



**NEW ROOTS  
CHARTER SCHOOL**

**2013-14 ACCOUNTABILITY PLAN  
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

October 31, 2014

By Tina Nilsen-Hodges, Principal and Superintendent

116 North Cayuga Street Ithaca, NY 14850

P.O. Box 936 Ithaca, NY 14851

Tina Nilsen-Hodges, Principal and Superintendent, prepared this 2013-14 Accountability Progress Report on behalf of the school's Board of Trustees:

Trustee's Name	Board Position
Dr. Jason Hamilton	Chairman of the Board of Trustees
Dr. Peter Bardaglio	Vice Chairman of the Board of Trustees, Member of Accountability Task Force
Dr. Granger Macy	Treasurer, Member of Personnel Committee
Dr. Synnove Heggoy	Secretary, Member of Personnel Committee
Dr. Roger Richardson	Chairman, Personnel Committee
Conrad Metcalf	Chairman, Facilities Task Force
Kati Torello	Member, Finance Committee
Joseph Wilson	Member, Accountability Task Force
Catherine Thompson	Family Liaison
David Streib	Staff Liaison
Kai Haskins	Student Liaison
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 learner-centered small school setting emphasizing real-world interdisciplinary learning projects and opportunities for community service and engagement. New Roots staff members employ research-based “best practices” demonstrated to foster a positive school culture with high academic achievement 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 our 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.”

The New Roots program is designed to support all students in moving towards achieving their academic potential through the “environment as an integrating context for education” approach to learning developed by the State Education and Environment Roundtable. Our core academic classes are designed to meet standards developed by the Cloud Institute for Sustainability Education, with themes explored in more depth during weekly 90- to 180-minute interdisciplinary seminars, science labs, and service learning projects.

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 highly divergent skill levels entering high school. These 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.

Many New Roots students overcome significant obstacles on the road to college and career readiness. Because we only offer a high school program, 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.

The cumulative and combined impact of students at risk of academic failure entering New Roots after spending one or more years in high school elsewhere is evident in our evaluation of our 2010 cohort data, particularly through the lens of the new accountability standards required of SUNY-authorized high schools that prepare students for college.

We are encouraged to see evidence 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. 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. We were proud to earn a renewal of our charter.

Analyzing student performance data from 2013-2014, we have created an action plan that supports our upward trajectory in 2014-2015. During our sixth year, we continue to develop and fine-tune our student support services, with initiatives such as the following:

- Expanded consultant teaching services and integrated co-teaching for students with Individual Education Plans
- Expanded academic intervention and support services for mathematics
- Expansion of the role of Associate Principal to integrate support services with instructional coaching and facilitation of teacher teams
- Refocusing the college program coordinator's job description on instructional coaching, curriculum design, and academic interventions
- The addition of a College Success VISTA member through Americorps who supports the college application and transition process

These changes supported program enhancements that included:

- Monitoring of students' transition to college after graduation to optimize matriculation rates
- A Response to Intervention (RtI) process integrated into weekly team meeting
- Further increase in administrative staff time devoted to teacher coaching in response to analysis of student performance data
- New approaches to integrating focus and relaxation techniques
- Rescheduling advisory groups to provide opportunity for monitoring of student progress four days a week

Our accomplishments are not reflected in the performance of the 2010 graduation cohort relative to the new high school accountability standards. However, we are encouraged that 80% of the students in the 2010 cohort who attended New Roots for at least one year either graduated in 2014 or were still enrolled at the start of the 2014-2015 school year, and that this cohort met or exceeded our former Accountability Plan goals for Regents exam passing rates. We are committed to identifying and addressing the factors that impact our students' and school's performance. We see evidence that the 2011 and 2012 cohorts are on track to meet or exceed the new, higher standards.

Additionally, our staff and trustees are collaborating to develop optional Accountability Plan goals that will help us to measure and track the progress of students who enter our school after the start of ninth grade with one or more factors associated with the risk of academic failure. The New Roots Charter School staff and board are committed to supporting the success of each and every student who chooses to enroll at our school. We are excited to be working on developing new means of understanding and reporting on the progress we see all students making towards meeting college and career readiness goals.

### School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2010-11										30	52	32		114
2011-12										43	45	57	29	174
2012-13										42	49	43	53	191
2013-14										24	39	47	40	150

### Accountability Cohort

The state’s Accountability Cohort consists specifically of students who are in their fourth year of high school after the 9<sup>th</sup> grade. For example, the 2010 state Accountability Cohort consists of students who entered the 9<sup>th</sup> grade in the 2010-11 school year, were enrolled in the school on the state’s annual enrollment-determination day (BEDS day) in the 2013-14 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:

<http://www.emsc.nysed.gov/irts/accountability/home.shtml>)

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 30<sup>th</sup>.

### Fourth-Year High School Accountability Cohorts

Fourth Year Cohort	Year Entered 9 <sup>th</sup> 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 <sup>th</sup>
2011-12	2008-09	2008	38	7	31
2012-13	2009-10	2009	53	4	49
2013-14	2010-11	2010	41	9	37

### Total Cohort for Graduation

Students are included in the Total Cohort for Graduation also based on the year they first enter the 9<sup>th</sup> grade. Prior to 2012-13, students who have enrolled at least five months in the school after entering the 9<sup>th</sup> grade are part of the Total Cohort for Graduation; as of 2011-12 (the 2008 cohort), students who have enrolled only one day in the school after entering the 9<sup>th</sup> grade are part of the school’s Total Cohort for 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 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30 <sup>th</sup> of the Cohort's Fourth Year (a)	Additional Students Still in Cohort <sup>1</sup> (b)	Graduation Cohort (a) + (b)
2011-12	2008-09	2008	26	8	34
2012-13	2009-10	2009	49	15	64
2013-14	2010-11	2010	37	14	51

### Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30 <sup>th</sup> of the Cohort's Fifth Year (a)	Additional Students Still in Cohort <sup>2</sup> (b)	Graduation Cohort (a) + (b)
2011-12	2007-08	2007	n/a	n/a	n/a
2012-13	2008-09	2008	4	32	36
2013-14	2009-10	2009	9	60	69

#

#

#

## ENGLISH LANGUAGE ARTS

### Goal 1: English Language Arts

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

**(S)** 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.

### 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 a score of 75 as meeting the college and career readiness standard.<sup>3</sup> This

<sup>1</sup> 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.

<sup>2</sup> 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

<sup>3</sup> 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

measure examines the percent of the Accountability Cohort that have met this standard by the completion of their fourth year in the cohort. Students have until the summer of their fourth year to do so.

## Results

The school did not meet this measure.

### English Regents Passing Rate with a Score of 75 by Fourth Year Accountability Cohort<sup>4</sup>

Cohort Designation	Number in Cohort	Percent Passing with a score of 75
2008	32	n/a*
2009	53	n/a*
2010	37	49%

\* Data responsive to this new measure has not been generated for prior year cohorts.

## Evaluation

Only 49% of the 2010 accountability cohort met this standard.

## Additional Evidence

67% of the 2011 cohort met this measure by the end of their third year in the cohort.

87% of the 2010 accountability cohort passed the ELA Regents exam with a score of at least 65 by the end of their fourth year in the cohort.

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

Cohort Designation	2011-12		2012-13		2013-14	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2010	n/a	n/a	n/a*	n/a*	37	49%
2011			n/a	n/a	37	67%
2012			n/a	n/a	n/a	n/a
2013					n/a	n/a

\* Data responsive to this new measure has not been generated for prior year cohorts.

**(S)** Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8<sup>th</sup> grade English language arts exam will meet the college and

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.

<sup>4</sup> Based on the highest score for each student on the English Regents exam

career ready standard (currently scoring 75 on the New York State Regents English exam) by the completion of their fourth year in the cohort.

## 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 the college and career readiness standard.

## Results

Based on available evidence, the school met the measure.

### English Regents Passing Rate with a Score of 75 among Students Who Were Not Proficient in the 8<sup>th</sup> Grade by Fourth Year Accountability Cohort <sup>5</sup>

Cohort Designation	Number in Cohort	Percent Passing with a score of 75
2007	n/a	n/a
2008	3	n/a*
2009	7	n/a*
2010	9	44%

\* Data responsive to this new measure has not been generated for prior year cohorts.

## Evaluation

Forty-four percent of students in this cohort that we know scored below proficiency on their 8<sup>th</sup> grade ELA test met this measure. However, it is difficult to evaluate our progress on this measure due to gaps in students' middle school records. We have 8<sup>th</sup> grade test scores for 50% of the 2010 accountability cohort, or sixteen of thirty-two students. Nine of the students we have scores for did not demonstrate proficiency on the 8<sup>th</sup> grade ELA exam. Seven of the students who were not proficiency passed the ELA Regents exam with an average score of 77. While this is encouraging, we are not working with a full set of data.

## Additional Evidence

None.

---

<sup>5</sup> Based on the highest score for each student on the English Regents exam

**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:

[http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver\\_REVISED.pdf](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 the 2013-14 English language arts AMO of **166**.

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 74 is Level 2, 75 to 89 is Level 3, and 90 to 100 is Level 4.

**Results**

The school did not meet this measure.

**English Language Arts Accountability Performance Level (APL)  
For the 2010 High School Accountability Cohort**

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
32	5/37=13.5%	14/37=38%	14/37=40.5%	3/37=8%

$$\begin{array}{rcccccc}
 \text{PI} & = & 38 & + & 40.5 & + & 8 & = & 86.5 \\
 & & & & 40.5 & + & 8 & = & \underline{48.5} \\
 & & & & & & \text{APL} & = & 135.0
 \end{array}$$

**Evaluation**

The school did not meet the measure due to the number of students scoring below .

**Additional Evidence**

The 2011 cohort has already met the college and career readiness standard established by our Accountability Plan. We credit our English department’s commitment to continuous improvement based on data and careful planning for the success of every student as the reason for this success.

### **Goal 1: Comparative Measure**

**(S)** Each year, students in the high school *Total Cohort* will exceed the predicted pass rate on the English language arts Regents 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.

#### **Method**

The Charter Schools Institute conducts a Comparative Performance Analysis, as it has for 3-8 schools. The Institute examines the school's performance in terms of demographically similar high schools state-wide by using a regression analysis to control for the percentage of economically disadvantaged students among all high schools in New York State. The Institute compares the School's actual performance to the predicted performance of high schools with a similar economically disadvantaged percentage. The difference between the schools' actual and predicted performance, relative to other high schools with similar economically disadvantaged statistics produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a small degree, is the target for achieving this measure.

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2013-14 analysis is not yet available.

#### **Results**

None.

**(S)** 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.<sup>6</sup>

#### **Results**

We are unable to compare our APL to that of Ithaca High School at this point in time based on the data available to us in the Ithaca City School District 2012-13 report card.

---

<sup>6</sup> The New York State Report Card provides the district results for students scoring at or above 65. The New York State Accountability Report provides the district results for students scoring at or above 75.

**English Regents Accountability Performance Level (APL)<sup>7</sup>  
of Fourth-Year Accountability Cohorts by Charter School and School District<sup>8</sup>**

Cohort	Charter School		School District <sup>9</sup>	
	APL	Cohort Size	APL	Cohort Size
2008				
2009			N/A	N/A
2010	135	37	N/A	N/A

**Evaluation**

None.

**Additional Evidence**

Please see the optional table that compares the two schools' passing rates for the English Regents exam below.

The passing rate of the 2010 cohort (87%) is comparable to that of the Ithaca City School District's passing rate of 90% on this exam for the 2009 cohort. 2010 cohort data is not available at this time.

**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 <sup>10</sup>	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2008	97%	32	84%	423
2009	77%	54	90%	408
2010	87%	37	n/a	n/a

**Goal 1: Growth Measure**

**(S)** Each year, under the state's high school Growth Model (under development) the relative growth of selected students will exceed the state's median growth.

**Method**

This measure examines the change in performance of the same group of students during the course of their high school careers and the progress they are making in comparison to other students with

<sup>7</sup> For an explanation of the procedure to calculate the school's APL, see page 31.

<sup>8</sup> See page 30 above for an explanation of the APL.

<sup>9</sup> District results for the 2009 cohort are not yet available.

<sup>10</sup> District results for the 2009 cohort are not yet available.

the similar scores in the eighth grade. The analysis only includes students from whom the eighth grade scores are available. In following the existing 3-8 Growth Model, students with the same scores are ranked and assigned a percentile based on their relative growth in performance (mean 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 statewide median, it will have a mean growth percentile greater than 50.

*The State Education Department has not yet developed the high school Growth Model.*

**Results**

None.

**Summary of the High School English Language Arts Goal** <sup>11</sup>

The school did not meet the new high school English Language Arts goals.

Eight-seven percent of students in the 2010 cohort passed the English Regents examination required for graduation. Sixty-seven percent of the 2011 cohort met the new measure of a score of 75% or higher on this exam. We are encouraged by these results. Our English department has conducted an analysis of outcomes to ensure curriculum and instruction strategies that support all students in achieving a mastery-level performance.

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.	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 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

<sup>11</sup> If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

Comparative	(§) 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. (Using 2012-13 school district results.)	N/A
Growth	(§) Each year, under the state’s high school Growth Model (under development) the relative growth of selected students will exceed the state’s median growth.	N/A

**Action Plan**

The school restructured the English 11 curriculum last year to support greater numbers of students in achieving the college and career readiness standard. We are encouraged that the first cohort of students enrolled in this class (2011) have already met the new standard. Our College Readiness Program Coordinator, who supervises the grade 11 English teacher, closely monitors student performance data to ensure optimal support for students and teacher as they work towards meeting this standard.

**MATHEMATICS**

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

**Background**

Our math and science coordinator conducted professional development and curriculum workshops with math and science faculty to provide greater integration of these two disciplines in the 2014-2015 school year. We added a full time, experienced Academic Intervention and Support teacher who is a certified mathematics teacher for the 2014-2015 school year.

(§) 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 math 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 a score of 80 as meeting the college and career readiness standard.<sup>12</sup> This measure

<sup>12</sup> 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.

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**

The school did not meet this measure.

**Mathematics Regents Passing Rate with a Score of 80  
by Fourth Year Accountability Cohort<sup>13</sup>**

Cohort Designation	Number in Cohort	Percent Passing with a score of 80
2008	32	N/A
2009	53	N/A
2010	35	26%

**Evaluation**

There are 37 students in our 2010 accountability cohort. Two students who have IEPs were exempt from the Regents exam. The school fell short of this measure by nearly 40 percentage points, with only 26% of students achieving this standard.

**Additional Evidence**

Eighty-seven percent of students in this cohort passed a mathematics Regents exam by the end of their fourth year in the cohort, but less than one third of those students scored an 80 or above.

The school has responded to this data by adding a full-time mathematics support teacher, increasing integration of math into the science curriculum, and communicating the expectation that all students will work to achieve this level of proficiency.

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

Cohort Designation	2011-12		2012-13		2013-14	
	Number in Cohort	Percent > 80	Number in Cohort	Percent >80	Number in Cohort	Percent >80
2010	37	n/a	43	n/a	35	26%
2011	36	n/a	43	n/a	37	38%
2012			n/a	n/a	30	23%
2013					15	27%

<sup>13</sup> Based on the highest score for each student on the Mathematics Regents exam

(S) Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8<sup>th</sup> 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 the college and career readiness standard.

### Results

The school did not meet this measure.

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

Cohort Designation	Number in Cohort	Percent Passing with a score of 80
2007	n/a	n/a
2008	5	n/a
2009	10	n/a
2010	10	0%

### Evaluation

None of the students in this cohort identified as scoring below proficiency on their 8<sup>th</sup> grade mathematics test met this measure. It is difficult to fully evaluate our progress on this measure due to gaps in students' middle school records. We have 8<sup>th</sup> grade test scores for 50% of the 2010 accountability cohort, or sixteen of thirty-two students. Ten of the students we have scores for did not demonstrate proficiency on the 8<sup>th</sup> grade mathematics exam.

### Additional Evidence

Eighty percent of students in this group passed a mathematics Regents exam with an average score of 70. This is encouraging. However, we cannot draw any conclusions because we are not working with a full set of data, and none of the students met the college and career readiness standard.

#### 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.

<sup>14</sup> Based on the highest score for each student on the Mathematics Regents exam

## 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 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](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 2013-14 mathematics AMO of **148**.

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.

## Results

The school did not meet the measure.

### Mathematics Accountability Performance Level (APL) For the 2010 High School Accountability Cohort

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
2010	3/35=8.5%	15/35=43%	17/35=48.6 %	0/35=0%

$$\begin{array}{rcccccccc} \text{PI} & = & 43 & + & 48.6 & + & 0 & = & 91.6 \\ & & & & 48.6 & + & 0 & = & \underline{48.6} \\ & & & & & & \text{APL} & = & 140.2 \end{array}$$

## Evaluation

The school's mathematics APL was 8 points below the 2013-2014 mathematics AMO of 148.

## Additional Evidence

None.

## **Goal 2: Comparative Measure**

**(S)** Each year, students in the high school *Total Cohort* will exceed the predicted pass rate on a 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.

### **Method**

The Charter Schools Institute conducts a Comparative Performance Analysis, as it has for 3-8 schools. The Institute examines the school's performance in terms of demographically similar high schools state-wide by using a regression analysis to control for the percentage of economically disadvantaged students among all high schools in New York State. The Institute compares the school's actual performance to the predicted performance of high schools with a similar economically disadvantaged percentage. The difference between the schools' actual and predicted performance, relative to other high schools with similar economically disadvantaged statistics produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a small degree, is the target for achieving this measure.

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2013-14 analysis is not yet available.

### **Results**

None.

**(S)** 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.<sup>15</sup>

### **Results**

We are unable to compare our APL to that of Ithaca High School at this point in time based on the data available to us in the Ithaca City School District 2012-13 report card.

---

<sup>15</sup> The New York State Report Card provides the district results for students scoring at or above 65. The New York State Accountability Report provides the district results for students scoring at or above 75.

**Mathematics Accountability Performance Level (APL)  
of Fourth-Year Accountability Cohorts by Charter School and School District<sup>16</sup>**

Cohort	Charter School		School District <sup>17</sup>	
	APL	Cohort Size	APL	Cohort Size
2008	n/a	n/a	n/a	n/a
2009	n/a	n/a	n/a	n/a
2010	140	35	n/a	n/a

**Evaluation**

None.

**Additional Evidence**

Ninety-one percent of the students in the 2010 cohort passed a mathematics Regents exam by the end of their fourth year in the cohort. Eighty-eight percent of students in the ICSD's 2009 total cohort passed an English Regents exam 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 <sup>18</sup>	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2008	90%	32	77%	423
2009	79%	54	88%	425
2010	87%	35	n/a	n/a

<sup>16</sup> See page 38 above for an explanation of the APL.

<sup>17</sup> District results for the 2009 cohort are not yet available.

<sup>18</sup> District results for the 2009 cohort are not yet available.

**Goal 2: Growth Measure**

(§) Each year, under the state’s high school Growth Model (under development) the relative growth of selected students will exceed the state’s median growth.

**Method**

This measure examines the change in performance of the same group of students during the course of their high school careers and the progress they are making in comparison to other students with the similar scores in the eighth grade. The analysis only includes students from whom the eighth grade scores are available. In following the existing 3-8 Growth Model, students with the same scores are ranked and assigned a percentile based on their relative growth in performance (mean 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 statewide median, it will have a mean growth percentile greater than 50.

*The State Education Department has not yet developed the high school Growth Model.*

**Results**

None.

**Summary of the High School Mathematics Goal**<sup>19</sup>

The school did not achieve any of the new high school mathematics accountability measures.

The school achieved all but one of the goals from its prior year Accountability Plan, including 87% of students passing a mathematics Regents exam by the end of their fourth year in the cohort.

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	N/A

<sup>19</sup> If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

	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.	
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 from the local school district. (Using 2012-13 school district results.)	N/A
Growth	(§) Each year, under the state's high school Growth Model (under development) the relative growth of selected students will exceed the state's median growth.	N/A

**Action Plan**

The school has hired an additional mathematics intervention and support teacher for the 2014-2015 school year. All students who received a grade of 75 or lower for a mathematics course in the 2013-2014 school year were enrolled in a weekly mathematics support session for the 2014-2015 school year. The math and science program coordinator monitors the performance of every student and meets weekly with both the classroom and AIS teachers to discuss student performance data.

# # #

## SCIENCE

### Goal 3: Science

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

### 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, Earth Science, and Physics. 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

The school met the measure.

**Science Regents Passing Rate with a Score of 65  
by Fourth Year Accountability Cohort<sup>20</sup>**

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2008	32	90%
2009	54	81%
2010	36*	89%

\* There are 37 students in the 2010 Accountability Cohort, however one student was exempt from taking Regents examinations based on an IEP.

### Evaluation

The performance of this cohort is consistent with that of earlier cohorts and those that have not yet completed their fourth year. We attribute our students' and school's success on this measure to our emphasis on application and scientific inquiry in the context of field studies.

<sup>20</sup> Based on the highest score for each student on a science Regents exam

### Additional Evidence

None.

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

Cohort Designation	2011-12		2012-13		2013-14	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2010	37	57%	43	74%	36	89%
2011			43	74%	37	87%
2012					30	63%
2013					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

The school did not meet the measure.

#### 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
2008	90%	32	78%	425
2009	81%	54	92%	446
2010	89%	36*	n/a	n/a

\* There are 37 students in the 2010 Accountability Cohort, however one student was exempt from taking Regents examinations based on an IEP.

#### Evaluation

The school was 3 percentage points shy of meeting this measure, based on a comparison with the performance of the ICSD's 2009 cohort.

## Additional Evidence

The performance of cohorts that have not yet completed their fourth year in the cohort suggests that they will achieve similar levels.

# # #

## 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

The school met this measure. We have 37 students total in our accountability cohort and 1 student is exempt from taking the U.S. History Regents exam.

### U.S. History Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort<sup>21</sup>

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2008	32	88%
2009	53	77%
2010	36*	83%

\* There are 37 students in the 2010 Accountability Cohort, however one student was exempt from taking Regents examinations based on an IEP.

<sup>21</sup> Based on the highest score for each student on a science Regents exam

## Evaluation

The school met this measure with 83% of students in the accountability cohort passing the U.S. History Regents exam.

## Additional Evidence

The 2011 cohort achieved a similar level of performance by the end of their third year in the cohort.

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

Cohort Designation	2011-12		2012-13		2013-14	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2010			53	77%	36	83%
2011			n/a	n/a	37	84%
2012					n/a	n/a
2013					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

The school did not meet this measure.

### 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
2008	88%	32	74%	425
2009	77%	53	92%	317
2010	83%	36	n/a	n/a

## Evaluation

A comparable cohort from the ICSD achieved a 92% passing rate on this exam.

**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**

The school met this measure.

**Global History Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort<sup>22</sup>**

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2008	32	88%
2009	53	75%
2010	36*	86%

\* There are 37 students in the 2010 Accountability Cohort, however one student was exempt from taking Regents examinations based on an IEP.

**Evaluation**

The school met this measure with 86% of students in the accountability cohort passing the Global History Regents exam.

**Additional Evidence**

None.

---

<sup>22</sup> 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	2011-12		2012-13		2013-14	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2010	37	61%	43	77%	36	86%
2011	n/a	n/a	43	72%	37	84%
2012			n/a	n/a	30	63%
2013					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**

The school did not meet this measure.

**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
2008	88%	32	72%	425
2009	75%	53	87%	397
2010	86%	36	n/a	n/a

**Evaluation**

The school was less than 1 percentage points shy of meeting this measure, based on a comparison with the performance of the ICSD’s 2009 cohort.

**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 a local-assistance-plan school.

### Method

Since *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 met the measure.

### Evaluation

The school is currently in good standing.

### Additional Evidence

The school has been in good standing since its inception.

### NCLB Status by Year

Year	Status
2011-12	Good Standing
2012-13	Good Standing
2013-14	Good Standing

## HIGH SCHOOL GRADUATION

### GOAL 6: HIGH SCHOOL GRADUATION

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

(5) 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 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. At New Roots, 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 2 credits in core subject area classes, with any necessary work needed to demonstrate mastery of learning targets for English or Global Studies at a level that is manageable for a student to complete under the guidance of teachers during the first semester of the next school year. Six credits in core subject areas alone are necessary to pass from 10<sup>th</sup> grade to 11<sup>th</sup> grade. Students must accumulate a total

of 15 credits to pass from 11<sup>th</sup> to 12<sup>th</sup> to be on target to earn the 22 credits necessary for New York State graduation.

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 the Summer School program. 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

The school did not meet the measure.

### Percent of Students in First and Second Year Cohorts Earning the Required Number of Credits in 2013-14

Cohort Designation	Number in Cohort	Percent promoted
2012	39	69%
2013	24	71%

## Evaluation

While 84% of students in the 2011 cohort earned at least 5 credits towards graduation, only 69% of 70% of the 2012 cohort and 71% of the 2013 cohort achieved this benchmark.

## Additional Evidence

None.

### 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 2014, the 2012 cohort will have completed its second year.

## Results

The school did not meet this measure.

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

Cohort Designation	Number in Cohort	Percent Passing Three Regents
2010	51	n/a
2011	44	n/a
2012	39	46%

**Evaluation**

None.

**Additional Evidence**

None.

**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 9<sup>th</sup> grade as members of the 2010 cohort and graduated four years later and those who entered as members of the 2009 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.

The school’s graduation requirements appear above under the graduation goal’s first measure pertaining to annual grade-by-grade promotion or credit accumulation.

**Results**

The school did not meet this measure.

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

Cohort Designation	Number in Cohort	Percent Graduating
2008	34	71%
2009	66	67%
2010	51	51%

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

Cohort Designation	Number in Cohort	Percent Graduating
2007	5	40%
2008	36*	72%
2009	69*	64%

\* The 2009 graduation cohort increased by three students and the 2008 cohort by two students since June 2013 as confirmed by documentation of high school start dates provided by previous schools.

### Evaluation

The school did not meet this measure.

### Additional Evidence

Of the 51 students enrolled in the 2010 cohort:

- Twenty-one graduated in June 2014
- Five graduated in August 2014
- Nine are still enrolled and working towards high school graduation
- Sixteen left before graduating

Of the sixteen students who left before graduating, eight were enrolled at New Roots for less than one year, and the other eight were enrolled at New Roots for one or more years. The status of four of these students is under investigation and they may be removed from our graduation cohort prior to our next reporting cycle.

Sixty percent of the students in the 2010 cohort who were at New Roots for at least one year graduated by August 2014, and an additional 20% of the cohort was still enrolled at the start of the school year. We are encouraged by evidence of higher success rates with students who enter our school earlier in their high school careers and who persist beyond the first few months at our school.

### 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

district<sup>23</sup>. 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**

The school did not meet the measure.

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

Cohort Designation	Charter School		School District <sup>24</sup>	
	Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2008	34	71%		
2009	66	67%	425	80%
2010	51	51%	n/a	n/a

**Evaluation**

The school’s graduation rate for the 2010 cohort was 29 percentage points below that of the Ithaca City School District.

**Additional Evidence**

Sixty percent of the students in the 2010 cohort who were at New Roots for at least one year graduated by August 2014, and an additional 20% of the cohort was still enrolled at the start of the school year.

**Summary of the High School Graduation Goal**

The school did not achieve the high school graduation goals.

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.	Did Not Achieve
Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth	Did Not Achieve

<sup>23</sup> 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](#).

<sup>24</sup> District results for the 2009 cohort are not yet available.

	year will exceed that of the Total Graduation Cohort from the local school district.	
--	--	--

**Action Plan**

In the 2014-2015 school year, instructional leaders are responsible for monitoring the progress of each and every student and ensuring that teachers modify curriculum and instruction to support all students in earning course credit and passing required Regents examinations. A two-hour weekly team meeting time allows teachers to coordinate action plans for individual students. The bell schedule was reorganized for 2014-2015 so that advisory could meet at the end of the day, four days a week, allowing advisors to better monitor daily and weekly progress of students. We anticipate that these improvements in our systems will result in more students making regular progress towards graduation in four years without the need for credit recovery.

# # #

**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 10<sup>th</sup> 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 10<sup>th</sup> grade (sophomore) test takers in the given year.

**Results**

The school did not meet the measure.

## 10<sup>th</sup> Grade PSAT Performance by School Year

School Year	Number of Students in the 10 <sup>th</sup> Grade	Number of Students Tested	Critical Reading		Mathematics	
			School	New York State	School	New York State
2011-12	36	31	64	45	35	46
2012-13	53	26	44.2	45.4	41.9	46.5
2013-14	30	20	43.3	45.4	39.4	46.5

### Evaluation

Students in the 10<sup>th</sup> grade who took the PSAT exam scored below the New York State average in both Critical Reading and Mathematics. The gap was larger for the mathematics scores than for reading.

### Additional Evidence

The discrepancy in our students' performance on the reading and mathematics portion of this test is consistent with the gap we see in the results on the Terra Nova and SAT assessments. The scores reported as New York State averages are those reported for juniors in high school, however.

### Goal 7: Comparative Measure

Each year, the average performance of students in the 12<sup>th</sup> 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 12<sup>th</sup> grade (senior) test takers in the given year.

### Results

The school met the measure based on the students in the accountability cohort who took the SAT exams.

## 12<sup>th</sup> Grade SAT Performance by School Year

School Year	Number of Students in the 12 <sup>th</sup> Grade	Number of Students Tested	Reading		Mathematics	
			School	New York State	School	New York State
2011-12	32	20	561	497	484	514
2012-13	52	29	537	483	517	500
2013-14	32	9	600	496	516	514

### Evaluation

The performance of New Roots Charter School students who took the SAT exam in 12<sup>th</sup> grade exceeded New York State averages in both reading and mathematics.

### Additional Evidence

None.

**(S)** 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

The school did not meet the measure.

### Percent of Graduates Meeting the Aspirational Performance Measure<sup>25</sup>

Cohort	Charter School	Statewide <sup>26</sup>
2008	n/a	35.3
2009	n/a	35.3
2010	22%	N/A

#### Evaluation

The school's performance was over 13 percentage points below the statewide performance.

**(S)** 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).

#### Results

The school did not meet the measure.

### Percent of Graduates with a Regents Diploma with Advanced Designation<sup>27</sup>

Cohort	Charter School	School District <sup>28</sup>
2007		
2008		
2009	n/a	40%
2010	3%	n/a

#### Evaluation

The school has emphasized a four-year sequence of mathematics and science and concurrent enrollment courses for all students as part of our college readiness programs. We have not,

<sup>25</sup> 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](#).

<sup>26</sup> Statewide results for the 2010 cohort are not yet available.

<sup>27</sup> 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](#).

<sup>28</sup> District results for the 2009 cohort are not yet available.

however, emphasized the importance of earning this credential with students, nor have we tracked progress towards this goal.

Beginning in the 2014-2015 school year, New Roots is conveying the expectation to all entering freshmen and their families that they will work towards earning a diploma with Advanced Designation over the course of their four years at New Roots. We expect the percentage of students earning this distinction to rise over time as a result, but that the full impact of new practices will not be evident until the 2014 cohort graduates.

**(§)** 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

New Roots Charter School provides all students with the opportunity to take courses for college credit in their junior and senior years.

### Results

The school met the measure.

#### Graduates Passing a Course Demonstrating College Preparation

Cohort	Number of Graduates	Percent Passing the Equivalent OF a College Level Course <sup>29</sup>
2007	n/a	n/a
2008	n/a	n/a
2009	n/a	n/a
2010	26	77%

### Evaluation

New Roots Charter School offers concurrent enrollment courses through TC3, SUNY ESF, and Syracuse University to all juniors and seniors in a variety of core subject areas and electives. All students are encouraged to take at least one course for college credit. Beginning in the 2014-2015 school year, all seniors will be required to take at least one course for college credit.

---

<sup>29</sup> Advanced Placement (AP) exam, a College Level Examination Program (CLEP) exam, or a college level course

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

**Method**

The school tracks college application and matriculation for all graduating seniors.

**Results**

The school did not meet the measure. Based on available evidence, we estimate that sixty-five percent of graduating seniors have matriculated into college or intend to do so in the Spring semester following their high school graduation.

**Evaluation**

The school has evidence to suggest that seventeen of twenty-six graduates matriculated into college for the 2014-2015 school year. 100% of graduates applied and were accepted to at least one college with support from New Roots staff members.

The school applied for and received support from the Americorps VISTA program to add a position for a College Success VISTA member for the 2014-2015 school year. This member will support and monitor each senior’s transition to college from application and SAT testing through applying for financial aid and beginning college in the Fall. We anticipate higher matriculation rates in the future as a result of this increased support, especially among lower-income students.

**Summary of the College Preparation Goal**

The school achieved the college preparation goals that measure the percentage of students earning college credits during high school and SAT performance. The school did not achieve the state’s aspirational performance measure, and our tenth grade students did not outperform the national average for PSAT performance of students in eleventh grade. With an estimated 65% of graduates matriculating into college within a year after graduation, the school did not meet the college matriculation goal.

<b>Type</b>	<b>Measure (Accountability Plan from 2012-13 or later)</b>	<b>Outcome</b>
Comparative	Each year, the average performance of students in the 10 <sup>th</sup> 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 <sup>th</sup> grade will exceed the state average on the SAT or ACT tests in reading and mathematics.	Achieved
	<b>(S)</b> 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.	Did Not Achieve

	(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.	Achieved
	(S) Each year, 75 percent of graduating students will matriculate in a college or university in the year after graduation.	Did Not Achieve

**Action Plan**

Through a partnership with Americorps VISTA, the school has added a three-year College Success VISTA position. This VISTA member will support the college application and transition process for all students, including college entrance exams and financial aid applications. Advisory leaders and our school counselor will ensure that all students take courses for concurrent enrollment credit by the completion of their senior year. We are confident that our new systems related to college preparation will support our students and school in meeting the college preparation goals in future years.