; students must score at least 65 to pass. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort. Students may have taken a particular Regents science exam multiple times or have taken multiple science exams. Students have until the summer of their fourth year to pass a science exam.

Results

Eighty-nine percent of students in the 2011 cohort passed a science Regents exam with a score of 65 or higher.

**Science Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort¹⁹**

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2009	53	83%
2010	36	89%
2011	38	89%

Evaluation

The school met the measure.

Additional Evidence

Two additional students from the 2011 cohort with Individualized Education Plans passed with grades within their safety net, bringing our overall passing rate for the 2011 cohort to 95%.

The 2012 cohort has already met this measure. 93% of the students in the 2012 cohort who have taken a science Regents exam have earned a passing grade, and 88% of the students in the 2013 cohort who have attempted a science Regents exam have earned a passing score.

¹⁹ Based on the highest score for each student on any science Regents exam

Science Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2012-13		2013-14		2014-15	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2011	43	74%	55	73%	38	89%
2012	n/a	n/a	30	63%	33	76%
2013			n/a	n/a	29	52%
2014					n/a	n/a

Goal 3: Comparative Measure

Each year, the percent to students in the high school Total Cohort passing a Regents science exam with a score of 65 or above will exceed that of the high school Total Cohort from the local school district.

Method

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the local school district. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available district results.

Results

Eighty-nine percent of the members of our 2011 cohort met this measure, compared to 93% of the members of ICSD’s 2010 cohort.

**Science Regents Passing Rate
of the High School Total Cohort by Charter School and School District**

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2009	83%	53	92%	446
2010	89%	36	93%	298
2011	89%	38	n/a	n/a

Evaluation

The school did not meet the measure.

Additional Evidence

Our overall passing rate for a science Regents exam for the 2011 cohort was 95% taking the safety net for two students with Individualized Education Plans into account.

SOCIAL STUDIES

Goal 4: Social Studies

New Roots Charter School students will demonstrate an understanding of human history and the current historical moment, and will be prepared to be active as democratic leaders and citizens.

Goal 4: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents U.S. History exam by the completion of their fourth year in the cohort.

Method

New York State administers two high school social studies assessments: U.S. History and Global History. In order to graduate, students must pass both of these Regents exams with a score of 65 or higher. This measure requires students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort. Students may have taken the exams multiple times and have until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

Results

Eighty-seven percent of students in the 2011 cohort passed this exam with a score of 65 or higher by the end of their fourth year in the cohort.

U.S. History Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort²⁰

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2009	53	77%
2010	36	83%
2011	38	87%

Evaluation

The school met the measure.

Additional Evidence

Two students with Individualized Education Plans passed with scores within their safety net range, bringing our overall passing rate for the cohort to 92%.

²⁰ Based on the highest score for each student on a science Regents exam

The passing rate for the overall 2012 cohort is currently 67%. The passing rate for those in the 2012 cohort who have already taken the exam is 92%.

U.S. History Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2012-13		2013-14		2014-15	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2011	n/a	n/a	55	64%	38	87%
2012	n/a	n/a	n/a	n/a	33	67%
2013			n/a	n/a	n/a	N/A
2014					n/a	n/a

Goal 4: Comparative Measure

Each year, the percent to students in the high school Total Cohort passing the Regents U.S. History exam with a score of 65 or above will exceed that of the high school Total Cohort from the local school district.

Method

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the local school district. Given that students may take Regents exam up through the summer of their fourth year, school presents the most recently available district results.

Results

Eighty-seven percent of the members of our 2011 cohort met this measure, compared to 92% of the members of ICSD’s 2010 cohort.

U.S. History Passing Rate of the High School Total Cohort by Charter School and School District

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2009	77%	53	92%	317
2010	83%	36	92%	298
2011	87%	38	n/a	n/a

Evaluation

The school did not meet the measure.

Additional Evidence

None.

Goal 4: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents Global History exam by the completion of their fourth year in the cohort.

Method

This measure requires students in each Accountability Cohort to pass the Global History exam by the completion of their fourth year in the cohort. Students may have taken the exam multiple times, and had until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

Results

Eighty-four percent of the students in the 2011 cohort earned a score of 65 or higher by the end of their fourth year in the cohort.

Global History Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort²¹

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2009	53	74%
2010	36	86%
2011	38	84%

Evaluation

The school met the measure.

Additional Evidence

Ninety-four percent of the students in the 2011 cohort who attempted the Global History Regents exam passed including students with Individual Education Plans who passed within the safety net range.

The passing rate for the students in the 2012 cohort who have attempted the Global History exam to date is 84% including those who passed with the safety net. We have a 64% passing rate for students in the 2013 cohort who have attempted the exam.

²¹ Based on the highest score for each student on a science Regents exam

Global History Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2012-13		2013-14		2014-15	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2011	43	72%	55	65%	38	84%
2012	n/a	n/a	30	63%	33	61%
2013			n/a	n/a	29	48%
2014					n/a	n/a

Goal 4: Comparative Measure

Each year, the percent of students in the high school Total Cohort passing the Regents Global History exam with a score of 65 or above will exceed that of the high school Total Cohort from the local school district.

Method

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the local school district. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available district results.

Results

Eighty-four percent of the members of our 2011 cohort met this measure, compared to 91% of the members of ICSD’s 2010 cohort.

**Global History Passing Rate
of the High School Total Cohort by Charter School and School District**

Cohort	Charter School		School District	
	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort
2009	74%	53	87%	397
2010	86%	36	91%	298
2011	84%	38	n/a	n/a

Evaluation

The school did not meet the measure.

Additional Evidence

None.

NCLB

Goal 4: NCLB

The school will make Adequate Yearly Progress.

Goal 4: Absolute Measure

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

Method

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

Results

The school is in good standing under the state's No Child Left Behind (NCLB) accountability system.

Evaluation

The school met the measure.

Additional Evidence

The school has met the measure during each year of the current accountability period.

NCLB Status by Year

Year	Status
2012-13	Good Standing
2013-14	Good Standing
2014-15	Good Standing

HIGH SCHOOL GRADUATION

GOAL 6: HIGH SCHOOL GRADUATION

All New Roots Charter School students will earn a New York State Regents diploma.

Goal 6: Absolute Measure

Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.

Method

This measure serves as a leading indicator of the performance of high school cohorts and examines their progress toward graduation based on annual credit accumulation. The measure requires that, based on the school's promotion requirements, the school will promote 75 percent of its students in each cohort to the next grade by the end of August OR that 75 percent of the first and second year high school Total Graduation Cohorts will earn the requisite number of credits.

Promotion Requirements

New Roots students take a four-year sequence of courses in each core subject area. Ninth grade students are generally enrolled in Mathematical Reasoning I (Algebra), Global Studies I, English 9, and Earth Systems Science I. Tenth grade students are enrolled in Mathematical Reasoning II (Geometry), Global Studies II, English 10, and Earth Systems Science II. Eleventh grade students are enrolled in Algebra 2/Trigonometry, English 11, American History, and Contemporary Science and Technology I. Seniors enroll in Public Policy, Economics, Contemporary Science and Technology II, English 12, and Statistics. While there are some variations in students' educational paths depending on when they enter our high school, this is the standard path for those who enter our school in ninth grade.

Students who demonstrate significant gaps in their learning over the course of a year may retake a course to recover credit, resulting in the need to take two courses in the same discipline concurrently. Additionally, students may recover credit through participation in Summer Program, Intensives Week, or online credit recovery courses. Other options for credit recovery may be determined by the school counselor, based on an analysis of the student's experience in the course and his or her test scores.

As in most high schools, progress at New Roots is marked by accumulation of credits as determined by individual course passage rather than by grade level passage in its entirety. Students are assigned to an advisory group at a grade level that corresponds to their credit accumulation. To gain passage from ninth to tenth grade, students must earn 5 credits. Ten credits are necessary to pass from 10th grade to 11th grade. Students must accumulate a total of 15 credits to pass from 11th to 12th to be on target to earn the 22 credits necessary for a Regents diploma in New York State.

Given the high academic expectations that are reinforced at the time of high school enrollment and throughout the school year, and the program of academic support that is provided for students to reach those expectations, course passage is expected for most students by the end of August. Even if the Regents examination has not been passed for a particular course, it is possible to earn course credit and use that credit towards progression to the next grade level if all course learning targets have been met.

Results

Fifty-three percent of the 2014 cohort and 65% of the 2013 cohort earned at least 5 credits in 2014-2015.

Percent of Students in First and Second Year Cohorts Earning the Required Number of Credits in 2014-15

Cohort Designation	Number in Cohort	Percent promoted
2013	34	65%
2014	32	53%

Evaluation

The school did not meet the measure.

This area continues to be a challenge that we are focusing our attention on in the 2015-2016 school year: ensuring that students at risk of academic failure in high school have a strong start in their first two years.

The students in these two cohorts who did not earn credit face a myriad of challenges, one being a lack of academic preparation for high school. Sixty-seven percent of the students in the 2014 cohort who did not earn 5 or more credits in their first year of high school failed more than one core class in 8th grade, including 20% who did not attend 8th grade. Another 20% transferred into New Roots mid-year and were failing at least one core academic course upon transferring. Fourteen out of the 15 students (93%) have more than one academic risk factor, and 67% scored a 1 or 2 on middle school proficiency exams in English language arts and mathematics.

Similarly, twelve students in the 2013 cohort did not earn the required number of credits for promotion to grade 11. Of the twelve, seven transferred to New Roots after failing one or more core classes in their previous school year. One hundred percent of these students have documented academic risk factors, including 50% with an IEP and 75% are economically disadvantaged.

Additional Evidence

We have targeted this issue with three major initiatives this year, Measures of Academic Progress (MAP) testing, consultation with Binghamton University, and the STAR program.

Goal 6: Absolute Measure

Each year, 75 percent of students in the second year high school Total Graduation Cohort will score 65 on at least three different New York State Regents exams required for graduation.

Method

This measure serves as a leading indicator of the performance of high school cohorts and examines their progress towards graduation based on Regents exam passage. The measure requires that 75 percent of students in each cohort have passed at least three Regents exams by their second year in the cohort. In August of 2015, the 2013 cohort will have completed its second year.

Results

Forty-one percent of students in the 2013 cohort passed three Regents exams by the end of their second year in the cohort.

Percent of Students in their Second Year Passing Three Regents Exams by Cohort

Cohort Designation	Number in Cohort	Percent Passing Three Regents
2011	44	65%
2012	39	46%
2013	32	41%

Evaluation

The school did not meet the measure.

Additional Evidence

The school has added Regents preparation periods to the schedules of all students in grades 9 and 10 in addition to regular class meeting times to ensure that all students are oriented to the exams and how to prepare for them. Additionally, all students will have access to online preparation materials starting in the 2015-2016 school year.

Goal 6: Absolute Measure

Each year, 75 percent of students in the fourth year high school Total Graduation Cohort and 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.

Method

This measure examines students in two high school Graduation Cohorts: those who entered the 9th grade as members of the 2011 cohort and graduated four years later and those who entered as members of the 2010 cohort and graduated five years later. At a minimum, these students have

passed five Regents exams in English language arts, mathematics, science, U.S. History and Global History. Students have through the summer at the end of their fourth year to complete graduation requirements.

Results

Seventy-nine percent of students in the 2011 cohort graduated after four years in the cohort. Fifty-five percent of students in the 2010 cohort graduated after five years in the cohort.

Percent of Students in the Graduation Cohort who have Graduated After Four Years

Cohort Designation	Number in Cohort	Percent Graduating
2009	66	67%
2010	51	51%
2011	43	79%

Percent of Students in Graduation Cohort Who Have Graduated After Five Years

Cohort Designation	Number in Cohort	Percent Graduating
2008	34	71%
2009	66	73%
2010	51	55%

Evaluation

The school met the four-year graduation measure, but did not meet the five-year graduation benchmark.

Additional Evidence

New Roots Charter School has established a track record of success with students who face obstacles but who are willing to stay the course and work towards graduation beyond their fourth year in the cohort.

The New Roots Charter School Class of 2015 included 34 graduates from the 2011 cohort, 3 graduates from the 2010 cohort, and 2 graduates from the 2009 cohort. Sixty-seven percent of the four-year graduates had at least one academic risk factor, and 100% of the graduates from the five- and six-year cohorts faced multiple challenges that put their graduation from high school at risk.

We embrace the goal of completion of high school requirements within four years. We also support all students in persevering despite events that threaten to derail them from reaching their goals. We are honored to have the opportunity to have such a profound impact on the lives of young people and their families.

Goal 6: Comparative Measure

Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the local school district.

Method

The school compares the graduation rate of students completing their fourth year in the charter school's Total Graduation Cohort to that of the respective cohort of students in the local school district²². Given that students may take Regents exams through the summer of their fourth year, district results for the current year are generally not available at this time.

Results

Seventy-nine percent of the 2011 cohort graduated after completing four years in the cohort, as compared to eighty percent of students in the Ithaca City School District.

Percent of Students in the Total Graduation Cohort who Graduate in Four Years Compared to Local District

Cohort Designation	Charter School		School District	
	Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2009	66	67%		
2010	51	51%	425	80%
2011	43	79%	n/a	n/a

Evaluation

The school did not meet the measure by 1%.

Additional Evidence

None.

²² Schools can retrieve district level graduation rates from the SED's Information and Reporting Services office. News releases and an Excel workbook containing these data are available from the [IRS Data Release webpage](#).

Summary of the High School Graduation Goal

The school achieved a 79% four-year graduation rate for the 2011 cohort, but did not achieve measures of progress for students in their first two years of high school. The local school district had an 80% graduation rate for the 2010 cohort, 1% higher than that of our 2011 cohort.

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.	Did not Achieve
Absolute	Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.	Did not Achieve
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort and 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	Achieved/ Did not Achieve
Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the local school district.	Did not achieve

Action Plan

Careful monitoring of student performance combined with rapid intervention was an important factor in our 79% graduation rate for the 2011 cohort. In 2015-2016, we are expanding on this success with a school-wide process for responding to student performance data with immediate intervention in learning laboratories and through STAR (Students Taking Active Roles), a program to support students in meeting academic deadlines. Additionally, all students in grades 9 and 10 are attending weekly Regents prep workshops in addition to their core subject area classes.

As we approach our goal of a computer for every student, the use of Google Classroom by all teachers is strengthening student-teacher communication and the ability for support staff to directly monitor student progress in completing assignments.

We have also taken a close look at how we are designing our program for the success of students in the first two years of high school. For inspiration, we have looked to a pilot program of Binghamton University’s Evolution Institute, the Regents Academy, which achieved student performance rates with an at-risk student population in grades 9 and 10 that were comparable to the overall student performance rates at Binghamton High School. In consultation with researchers at the Evolution Institute, we have worked to ensure alignment between our core practices in grades 9 and 10 and those of the Regents Academy.

COLLEGE PREPARATION

GOAL 7: COLLEGE PREPARATION

New Roots Charter School students will be prepared to succeed in college.

Goal 7: Comparative Measure

Each year, the average performance of students in the 10th grade will exceed the state average on the PSAT test in Critical Reading and Mathematics.

Method

This measure tracks student performance one of the most commonly used early high school college prep assessment. Students receive a scale score in critical reading, writing and mathematics. Scale scores range from 200 to 800 on each subsection with 1600 as the highest possible score. As students may choose to take the test multiple times, the school reports only on a student's highest score on each subsection. Compare school averages to the New York State average for all 10th grade (sophomore) test takers in the given year.

Results

The average performance by our 10th grade students was a score of 40 for critical reading and 38 for mathematics.

10th Grade PSAT Performance by School Year

School Year	Number of Students in the 10 th Grade	Number of Students Tested	Critical Reading		Mathematics	
			School	New York State	School	New York State
2012-13	53	26	44.2	45.4	41.9	46.5
2013-14	30	20	43.3	45.4	39.4	46.5
2014-15	37	23	40	40.5	38	42.4

Evaluation

The school did not meet the measure. Our tenth grade students' average performance on critical reading was .5 points below the state average for critical reading, and their average math score of 38 was 4.4 points below the state average.

Additional Evidence

The gap between the school's performance and the state averages was smaller in 2014-2015 than in previous years.

Goal 7: Comparative Measure

Each year, the average performance of students in the 12th grade will exceed the state average on the SAT or ACT tests in reading and mathematics.

Method

This measure tracks student performance on one of the most commonly used high school college prep assessments.

The SAT is a national college admissions examination. Students receive a scale score in reading, writing and mathematics. Scale scores range from 200 to 800 on each subsection with 2400 as the highest possible score. As students may choose to take the test multiple times during the year, the school only reports a student's highest score. The school compares its averages the New York State average for all 12th grade test takers in the given year.

Results

The average score for students in the 12th grade taking the SAT in 2014-2015 was 63 points higher than the New York State average for reading, but 26 points lower for mathematics.

12th Grade SAT/ACT Performance by School Year

School Year	Number of Students in the 12 th Grade	Number of Students Tested	Reading		Mathematics	
			School	New York State	School	New York State
2012-13	52	29	537	483	517	500
2013-14	32	9	600	496	516	514
2014-15	38	22	552	489	476	502

Evaluation

The school met the measure for reading but not for mathematics.

Additional Evidence

The school has met both measures in prior years.

(§) The percent of graduating students that meets the state's aspirational performance measure (APM), currently defined as the percentage of students in a cohort who graduate with a score of 80 or better on a math Regents exam AND 75 or better on the English Regents exam, will exceed the statewide average.

Method

Recognizing that remediation rates in New York’s colleges are far too high, the Board of Regents has reviewed data showing the gap between high school expectations and college attainment. They reviewed data comparing the graduation rate for the 2005 cohort with the "college and career ready" graduation rate – defined as the percentage of students in the cohort who graduated with a score 80 or better on a math Regents exam and 75 or better on the English Regents exam. The Regents view these data as an important indicator of future student success. Students who graduate high school – but do so with a score below 80 on a math Regents exam and below 75 on the English exam – are likely to require remediation in college.

Results

Forty-two percent of graduates from the 2011 cohort met the aspirational performance measure.

Percent of Graduates Meeting the Aspirational Performance Measure²³

Cohort	Charter School	Statewide ²⁴
2009	N/A	37.2
2010	22%	38.1
2011	42%	N/A

Evaluation

The school met the measure in comparison to the statewide results for the 2010 cohort. The school nearly doubled the percentage of students achieving the aspirational performance measure from the 2010 to the 2011 cohort.

(§) The percent of graduating students who graduate with a Regents diploma with Advanced Designation will exceed the local district.

Method

In establishing measures to be used by schools, districts and parents to better inform them of the progress of their students, the Regents have also set as an additional aspirational measure of achievement the percent of graduating students who earned a Regents diploma with Advanced Designation (i.e., earned 22 units of course credit; passed seven-to-nine Regents exams with a score of 65 or above; and took advanced course sequences in Career and Technical Education, the arts, or a language other than English).

²³ Schools can retrieve state level graduation rates from the SED’s Information and Reporting Services office. News releases and an Excel workbook containing these data are available from the [IRS Data Release webpage](#).

²⁴ Statewide results for the 2011 cohort are not yet available.

Results

Eight percent of students from the 2011 cohort earned a Regents diploma with Advanced Designation, as compared to 53% of students from the Ithaca City School District's 2010 cohort.

Percent of Graduates with a Regents Diploma with Advanced Designation²⁵

Cohort	Charter School	School District ²⁶
2009		40%
2010	3%	53%
2011	8%	N/A

Evaluation

The school did not meet the measure.

Additional evidence

The percentage of graduates earning this distinction has increased from 3% to 8%.

(S) Each year, 75 percent of graduating students will demonstrate their preparation for college by passing an Advanced Placement (AP) exam, a College Level Examination Program (CLEP) exam or a college level course.

Method

Students are encouraged to enroll in concurrent enrollment courses through Tompkins Cortland Community College and SUNY College of Environmental Science and Forestry in their third and fourth year of high school. Concurrent enrollment options include core subjects as well as electives.

Results

Ninety-seven percent of graduates successfully completed at least one college-level course.

²⁵ Schools can retrieve information about diplomas conferred from the SED's Information and Reporting Services office. News releases and an Excel workbook containing these data are available from the [IRS Data Release webpage](#).

²⁶ District results for the 2011 cohort are not yet available.

Graduates Passing a Course Demonstrating College Preparation

Cohort	Number of Graduates	Percent Passing the Equivalent OF a College Level Course ²⁷
2009	44	53%
2010	26	77%
2011	33	97%

Evaluation

The school met the measure.

(S) Each year, 75 percent of graduating students will matriculate in a college or university in the year after graduation.

Method

We track information about students' college applications and post-high school plans in a spreadsheet and update by consulting with families and students throughout the school year as students applied and were accepted to college.

Results

Eighty-seven percent graduating seniors planned to matriculate to a college of their choice.

Evaluation

The school met the measure.

²⁷ Advanced Placement (AP) exam, a College Level Examination Program (CLEP) exam, or a college level course

Summary of the College Preparation Goal

The school met all of the college preparation measures with the exception of mathematics performance levels on the SAT exam and PSAT exams, and critical reading on the PSAT exams by less than one point.

Type	Measure (Accountability Plan from 2012-13 or later)	Outcome
Comparative	Each year, the average performance of students in the 10 th grade will exceed the state average on the PSAT test in Critical Reading and Mathematics.	Did not Achieve
Comparative	Each year, the average performance of students in the 12 th grade will exceed the state average on the SAT or ACT tests in reading and mathematics.	Achieved in Reading/Did not achieve in Math
	(§) The percent of graduating students that meets the state’s aspirational performance measure (APM), currently defined as the percentage of students in a cohort who graduate with a score of 80 or better on a math Regents exam AND 75 or better on the English Regents exam, will exceed the statewide average.	Achieved
	(§) Each year, 75 percent of graduating students will demonstrate their preparation for college by passing an Advanced Placement (AP) exam, a College Level Examination Program (CLEP) exam or a college level course.	Achieved
	(§) Each year, 75 percent of graduating students will matriculate in a college or university in the year after graduation.	Achieved

Action Plan

In 2015-16, the school is providing Castle Learning online SAT preparation software to all students for use at home and during learning labs, and is exploring being a host site for Let’s Get Ready SAT prep classes.

The data reveals our school’s success at supporting students in achieving their goal of graduating as well as inspiring them to see college as the next step in their life journey. In our first four years, we have consistently exceeded the goal of 75% passing Regents exams required for graduation by the end of their fourth year in the cohort, at rates comparable to those of the Ithaca City School District. Ninety-seven percent of our graduates in 2015 passed a course demonstrating college readiness, and eighty-seven percent had a goal of college matriculation in their first year after graduation.

These successes are particularly encouraging given that many students who enroll at New Roots do not make their journey to graduation by a conventional path: only 29% of our 2010 cohort and 60% of our 2011 cohort started high school as freshmen at New Roots. Our four-year graduation rate may fluctuate, but our commitment to the education and wellbeing of each and every student who enrolls at our school remains a constant.