

New Roots Charter School

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

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2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Tina Nilsen-Hodges, Principal and Superintendent, and Seren Ozkan, Executive Projects Coordinator, prepared this 2021-22 Accountability Progress Report on behalf of the school’s Board of Trustees:

Trustee’s Name	Board Position	
	Office (e.g. chair, treasurer, secretary)	Committees (e.g. finance, executive)
Dr. Jason Hamilton	Chair	Executive
Cate Thompson	Vice Chair	Personnel
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Tanya Saunders	Trustee	Development
Meghan Fitzgerald	Trustee	Accountability
Paul Wheeler	Trustee	Finance
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.

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 127 students enrolled during the 2021-22 academic year, about half live in the Ithaca City School District and the rest reside in the rural areas surrounding Ithaca. As of BEDS Day in 2021, 48% of the students enrolled in New Roots Charter School qualified for our free or reduced price lunch program, and approximately 43% received special education services or had a 504 plan. This percentage of economically disadvantaged students is higher than that of Ithaca High School, and the percentage of students with disabilities at New Roots is over two 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 2021-22 school year we launched a new program to support students at risk of academic failure called *Rise to Thrive*. 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. This program was launched in Summer 2021 with the cohort of students who had experienced learning loss as evidenced by failure to earn the necessary credits for promotion to the next grade and/or who exhibited chronic absenteeism during the 2019-20 and/or 2020-21 school years. A Lead Learning Specialist position was created to coordinate intervention services, provide professional development and coaching to teachers, and provide direct support to students, including academic interventions and counseling. Additionally, we expanded our mental health services, after school program, and summer school offerings.

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2017-18										29	31	38	30	128
2018-19										44	40	28	35	147
2019-20										15	42	28	24	109
2020-21										17	16	45	32	110
2021-22										26	27	22	52	127

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 2018 state Accountability Cohort consists of students who entered the 9th grade anywhere sometime during the 2018-19 school year, were enrolled in the school on the state’s annual enrollment-determination day (BEDS day) in the 2021-22 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: <https://www.p12.nysed.gov/irs/sirs/>)

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

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
2019-20	2016-17	2016	23	0	23
2020-21	2017-18	2017	31	1	30
2021-22	2018-19	2018	41	0	41

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 year they first enter the 9th grade. Students enrolled for at least one day in the school after entering the 9th grade are part of the school’s Graduation Cohort. 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 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 Enrolled on June 30 th of the Cohort’s Fourth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2019-20	2016-17	2016	24	3	27
2020-21	2017-18	2017	29	1	30
2021-22	2018-19	2018	44	3	47

Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Enrolled on June 30 th of the Cohort's Fifth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2019-20	2015-16	2015	28	2	30
2020-21	2016-17	2016	23	4	27
2021-22	2017-18	2017	28	2	30

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 2021-22 school year, students were awarded credit for achieving course learning outcomes by demonstrating that they met standards assessed in the provided coursework.

Subject	Advanced Regents Diploma		Regents Diploma	
	Units of Credit	Regents Exam	Units of Credit	Regents Exam
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

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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: Problem Solving
 - Mathematical Reasoning II: Algebra
 - PreAlgebra
 - * 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. Both health and physical education credits are awarded for successful completion of this class.
- 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

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

Goal 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.

METHOD

This measure serves as a leading indicator of the performance of the high school cohort and examines students' progress toward graduation based on annual credit accumulation. The measure requires that, based on the school's promotion requirements, 75 percent of the first and second year high school Total Graduation Cohorts will earn the required number of credits.

RESULTS AND EVALUATION

The school exceeded the measure. The school attributes strong results in this area to weekly interdisciplinary teacher team meetings used to monitor student progress and create action plans for students at risk of academic failure, the efficacy of special education services, and regular academic support provided through the crew curriculum for all students.

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Percent of Students in First and Second Year Cohorts Earning the Required Number of Credits in 2021-22

Cohort Designation	Number in Cohort during 2021-22	Percent promoted
2020	27	93%
2021	34	91%

ADDITIONAL EVIDENCE

The school improved the percentage of credit accumulation by the 2020 cohort by 7% in 2020-21.

Goal 1: 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.

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 Graduation Cohort have passed at least three Regents exams by their second year in the cohort.

As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 for the most recent second year cohort schools should report the percentage of students who either passed or were exempted from at least three exams. In August of 2022, the 2020 cohort will have completed its second year.

RESULTS AND EVALUATION

The school exceeded the measure.

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)
2018	2019-20	41	76%
2019	2020-21	19	95%
2020	2021-22	27	87%

ADDITIONAL EVIDENCE

The school successfully prepared students in the 2020 cohort to be successful in taking Regents exams in June 2022, and demonstrating higher achievement than the 2018 cohort.

Goal 1: Absolute Measures

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

METHOD

This measure examines students in two high school Graduation Cohorts: those who entered the 9th grade as members of the 2018 cohort and graduated four years later and those who entered as members of the 2017 cohort and graduated five years later. 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.

The school’s graduation requirements appear in this document above the graduation goal.

RESULTS AND EVALUATION

The school exceeded the measure. 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.

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

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2016	2019-20	31	85%
2017	2020-21	30	87%
2018	2021-22	47	87%

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

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2015	2019-20	29	97%
2016	2020-21	30	85%
2017	2021-22	30	90%

ADDITIONAL EVIDENCE

The school has maintained strong performance in the four-year graduation rate in spite of the impacts of the COVID-19 pandemic. The Rise to Thrive program and increased mental health support contributed to strong outcomes for the 2018 cohort in 2020-21.

Goal 1: 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 school district of comparison.

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 school district of comparison. 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 2020-21 results as a temporary placeholder for the district’s 2021-22 results.

RESULTS AND EVALUATION

The school exceeded the measure.

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

Cohort Designation	School Year	Charter School		School District	
		Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2016	2019-20	31	85%	378	87%
2017	2020-21	30	87%	419	84%
2018	2021-22	47	87%	n/a	n/a

ADDITIONAL EVIDENCE

The school’s four-year graduation rate for the 2018 cohort exceeds the district’s published graduation rate for the last school year reported, 2020-21, by three percentage points.

The school’s four-year graduation rate for students with disabilities in the 2018 cohort was 80%, exceeding the district’s 2020-21 graduation rate of 54% for students with disabilities by 26 percentage points.

The school’s four-year graduation rate for economically disadvantaged students in the 2018 cohort was 89%, exceeding the district’s 2020-21 graduation rate of 66% for economically disadvantaged students by 23 percentage points.

Goal 1: Absolute Measure

Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway (commonly referred to as the 4+1 pathway) will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year in the cohort.

METHOD

The New York State Board of Regents approved regulations establishing alternative pathways to graduation for all students. Students may replace one of the required Social Studies Regents exams with an approved alternative assessment. For more information about requirements and approved assessments refer to the NYSED resource online:

<http://www.p12.nysed.gov/ciai/multiple-pathways/>. The school will document the names of the alternative assessments administered and success rate for students in the templates below.

As a result of the Board of Regents’ guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 students planning to take a pathway examination during those cancelled dates would be exempted from the requirement. For purposes of this measure, only report results for students with valid scores for any pathway exam.

RESULTS AND EVALUATION

This measure is not applicable. All students graduated by the Regents pathway.

ADDITIONAL CONTEXT AND EVIDENCE

The school did not administer alternative pathway assessments during the 2021-2022 school year.

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

The school has achieved a strong track record of success in supporting students in graduating in four years, with graduation rates consistently over 80%. 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. Our graduation rates for students with disabilities or who are economically disadvantaged significantly exceeded the district’s.

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 in the third charter term.

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.	Met
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.	Met
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate.	Met

Absolute	Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	Not Met
Comparative	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.	Met
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

ACTION PLAN

The school will 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 career and college success seminar curriculum, and graduation cohort meetings led by the Dean of Students.

GOAL 2: COLLEGE PREPARATION

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.

The school maintains a partnership with Tompkins Cortland Community College’s CollegeNow Program to offer concurrent enrollment classes for college credit in grades 11 and 12. Our Senior Year Program Coordinator supports all students in applying for college in the fall of their senior year. The school added the position of College and Career Advisor in the 2020-21 school year to provide further support for students in the area of career exploration and college readiness.

Goal 2: Absolute Measure
 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;

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- Achieving the college and career readiness benchmark on the SAT; or,
- Earning a Regents diploma with advanced designation; or,
- A different school-created indicator approved by the Institute.

METHOD

Schools use any method listed here, 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. The school reports on the number of students who attempted to achieve each indicator, the number who succeeded, and the corresponding percentage. Additionally, the school should report on the overall number of students who graduated after four years, the number of those graduates who achieved any of the relevant indicators, and the overall percentage achieving any indicator.

New Roots offers concurrent enrollment courses for college credit through Tompkins Cortland Community College and SUNY College of Environmental Science and Forestry. Students can earn college credit for courses such as College Writing and Literature, US History, Global Environmental Science, Physics, Chemistry, Music Theory, and Economics in grades 11 and 12.

RESULTS AND EVALUATION

The school met the measure. All students are expected to complete the requirements necessary to earn college credit for at least one class while in grades 11 or 12.

Percentage of the 2018 Total Cohort Graduates Demonstrating College Preparation by Indicator

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	41	39	95%
Overall	42	39	95%

ADDITIONAL EVIDENCE

The school consistently monitors and supports all students in accessing college level coursework on a yearly basis.

Goal 2: Absolute Measure

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.

The Institute does not require charters to report on this measure for 2021-22.

Goal 2: Comparative Measure

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

The Institute does not require charters to report on this measure for 2021-22.

Goal 2: Absolute Measure

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

METHOD

The ultimate measure of whether a college prep high school has lived up to its mission is whether students actually enroll and succeed in college. Schools track and report the percentage of fourth-year Total Cohort graduates who matriculate into a two or four-year college program in the school year following graduation. Schools should update and confirm data for Cohorts prior to 2021-22 and provide preliminary matriculation data for 2018 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.

RESULTS AND EVALUATION

The school did not meet the measure.

Matriculation Rate of Graduates by Year

Cohort	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year (b)	Matriculation Rate = [(b)/(a)]*100
2016	2019-20	23	6	26%
2017	2020-21	24	10	42%
2018	2021-22	41	15	37%

ADDITIONAL CONTEXT AND EVIDENCE

To acquire the complete data set required to fully evaluate the school’s success on this measure, in 2020-21 the school subscribed to the National Clearinghouse and engaged a College and Career Advisor to engage alumni and organize an Alumni Association so that the school can better track student matriculation and persistence in college.

We do not yet have information about all alumni, but our incomplete data set is promising, showing that 50-74% of the total graduates in each graduation cohort to date have chosen to matriculate into college at some point after graduating from high school. Matriculation rates for the last two cohorts have been impacted by the pandemic, mirroring national trends towards increasing numbers of students choosing a “gap year” after high school. An additional 12 students or 29% of the 2018 cohort indicated that their plan was to enroll in college in the 2023-24 school year, bringing the aggregate number of students who expressed intention to pursue higher education as of their senior year to 66%.

The data indicates that College and Career Success Seminar is successful in supporting all students in defining their post-high school plans and goals. Of the students who did not intend to matriculate in college by the 2023-24 school year, three graduates planned to pursue training in the trades, two indicated that they would be working on local farms to gain experience in agriculture, one planned to work as a plant lab technician, and one pursued military service. Three graduates planned international travel, and three said they were undecided or planned to seek employment.

Additionally, the school has developed a robust College and Career Success Seminar scope and sequence for students in grades 9-11 to provide instruction in the skills and knowledge needed to be successful in college and career, time for guided career and college exploration, and support for the college application process.

SUMMARY OF THE COLLEGE PREPARATION GOAL

100% of New Roots graduates meet at least one indicator of college readiness, and 100% apply to college. The majority of New Roots graduates enroll in college at some point after graduating from high school.

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.	Met
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.	Not Met

ACTION PLAN

The school is developing systems for tracking students' post-graduation career and college activities, and is exploring what support will help alumni who elect to take a gap year to make a successful transition to college the following year.

The school continues to develop Career and Technical Education coursework for all students, and implement Honors course standards in math and English classes in grades 9 and 10 to prepare all students for rigorous college coursework in their last two years of high school.

GOAL 3: ENGLISH LANGUAGE ARTS

HIGH SCHOOL ENGLISH LANGUAGE ARTS

Goal 3: Absolute Measure

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.

METHOD

The school administered the Regents English exam that students must pass to graduate. 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.

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 2018 Cohort 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.

RESULTS AND EVALUATION

The school did not meet the measure.

Percent Scoring at Least Level 4 on Regents English Common Core Exam

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by Fourth Year Accountability Cohort¹

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)
2016	2019-20	22	1	16	77%
2017	2020-21	30	7	15	65%
2018	2021-22	41	22	9	47%

ADDITIONAL EVIDENCE

None.

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2019-20		2020-21		2021-22	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2018	n/a	n/a	43	25%	41	47%
2019	n/a	n/a	n/a	n/a	20	53%
2020			n/a	n/a	22	n/a
2021					23	n/a

Goal 3: Absolute Measure

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.

METHOD

The school administered the Regents English exam that students must pass to graduate. The school scores Regents on a scale from 0 to 100. 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.

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 2018 Cohort 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

¹ Based on the highest score for each student on the English Regents exam

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were exempted from the exam as well as the percentage of students achieving at least Level 3 among the students who sat for the exam.

RESULTS AND EVALUATION

The school met the measure.

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)
2016	2019-20	22	1	21	100%
2017	2020-21	30	7	19	83%
2018	2021-22	41	22	17	89%

ADDITIONAL EVIDENCE

None.

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2019-20		2020-21		2021-22	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2018	n/a	n/a	43	25%	41	89%
2019			n/a	n/a	20	94%
2020			n/a	n/a	n/a	n/a
2021					n/a	n/a

Goal 3: Absolute Measure

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 2021-22.

Goal 3: Comparative Measure

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 2021-22.

Goal 3: Comparative Measure

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 2021-22.

Goal 3: Comparative Measure

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 2021-22.

Goal 3: Growth Measure

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.

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 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.

Percent Achieving at Least Performance Level 4 on Common Core exam among Students Who Were Not Proficient in the 8 th 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)
2016	2019-20				
2017	2020-21				
2018	2021-22				

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.

Goal 3: Growth Measure

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.

METHOD

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

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.

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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)
2016	2019-20		0		
2017	2020-21				
2018	2021-22				

ADDITIONAL CONTEXT AND 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

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.	Not Met
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.	Met
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.	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 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.	Data not available
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ACTION PLAN

To restore and sustain our high historical performance, in 2021-22 the school adopted a schoolwide, interdisciplinary focus on literacy instruction in 2021-22 to mitigate learning loss, using MAP data to focus instructions and interventions. Humanities courses will continue to integrate the externally validated performance-based assessments to assess student learning to support development of research and expository writing skills that will also support strong performance on Regents exams.

GOAL 4: MATHEMATICS

BACKGROUND

The school has adopted the emathinstruction curriculum for courses that terminate with a Regents examination, as it is closely aligned with New York State learning standards and offers students active learning experiences that support success on Regents examinations.

HIGH SCHOOL MATHEMATICS

Goal 4: Absolute Measure

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.

METHOD

The school administered the Regents mathematics exam(s) that students must pass to graduate. 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 any Regents Common Core mathematics exams. 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.

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 2018 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one 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 requirement as well as the percentage of students achieving at least Level 4 among the students who sat for any exam.

RESULTS AND EVALUATION

The school did not meet the measure.

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)
2016	2019-20	22	5	6	35%
2017	2020-21	30	4	8	31%
2018	2021-22	41	25	4	25%

ADDITIONAL EVIDENCE

Pre-COVID data from the 2019 cohort shows an upward trend that demonstrates that the school was making significant progress towards meeting the measure’s target.

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2019-20		2020-21		2021-22	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2018	37	45%	43	36%	41	25%
2019	12	20%	21	40%	20	40%
2020			20	0%	22	0%
2021					23	35%

Goal 4: Absolute Measure

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.

METHOD

The school administered the Regents mathematics exam(s) that students must pass to graduate. 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

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expectations) on the Regents mathematics exams. 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.

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 2018 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one 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 requirement as well as the percentage of students achieving at least Level 3 among the students who sat for any exam.

RESULTS AND EVALUATION

The school met the measure.

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)
2016	2019-20	22	5	17	100%
2017	2020-21	30	4	21	81%
2018	2021-22	41	25	15	94%

ADDITIONAL EVIDENCE

None.

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2019-20		2020-21		2021-22	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2018	37	84%	43	68%	41	94%
2019	12	58%	21	60%	20	60%
2020			20	60%	22	78%
2021					23	65%

Goal 4: Absolute Measure

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 2021-22.

Goal 4: Comparative Measure

Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exams 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 2021-22.

Goal 4: Comparative Measure

Each year, the percent of students in the high school Total Cohort at least partially meeting Common Core expectations on a Regents mathematics exams 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 2021-22.

Goal 4: Comparative Measure

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 2021-22.

Goal 4: Growth Measure

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.

METHOD

The school demonstrates the effectiveness of its mathematics program by enabling students who were not meeting proficiency standards in the eighth grade to grow to meeting the mathematics requirement for the college and career readiness standard.

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.

Percent Achieving at Least Performance Level 4 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8 th 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)
2016	2019-20		0		
2017	2020-21				
2018	2021-22				

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.

Goal 4: Growth Measure

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.

METHOD

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.

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.

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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 8th 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)
2016	2019-20		0		
2017	2020-21				
2018	2021-22				

ADDITIONAL CONTEXT AND 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

Pre- and post-COVID data for the 2019 and 2021 cohorts suggest that the school's introduction of emathinstruction curriculum and course placement testing are resulting in an upward trajectory in the percentage of students who score at least a Level 4 on a mathematics 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.	Not Met
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.	Met
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	Data not available

	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.	
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

ACTION PLAN

The school will continue to focus on increasing the rate of students who score at a level 4 or higher on a Regents exam by using the MAP (Measures of Academic Progress) to identify areas for targeted instruction and intervention to mitigate learning loss. The school administers a placement exam to all new students to determine instructional needs and ensure proper course placement. The school will continue to build on its successes by continued use of rigorous curriculum aligned with the Regents exams supplemented by practice using IXL, online software that provides targeted practice opportunities for students and a dashboard of analytics for teachers. Students identified as needing additional support are assigned to weekly Math Workshops with a mathematics teacher.

GOAL 5: SCIENCE

BACKGROUND

The foundation of New Roots Charter School’s science curriculum is a two-year interdisciplinary sustainability science sequence in grades 9 and 10 called Earth Systems Science, which utilizes systems thinking to teach how all branches of science contribute to an understanding of how Earth’s systems interact to support life. The curriculum features fieldwork, real world applications, and an inquiry-oriented approach, and prepares students to take the Living Environment Regents exam. Performance-based assessments are also used to evaluate students’ knowledge and skills in application of scientific principles and methods. In grades 11 and 12, students can choose from courses such as Physics, Chemistry, Global Environmental Science, and Physiology, all offered for college credit through Tompkins Cortland Community College.

HIGH SCHOOL SCIENCE

Goal 5: 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 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 Chemistry exams in 2021-22. 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

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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.

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 2018 Cohort 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 passing among the students who sat for the exam.

RESULTS AND EVALUATION

The school met the measure.

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)
2016	2019-20	22	2	20	100%
2017	2020-21	30	3	24	89%
2018	2021-22	41	14	24	89%

ADDITIONAL EVIDENCE

None.

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

Cohort Designation	2019-20		2020-21		2021-22	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2018	37	86%	43	72%	41	89%
2019	n/a	n/a	21	33%	20	100%
2020			n/a	n/a	22	100%
2021					23	n/a

Goal 5: Comparative Measure

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 calculation of this measure is not required for 2021-22.

ADDITIONAL CONTEXT AND EVIDENCE

None.

SUMMARY OF THE HIGH SCHOOL SCIENCE GOAL

New Roots students take a four-year science sequence, culminating with earning college credit for one or more classes. The school's emphasis on sustainability science provides real-world application and context to motivate learning.

ACTION PLAN

The school will maintain practices that support our continued excellence in this area.

GOAL 6: SOCIAL STUDIES

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.

Goal 6: 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.

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 2018 Cohort 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 passing among the students who sat for the exam.

RESULTS

There are no results to report, as the U.S. History Regents exam was not offered in 2022.

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)
2016	2019-20	22	2	20	100%
2017	2020-21	30	7	15	65%
2018	2021-22	41	39	n/a	n/a

EVALUATION

The school does not have data to report for the 2018 cohort due to the cancellation of Regents exams during the 2020-21 school year.

ADDITIONAL EVIDENCE

None.

U.S. History Regents Passing Rate with a score of 65 by Cohort and Year						
Cohort Designation	2019-20		2020-21		2021-22	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2018	37	n/a	43	8%	41	n/a
2019	12	n/a	n/a	n/a	20	n/a
2020			n/a	n/a	22	n/a
2021					23	n/a

Goal 6: Comparative Measure

Each year, the percent of 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 2021-22.

Goal 6: 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.

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 2018 Cohort 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 passing among the students who sat for the exam.

RESULTS

Not applicable.

Global 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)
2016	2019-20	22	3	18	95%
2017	2020-21	30	2	24	86%
2018	2021-22	41	39	0	95%

EVALUATION

All but two students earned the credit necessary to earn an exemption by the end of their fourth year in the cohort.

ADDITIONAL EVIDENCE

95% of the students in the 2020 cohort passed the exam in 2022, with 59% scoring at a mastery level.

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

Cohort Designation	2019-20		2020-21		2021-22	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2018	37	81%*	43	0%	41	n/a
2019	12	n/a	21	0%	20	40%
2020			n/a	n/a	22	95%
2021					23	n/a

*Based on June and August 2020 Regents exam exemptions

Goal 6: 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 school district of comparison.

The Institute does not require charters to report on this measure for 2021-22.

SUMMARY OF THE HIGH SCHOOL SOCIAL STUDIES GOAL

The school exceeded its social studies performance goals, achieving high passing and mastery rates on the Global Studies Regents exam.

ACTION PLAN

The school will continue to use performance-based assessments aligned with rubrics designed by the New York State Performance Standards Consortium in all social studies courses to support the development of strong writing skills.

GOAL 7: ESSA

Due to COVID-19 and the subsequent changes to the state’s testing, accountability, and federal reporting requirements, the 2021-22 school accountability statuses are the same as those assigned for the 2020-21 school year. Assigned accountability designations and further context can be found here.

Goal 7: Absolute Measure

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.

METHOD

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.

RESULTS AND EVALUATION

The school met the measure by maintaining its status of Good Standing in the 2021-22 school year.

ADDITIONAL EVIDENCE

The school has maintained its Good Standing status throughout the history of the school.

Accountability Status by Year

Year	Status
2019-20	Good Standing
2020-21	Good Standing
2021-22	Good Standing