

New Roots Charter School

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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By Tina Nilsen-Hodges, Superintendent

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Tina Nilsen-Hodges, Principal and Superintendent, and Seren Ozkan, Executive Projects Coordinator, prepared this 2022-23 Accountability Progress Report on behalf of the charter school’s board of trustees:

Trustee’s Name	Board Position	
	Office (e.g., chair, treasurer, secretary)	Committees (e.g., finance, executive)
Dr. Jason Hamilton	Chair	Executive
Cate Thompson	Vice Chair	Personnel
Dr. Tanya Saunders	Secretary	Development
Paul Wheeler	Treasurer	Finance
Dr. Peter Bardaglio	Accountability	Personnel, Development
Joseph Wilson, Esq.	Trustee	Accountability
Dr. Roger Richardson	Trustee Emeritus	Personnel

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

SCHOOL OVERVIEW

New Roots Charter School is a small high school that inspires student engagement and learning with real-world interdisciplinary projects and community service reflecting education for sustainability (EfS) standards. Informed by the work of the Cloud Institute for Sustainability Education, the State Education and Environment Roundtable, and Expeditionary Learning Schools, 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 and a meaningful career. We are dedicated to educating 'solutionaries' for a sustainable future who thrive in an evolving economy.

In 2021, New Roots Charter School was recognized as a U.S. Department of Education Green Ribbon School, one of only five charter schools among 37 schools in the nation to receive this distinction. In 2017, the school was selected by the Green Schools National Network as one of the ten leading schools in our field, and began preparing to serve as a replication hub for other high schools across the nation.

In June 2018, the regional director for the Department of Environmental Conservation (DEC) met with a team of teachers and administrators to develop ways for New Roots students to contribute to the DEC's priorities in our region. We were subsequently awarded a \$38,000 grant from the DEC to establish a three-year youth ecological restoration corps to further our Cayuga Wetlands Restoration Project. In collaboration with leaders from the Cayuga Nation, this project engages students in developing solutions to key water quality issues by using scientific and indigenous ecological knowledge in concert.

In 2019, New Roots Charter School was recognized with a Best of Green Schools Award by the Green Schools National Network. The school's programs supporting student wellbeing and academic success during the COVID-19 school closure were featured in this organization's national newsletter, and school leader Tina Nilsen-Hodges was recognized for her leadership with a Best of Green Schools Award with a nomination in the Educator category.

In 2022, the Park Foundation awarded New Roots a grant to pilot Roots of Success, an environmental literacy course. New Roots students earn college credit from Tompkins Cortland Community College, environmental literacy certification from the U.S. Department of Labor, and priority access to pre apprenticeship programs upon course completion. In 2023, Tompkins County awarded New Roots a \$160,000.00 grant to establish EarthForce, a sustainable workforce development program for youth designed to engage low-income Tompkins County youth ages 12-18 in the development of workforce knowledge and skills necessary to obtain high-quality employment in the growing "green" economy. In partnership with Tompkins Cortland Community College, New Roots is developing pathways linking career exploration courses like Roots of Success to degrees at the community college that prepare them with the knowledge and skills that are in high demand by local employers.

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 up to 20 regional school districts surrounding the small upstate city of Ithaca, NY, home to Cornell University and Ithaca College.

Of the approximately 116 students enrolled during the 2022-23 academic year, approximately half live in the Ithaca City School District and the rest reside in the rural areas surrounding Ithaca. As of BEDS Day in

2022, about 50% of the students enrolled in New Roots Charter School qualified for our free or reduced price lunch program, and approximately 30% received special education services or had a 504 plan. This percentage of economically disadvantaged students is significantly higher than that of Ithaca High School, and the percentage of students with disabilities is nearly three times higher.

Many New Roots students overcome significant obstacles on the road to college and career readiness. We must work quickly to 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.

During the 2022-23 school year we continued to work on mitigating learning loss and other impacts of the COVID-19 pandemic on youth through our *Rise to Thrive* program and expanded mental health services, as well as new attendance practices to encourage school attendance. Inspired by a program developed by Columbia University of the same name, *Rise to Thrive* provides structured support for learning based on the student's individual needs as evidenced in their academic and attendance records, assessments, and goals. Our Academic Intervention Specialist coordinates intervention services, provides professional development and coaching to teachers, and direct support to students, including academic interventions and counseling. Additionally, our focus for faculty professional development was on active learning strategies to support student engagement in in-person learning in the classroom, the community, and in our natural environment.

ENROLLMENT SUMMARY

The table below indicates the school’s BEDS Day enrollment for each school year.

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2020-21										17	16	45	32	110
2021-22										26	27	22	52	127
2022-23										16	42	33	25	116

HIGH SCHOOL COHORTS

ACCOUNTABILITY COHORT

The state’s Accountability Cohort consists specifically of students who are in their fourth year of high school after entering the 9th grade. For example, the 2019 state Accountability Cohort consists of students who entered the 9th grade anywhere sometime during the 2019-20 school year, were enrolled in the school on the state’s annual enrollment-determination day (BEDS day) in the 2022-23 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 SIRS Manual](#) for more details about cohort eligibility and acceptable exit reasons: <http://www.p12.nysed.gov/irs/sirs/ht>)

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 30th
2020-21	2017-18	2017	31	1	30
2021-22	2018-19	2018	41	0	41
2022-23	2019-20	2019	18	0	18

TOTAL COHORT FOR GRADUATION

Students are also included in the Total Cohort for Graduation (referred to as the Graduation Cohort, Total Graduation Cohort, or Total Cohort interchangeably throughout this report) based on the school year they first enter the 9th grade anywhere. The 2019 Total Cohort consists of all students, based on last enrollment record as of June 30, 2023, with a First Date of Entry into Grade 9 during the 2019-20 school year, regardless of their current grade level. The school may remove students from the Graduation Cohort if the school has discharged those students for an acceptable reason listed in the [SIRS manual](#), including but not limited to the following: if they transfer to another public or private diploma-granting

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

program with documentation, transfer to homeschooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S., or are deceased.

Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Still Enrolled on June 30 th of the Cohort's Fourth Year (a)	Number of Students Who Left the School but Were Not Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2020-21	2017-18	2017	29	1	30
2021-22	2018-19	2018	44	3	47
2022-23	2019-20	2019	21	2	23

Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Still Enrolled on June 30 th of the Cohort's Fifth Year (a)	Number of Students Who Left the School but Were Not Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2020-21	2016-17	2016	23	4	27
2021-22	2017-18	2017	28	2	30
2022-23	2018-19	2018	43	4	47

PROMOTION POLICY

New Roots Charter School supports all students in working towards achievement of the Regents Diploma Requirements, as specified in State Education Commissioner Regulations, and as summarized below. Students must earn at least five credits to be promoted to the next grade level.

In accordance with the Commissioner's guidance for the 2022-23 school year, students were awarded credit for achieving course learning outcomes by demonstrating that they met standards assessed in the provided coursework.

<i>Subject</i>	Advanced Regents Diploma		Regents Diploma	
	<i>Units of Credit</i>	<i>Regents Exam</i>	<i>Units of Credit</i>	<i>Regents Exam</i>
English	4.0	1	4.0	1
Social Studies*	4.0	2	4.0	2
Math**	4.0	3	3.0-4.0	1
Science***	4.0	2	3.0-4.0	1
Spanish/ LOTE#	3.0*	0	1.0	1
Physical Education	2.0	0	2.0	0
Arts##	1.0	0	1.0	0
Health	0.5	0	0.5	0
Sequence Courses, Electives	3.5	0	3.5	0
Total	24 minimum	8	22 minimum	5

Regents Examinations or equivalent: 5

Students must pass the following Regents Exams (or a state-approved equivalent):

- Comprehensive English;
 - Global History and Geography;
 - United States History and Government;
 - One (1) in Mathematics (Integrated Algebra, Geometry, or Algebra 2/Trigonometry);
- and
- One (1) in Science.

Mathematics, Science, and Technology (MST): A commencement-level course in technology education may be used as the third unit of credit in science or mathematics, but not both. Also,

students may meet the learning standards in technology either in a technology education course or through an integrated course combining technology with mathematics and/or science.

CDOS Pathway: Students may also pursue the Career Development Occupational Studies (CDOS) graduation pathway to meet the New York State CDOS Commencement Credential.

Students may graduate with a Regents diploma through a 4+ CDOS Pathway. This pathway requires students to demonstrate the State's standards for academic achievement in math, English, science, social studies, and the State's standards for essential work-readiness knowledge and skills necessary for successful employment after high school.

NYS Regents Exam Requirements

- 1) Common Core Algebra
- 2) Global History & Geography
- 3) Living Environment
- 4) U.S. History & Government
- 5) Common Core English

Additional Requirements for Advanced Designation

- 6) Common Core Geometry
 - 7) Common Core Algebra 2 / Trigonometry
 - 8) Physics (or another physical science)
 - 9) Local examination in culmination of Spanish
- 3

Graduation Requirements

Distribution of Units of Credit

(all courses listed are 1 credit unless otherwise noted)

- English Language Arts (4 credits required)
 - English Language Arts
 - Literary Studies
 - Academic Writing and Literature
 - College Literature and Writing*
- Social Studies (4 credits required)
 - Global I
 - Global II
 - U.S. History & Government*
 - Participation in Government* (.5 credits)
 - Economics* (.5 credits)
- Mathematics (3-4 credits required)

- Mathematical Reasoning I: Foundations of Mathematics
- Mathematical Reasoning II: Algebra
- PreAlgebra
 - Algebra
 - Geometry
- Algebra 2 / Trigonometry*
- Statistics*
- Personal Money Management*
- Pre-Calculus*
- Calculus*
- Science (3-4 credits required)
 - Earth System Science
 - Earth System Science: Living Environment
 - Contemporary Science & Technology (Physics)*
 - Global Environmental Science*
 - Chemistry*
- Health and Wellness (2.5 credits required)
 - Physical Education (.5 credits/year = 2 credits)
 - Health (.5 credits)
 - Personal Wellness is a required course for Lower School students that meets requirements for Health credit.
- The Arts (1 credit required)
 - Studio Art
 - Various Art Options
 - Various Music Options
- Language Other Than English (1 credit required)
 - Spanish 1
 - Spanish 2
 - Spanish 3/4*
- Sequence Courses or Electives (3.5 credits required)
 - College and Career Success Seminar (up to 1 credit per year)
 - Interdisciplinary, place-based courses (credits vary by year)
 - Annually varied courses selections

**Concurrent enrollment available through Tompkins-Cortland Community College, State University of New York College of Environmental Science and Forestry (SUNY ESF) or Syracuse University (varies by year)*

Additional Requirements

- 1) Career and College Success Seminar
- 2) Application to college
- 3) Senior Capstone Project
- 4) Graduation Portfolio
- 5) Service Learning hours

* Including 1 unit of American history, ½ unit of Participation In Government, and ½ unit of Economics

** Math may include Integrated Algebra, Geometry, and Algebra 2/Trigonometry

*** Including at least one course in life science, one in physical science, and third in either life sciences or physical science

Language Other Than English requirement for and Advanced Diploma includes passage of a proficiency exam with typically 3 years of necessary course work.

Including dance, music, theater, and/or visual arts

GOAL 1: HIGH SCHOOL GRADUATION

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

Graduation Goal Measure 1 - Leading Indicator

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.

Percent of Students in First and Second Year Cohorts
Earning the Required Number of Credits in 2022-23

Cohort Designation	Number in Cohort during 2022-23	Percent promoted
2021	44	80%
2022	22	91%

Graduation Goal Measure 2 - Leading Indicator

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

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

Cohort Designation	School Year	Number in Cohort	Percent Passing at Least Three Regents (including exemptions)
2019	2020-21	19	95%
2020	2021-22	27	87%
2021	2022-23	44	70%

Graduation Goal Measures 3 & 4 - 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.

[1] The state’s guidance for the multiple graduation pathways can be found here:
<http://www.p12.nysed.gov/ciai/multiple-pathways/>.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Percent of Students in the Total Graduation Cohort who have Graduated After Four Years¹

Cohort Designation	School Year	Number in Cohort	Number who Graduated	Percent Graduating
2017	2020-21	30	26	87%
2018	2021-22	47	41	87%
2019	2022-23	23	21	91%

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

Cohort Designation	School Year	Number in Cohort	Number who Graduated	Percent Graduating
2016	2020-21	27	23	85%
2017	2021-22	30	27	90%
2018	2022-23	47	43	91%

Graduation Goal Measure 5 - Comparative Measure

Each year, the percentage 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 school district of comparison.

Percent of Students in the Total Graduation Cohort who Graduate in Four Years Compared to the District²

Cohort Designation	School Year	Charter School			School District	
		Number in Cohort	Number who Graduated	Percent Graduating	Number in Cohort	Percent Graduating
2017	2020-21	30	26	87%	419	84%
2018	2021-22	47	41	87%	402	87%
2019	2022-23	23	21	91%	402	87%

Summary of the High School Graduation Goal

¹ These data reflect August graduation rates. At a minimum, these students have passed or been exempted from five Regents exams required for high school graduation in ELA, mathematics, science, U.S. History, and Global History or met the requirements for the 4+1 pathway to graduation.

² Given that district results for the current year are generally not available at this time, for purposes of this report schools should include the district's 2021-22 results as a temporary placeholder for the district's 2022-23 results.

Present a narrative providing an overview of which measures the school achieved, as well as an overall discussion of its attainment of this Accountability Plan goal.

The school has achieved a strong and consistent track record of success in supporting students in graduating in four years, with graduation rates at or above 87% for the last three years. For the past two years, the school’s four-year graduation rate has matched or exceeded the Ithaca City School District’s last published four-year graduation rate. The five-year graduation rate was 91% and 90% for the last two years, respectively.

Our graduation rates for students with disabilities or who are economically disadvantaged significantly exceeded the district’s, with 82% of students with disabilities graduating in four years compared to 54% in the Ithaca City School District in the 2021-22 school year.

The school has also established a consistent track record of improving performance on leading indicators including credit accumulation in the first two years of high school and the second year cohort’s performance on Regents exams, a measure we met for the first time before the COVID pandemic in the third charter term. The school came close to meeting this measure in 2022-23, with 70% of the students in the second-year cohort passing required Regents exams, despite the impacts of the COVID-19 pandemic on this cohort’s preparation for high school.

Type	Measure	Outcome
Leading Indicator	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.	YES
Leading Indicator	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.	NO
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate.	YES
Absolute	Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	NO
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 school district of comparison.	YES
Absolute	Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year.	N/A

EVALUATION OF THE GRADUATION GOAL

New Roots Charter School exceeded its four-year graduation goal with the 2019 cohort, with 91% of students graduating in 2023. The school came close to meeting the five-year graduation goal, with 91% of students in the 2018 cohort graduating in five years. Notably, for the second year in a row, the school met or exceeded the Ithaca City School District's graduation rate.

Reviewing leading indicators, the school maintained strong credit completion among students in grades 9 and 10, and came close to meeting the measure of 75% of students in the two-year cohort passing 3 or more Regents exams in this first year of full Regents exam administrations since the COVID-19 pandemic began.

The school attributes our consistently high graduation rates to weekly team meetings to monitor student progress and develop action plans, academic support provided through the crew curriculum, bi-weekly data meetings focusing specifically on monitoring the graduation cohort's progress, the efficacy of Rise to Thrive and special education services, and the development of individualized intervention plans as needed. Robust systems to encourage and support student attendance also played an important role.

ACTION PLAN

Building on successful interventions from the 2022-23 academic year, the school will continue to provide multiple supports for students to complete coursework throughout the year to stay on track academically. Faculty and staff analyzed academic data quarterly to identify students with incomplete or failing course grades, and these students were enrolled in academic support learning labs for targeted support with coursework. Additional opportunities for student credit completion or recovery included teacher office hours held during January Regents and midterm week; "Intensives Week," a designated week in May during which students participate in hands-on projects and local fieldwork in lieu of regular classes; and June Regents week. Any student who did not complete required coursework by the last day of school was required to continue to attend until they completed their courses.

The school will also continue its new attendance policies which address the intersection of chronic absences from school and academic performance. During the 2022-23 academic year, the school implemented a new attendance policy requiring students to complete attendance recovery for a course if more than 10% of classes were missed in a quarter. Students had opportunities to complete attendance recovery during Learning Labs, January Regents and midterm week, and June Regents week. With strong collaboration between teachers and the Dean of Students, the school saw robust rates of attendance recovery, leading to greater accountability for student attendance.

The school will also continue to maintain our academic performance through the *Rise to Thrive* program for students identified as at risk of academic failure, continuing the practices of monitoring all students' academic progress and performance data in weekly team meetings, developing individualized intervention plans as needed, providing academic support for all students through the College and Career Success Seminar curriculum, and graduation cohort meetings led by the Dean of Students.

GOAL 2: COLLEGE PREPARATION

New Roots Charter School students will graduate from high school with an educational and occupational plan, prepared for college and career success.

Our commitment is that every graduate of New Roots Charter School will leave high school with college acceptance and college credits, as well as a resume that will give them access to well-paid, meaningful employment in our region.

To support this goal, all students are enrolled in Career and College Success Seminar every year they attend New Roots. The four-year curriculum scope and sequence includes orientation to high school requirements and options, development of social, emotional, and academic skills, career exploration, documented post-high school planning, and the college and/or work application process. In their senior year, students are also enrolled in a senior seminar focusing on the senior capstone and the college application process.

The school maintains a strong partnership with Tompkins Cortland Community College's CollegeNow Program to offer concurrent enrollment classes for college credit in grades 11 and 12. Students have the opportunity to earn over 30 credits with course offerings such as College Writing, College Algebra, Physics, Chemistry, Technical Math, Statistics, Personal Money Management, Economics and Government classes. Our Senior Year Program Coordinator and College and Career Advisor work together to support all students in applying for college in the fall of their senior year. The College and Career Program Coordinator, a position added to the New Roots staff during the 2020-21 school year, provides further support for students in the area of career exploration and college readiness, including leading the senior seminar course.

With the development of the EarthForce program, New Roots Charter School is collaborating with Tompkins County and Tompkins Cortland Community College to develop pathways that lead directly from career-focused upper level courses to specific degree programs that will prepare them for a career of their choice that is in demand in the wider region.

College preparation and exploration events held this past year for 11th and 12th graders included a New Roots alumni panel presentation, a field trip to Tompkins Cortland Community College, and a college readiness event planned by New Roots upper school teachers in partnership with a student group at nearby Cornell University. The Cornell-led college readiness event featured sessions on interview tips, public speaking, extracurricular activities, scholarships, and student testimonies on different pathways to college. Small breakout groups were dedicated to topics including resume workshop, interview questions, Q & A, and event feedback.

College Preparation Goal Measure 1 - Absolute

Each year, 75 percent of graduating students will demonstrate their preparation for college by at least one or some combination of the following indicators:

- Passing an Advanced Placement (“AP”) exam with a score of 3 or higher;
- Earning a score of 4 or higher on an International Baccalaureate (“IB”) exam;
- Passing a College Level Examination Program (“CLEP”) exam;
- Passing a college level course offered at a college or university or through a school partnership with a college or university;
- Achieving the college and career readiness benchmark on the SAT;
- Earning a Regents diploma with advanced designation; or,
- A different school-created indicator approved by the Institute.

Percentage of the 2019 Total Cohort Graduates Demonstrating College Preparation by Indicator³

Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
Passed a college level course offered at a college or university or through a school partnership with a college or university	21	21	100%
Overall	21	21	100%

College Preparation Goal Measure 2 - Absolute

Each year, the College, Career, and Civic Readiness Index (“CCCRI”) for the school’s Total Cohort will exceed the Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

³ Schools use any method listed above, or any combination thereof, to demonstrate that at least 75 percent of graduates are prepared to engage in rigorous college level coursework. The school should select only those methods listed here that it uses to demonstrate the college readiness of its students and eliminate those that it will not. For instance, high schools that do not deliver an IB Program as part of their high school design do not report on the IB option.

Schools are not required to report attainment of this measure for 2022-23. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information from the NYSED.

College Preparation Goal Measure 3 - Comparative

Each year, the school’s CCCRI for the Total Cohort will exceed that of the district of comparison’s Total Cohort.

Schools are not required to report attainment of this measure for 2022-23. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information from the NYSED.

College Preparation Goal Measure 4 - Absolute

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

Matriculation Rate of Graduates by Year⁴

Cohort	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year (b)	Matriculation Rate =[(b)/(a)]*100
2017	2020-21	24	10	42%
2018	2021-22	41	15	37%
2019	2022-23	21	12	57%

⁴ Schools should update and confirm data for Cohorts prior to 2022-23 and provide preliminary matriculation data for 2019 Cohort. It may be necessary for schools to provide updated data to the Institute when National Student Clearinghouse or other data sources become available later in the school year

SUMMARY OF THE COLLEGE PREPARATION GOAL

The school has achieved the goal of all graduates demonstrating college readiness by earning college credit and being accepted to one or more colleges. The matriculation rate for graduates in the year after high school increased by 20 percentage points from 2021-22 to 2022-23.

Type	Measure	Outcome
Absolute	Each year, 75 percent of graduating students will demonstrate their preparation for college by one or more possible indicators of college readiness.	YES
Absolute	Each year, the CCCRI for the school’s Total Cohort will exceed that year’s state MIP set forth in the state’s ESSA accountability system.	N/A
Comparative	Each year, the school’s CCCRI for the Total Cohort will exceed that of the district’s Total Cohort.	N/A
Absolute	Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.	NO

EVALUATION OF THE COLLEGE PREPARATION GOAL

All students are required to take courses for college credit and apply for college to meet high school graduation requirements. This has been an effective practice that supports all students in meeting standards.

The school continues to work on developing systems for collecting data to inform our understanding of students’ post high school choices. All students complete a documented post-high school plan. Additionally, we administered a survey to graduating seniors in the spring of 2023 to gather data on post-high school plans, including college acceptances received, college matriculation status, and alternate plans if not intending to matriculate in a program immediately after high school. Of the 57% of graduates who matriculated in a 2 or 4-year program immediately after high school, intended majors of study represented a wide array of career pathways, including Speech Pathology, Psychology, Broadcasting and Communications, Computer Science, Aquatics and Fisheries Sciences, and Forensic Science.

Students who did not plan to matriculate in a 2 or 4-year program immediately after high school expressed interest in taking a gap year (4 students) and pursuing employment (3 students).

ADDITIONAL CONTEXT AND EVIDENCE

None.

ACTION PLAN

With the EarthForce program, the school will educate students about specific associates degree programs that will allow them to continue studies of interest at Tompkins Cortland Community College

with accelerated progress due to college credits earned through CollegeNow. We have engaged a College and Career Program Coordinator who has experience developing internship programs to enhance workforce readiness for all students.

GOAL 3: ENGLISH LANGUAGE ARTS

Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

BACKGROUND

Our four-year curriculum scope and sequence for English Language Arts is aligned with Common Core and Education for Sustainability standards, and emphasizes interdisciplinary, real-world projects, reading literature, and meaningful application of writing skills.

HIGH SCHOOL ELA

High School ELA Measure 1 - Absolute

Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.⁵

⁵ Cohort Regents attainment in all subjects is based on students' highest score regardless of the number of times a student sat for the exam.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Percent Scoring at Least Level 4 on Regents English Common Core Exam by Fourth Year Accountability Cohort⁶

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2017	2020-21	30	7	15	65%
2018	2021-22	41	22	9	47%
2019	2022-23	18	0	12	67%

High School ELA Measure 2 - Absolute

Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

Percent Scoring at Least Level 3 on Regents English Common Core Exam by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2017	2020-21	30	7	19	83%
2018	2021-22	41	22	17	89%
2019	2022-23	18	0	17	94%

⁶ Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 some students in the 2017, 2018, and 2019 Cohorts who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 4 among the students who sat for the exam.

High School ELA Measure 3 - Absolute

Each year, the Performance Index (“PI”) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state’s Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

The Institute does not require charters to report on this measure for 2022-23

High School ELA Measure 4 - Comparative

Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

The Institute does not require charters to report on this measure for 2022-23

High School ELA Measure 5 - Comparative

Each year, the percent of students in the high school Total Cohort at least partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.

The Institute does not require charters to report on this measure for 2022-23

High School ELA Measure 6 - Comparative

Each year, the Performance Index (“PI”) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.

The Institute does not require charters to report on this measure for 2022-23

High School ELA Measure 7 - Growth

Each year, 50 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 at Performance Level 4 and 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.

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.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Percent Achieving at Least Performance Level 4 on Common Core exam among Students
Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2017	2020-21				
2018	2021-22				
2019	2022-23				

High School ELA Measure 8 - Growth

Each year, 75 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 at least partially meet Common Core expectations (currently scoring at Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

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.

Percent Achieving at Least Performance Level 3 on Common Core exam among Students
Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2017	2020-21				
2018	2021-22				
2019	2022-23				

RESULTS AND EVALUATION

The school receives incomplete records from local school districts and is therefore unable to reliably determine which students to include in this calculation.

ADDITIONAL EVIDENCE

New Roots students come from a variety of school backgrounds prior to enrolling including homeschooling and out-of-state transfer. Additionally, we are only able to calculate these growth measures based on receiving records from the student's home districts, which are not available when records are requested for incoming freshmen.

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

The school met or exceeded the measure, with 67% of students scoring at or above Performance Level 4 on the English Language Arts Regents exam, and 94% scoring at or above Performance Level 3.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	YES
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	YES
Absolute	Each year, the Performance Index (PI) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state’s ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	N/A
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	N/A

EVALUATION OF HIGH SCHOOL ELA GOAL

The school attributes strong performance in this area to our emphasis on ensuring that each student develops personally relevant reasons for engaging in literacy development, and has opportunities to choose projects and reading materials that allow them to pursue these interests.

ADDITIONAL CONTEXT AND EVIDENCE

None.

ACTION PLAN

The school will continue to use Measures of Academic Progress (MAP) testing data to inform differentiated instruction and support for students in developing literacy skills.

GOAL 4: MATHEMATICS

Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

BACKGROUND

The school uses the e-mathinstruction curriculum to prepare students for the Algebra, Geometry, and Algebra 2 Regents examinations. All students are given an assessment upon enrollment to help determine the best math course placement upon entry into the school. This process is supervised by a veteran mathematics teacher who serves as department chair.

HIGH SCHOOL MATHEMATICS

High School Math Measure 1 - Absolute

Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on a Regents exam in mathematics. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.

Percent Scoring at Least Level 4 on a Regents Mathematics Common Core Exam
by Fourth Year Accountability Cohort

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2017	2020-21	30	4	8	31%
2018	2021-22	41	25	4	25%
2019	2022-23	18	15	2	67%

High School Math Measure 2 - Absolute

Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on a Regents Exam in mathematics. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Percent Scoring at Least Level 3 on a Regents Mathematics Common Core Exam by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2017	2020-21	30	4	21	81%
2018	2021-22	41	25	15	94%
2019	2022-23	18	15	2	67%

High School Math Measure 3 - Absolute

Each year, the Performance Index (“PI”) on the Regents mathematics exam of students completing their fourth year in the Accountability Cohort will meet the state’s Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

The Institute does not require charters to report on this measure for 2022-23

High School Math Measure 4 - Comparative

Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

The Institute does not require charters to report on this measure for 2022-23

High School Math Measure 5 - Comparative

Each year, the percent of students in the high school Total Cohort at least partially meeting Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.

The Institute does not require charters to report on this measure for 2022-23

High School Math Measure 6 - Comparative

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Each year, the Performance Index (“PI”) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.

The Institute does not require charters to report on this measure for 2022-23

High School Math Measure 7 - Growth

Each year, 50 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 readiness standard (currently scoring at Performance Level 4 and fully meeting Common Core expectations on a Regents mathematics exam) by the completion of their fourth year in the cohort.

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.

Percent Achieving at Least Performance Level 4 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2017	2020-21				
2018	2021-22				
2019	2022-23				

High School Math Measure 8 - Growth

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

The school demonstrates the effectiveness of its mathematics program by enabling students who were not meeting proficiency standards in the eighth grade to move to meeting the mathematics requirement for graduation.

Percent Achieving at Least Performance Level 3 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade	Number Exempted with No Valid Score	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

		(a)	(b)		
2017	2020-21				
2018	2021-22				
2019	2022-23				

RESULTS AND EVALUATION

The school receives incomplete records from local school districts and is therefore unable to reliably determine which students to include in this calculation.

ADDITIONAL EVIDENCE

New Roots students come from a variety of school backgrounds prior to enrolling including homeschooling and out-of-state transfer. Additionally, we are only able to calculate these growth measures based on receiving records from the student's home districts, which are not available when records are requested for incoming freshmen.

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

Only three students in the 2019 cohort did not have a mathematics exemption, and so were required to take a math Regents exam to fulfill requirements. Of these three students, two tested at or above Level 4. One did not pass the exam.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	MET

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	DID NOT MEET
Absolute	Each year, the Performance Index (PI) in mathematics of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state’s ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Data not available
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Data not available

EVALUATION OF THE HIGH SCHOOL MATHEMATICS GOAL

The 2019 cohort data demonstrates our math department’s success in supporting students in performing at a Level 4 or higher on the Algebra Regents exam. The small sample size prevents us from drawing other conclusions from this data.

ADDITIONAL CONTEXT AND EVIDENCE

Eighty-eight percent of students who took the Algebra Regents exam in June 2023 passed the exam, but none achieved mastery-level scores.

ACTION PLAN

The mathematics department is conducting an analysis of the June 2023 Regents exam results, September 2023 Measures of Academic Progress data, and entrance exam placements to develop an action plan for instruction that will serve as a catalyst for higher levels of student performance on math Regents exams.

GOAL 5: SCIENCE

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.

BACKGROUND

The New Roots Charter School science department has been led by veteran New York State Master Teacher David Streib for over a decade. Under David’s leadership, science teachers work in partnership with mathematics teachers to provide a robust, inquiry-oriented learning experience emphasizing real-world, interdisciplinary labs and projects.

HIGH SCHOOL SCIENCE

High School Science Measure 1 - Absolute

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.

New York State schools administer multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry, and Physics. The school administered the Living Environment and Physics exams in 2022-23 This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort.

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2017	2020-21	30	3	24	89%
2018	2021-22	41	14	24	89%
2019	2022-23	18	16	2	100%

High School Science Measure 2 - Comparative

Each year, the percent of 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 school district of comparison.

The Institute does not require charters to report on this measure for 2022-23

SUMMARY OF THE HIGH SCHOOL SCIENCE GOAL

The school met the measure, with 100% of the students in this cohort who were required to take the exam earning credit.

Type	Measure	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 science exam by the completion of their fourth year in the cohort.	MET
Comparative	Each year, the percent of 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 school district of comparison.	N/A

EVALUATION OF THE HIGH SCHOOL SCIENCE GOAL

Only two students in the 2019 cohort were required to take a science examination; the remainder earned exemptions during the COVID-19 shut down.

ADDITIONAL CONTEXT AND EVIDENCE

The school has consistently demonstrated strong success on this measure. The school attributes this to our mission-aligned science curriculum and long-term leadership of a NYS master teacher.

ACTION PLAN

To sustain our strong performance in this area, the school will focus on ensuring faithful implementation of the school’s exemplary science curriculum.

GOAL 6: 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.

BACKGROUND

New Roots Charter School students are enrolled in a four-year social studies curriculum featuring cross-disciplinary anchor projects that reinforce course content and themes. Students take two years of

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Global Studies followed by U.S. History in the junior year, and Sustainable Economics and Participation in Government in the senior year.

Social Studies Measure 1 - Absolute

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.

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. These measures require students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort.

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2017	2020-21	30	7	15	65%
2018	2021-22	41	39	n/a	n/a
2019	2022-23	18	16	1	50%

Social Studies Measure 2 - Comparative

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 school district of comparison.

The Institute does not require charters to report on this measure for 2022-23.

Social Studies Measure 3 - Absolute

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.

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. These measures require students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort.

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

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2017	2020-21	30	2	24	86%
2018	2021-22	41	39	0	95%
2019	2022-23	18	15	2	67%

Social Studies Measure 4 - Comparative

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 school district of comparison.

The Institute does not require charters to report on this measure for 2022-23.

SUMMARY OF THE SOCIAL STUDIES GOAL

Two members of the 2019 cohort were required to take the Global Studies Regents exam, and three were required to take the U.S. History exam. Because one of the students in each group did not pass the exam, the school did not meet either absolute measure.

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State U.S. History Regents exam by the completion of their fourth year in the cohort.	DID NOT MEET
Comparative	Each year, the percent of students in the high school Total Cohort passing the U.S. History Regents exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.	N/A
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Global History Regents exam by the completion of their fourth year in the cohort.	DID NOT MEET
Comparative	Each year, the percent of students in the high school Total Cohort passing the Global History Regents exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.	N/A
	[Write in optional measure here]	

EVALUATION OF THE SOCIAL STUDIES GOAL

Prior to the COVID pandemic, the school demonstrated consistently strong performance in meeting social studies goals. The consistent strength of our instructional program is more evident in our June 2023 Regents exam results than in 2019 cohort outcomes, given that such a small number of students were required to take the exams. In June 2023, 90% of students who took the Global Studies exam and 89% of those who took the U.S. History Regents exam scored at our above proficiency.

ADDITIONAL CONTEXT AND EVIDENCE

None.

ACTION PLAN

New Roots Charter School will continue to emphasize interdisciplinary projects, content area literacy instruction, local history, and community-based learning to render social studies relevant and meaningful to students in order to support their investment in academic achievement in this area.

GOAL 7: ESSA

ESSA Measure 1

Under the state’s ESSA accountability system, the school is in good standing: the state has not identified the school for comprehensive or targeted improvement.

Because *all* students are expected to meet the state's performance standards, the federal statute stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. As New York State, like all states, is required to establish a specific system for making these determinations for its public schools, charter schools do not have latitude in establishing their own performance levels or criteria of success for meeting the ESSA accountability requirements. Each year, the state issues School Report Cards that indicate a school’s status under the state accountability system. More information on assigned accountability designations and context can be found [here](#).

Accountability Status by Year

Year	Status
2020-21	Good Standing
2021-22	Good Standing
2022-23	Local Support and Improvement (formerly known as Good Standing)

ADDITIONAL CONTEXT AND EVIDENCE

The school has continued to maintain its good standing in the new charter term.

