

**NEW ROOTS
CHARTER SCHOOL**

**2009-10
ACCOUNTABILITY PLAN
PROGRESS REPORT**

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Tina Nilsen-Hodges prepared this 2009-10 Accountability Progress Report on behalf of the school’s Board of Trustees:

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INTRODUCTION

New Roots Charter School began operating as a 9th and 10th grade high school program in September 2009. The school’s emphasis is creating a learner-centered, responsive small school setting emphasizing real-world interdisciplinary learning projects and opportunities for community service and engagement. Grounded in professional development provided by the State Education and Environment Roundtable, Expeditionary Learning Schools, and the Cloud Institute for Sustainability Education, New Roots employs research-based “best practices” demonstrated to foster a positive school culture with reduced disciplinary referrals and higher academic achievement for all students. The school’s mission is that all students, regardless of educational and family background, will earn a Regents diploma and demonstrate readiness for higher education. An important dimension of our mission is to create a model of secondary education that integrates the curriculum standards and methods of education for sustainability with practices that support educational equity.

New Roots Charter School students came from 17 home districts in the 2009-2010 school year, with just under 50% drawn from the Ithaca City School District. Several students traveled up to an hour each way to attend the school. Overall, about 40% of the students enrolled in New Roots Charter School in its first year of operation qualified for our free or reduced price lunch program, and 25% qualified for special education services.

In this first year of operation, the school began with grades nine and ten. As reflected in our data, our tenth grade students included a much higher percentage of students considered to be at risk in academic settings compared to our ninth grade class: 68% of students entering as tenth graders needed to recover credits for courses they didn’t pass in ninth grade, and about 20% left the school before year’s end to enroll in a GED program, to enter a group home or a more specialized educational setting, or to return to homeschooling. Two left after we took disciplinary action in

response to unsafe behavior.

The New Roots program is designed to support all students in moving towards achieving their academic potential through the “environment as an integrating context for education” approach developed by the State Education and Environment Roundtable. The focus of our program is academic core classes that meet standards developed by the Cloud Institute for Sustainability Education, with themes that are explored in more depth during weekly 90-minute interdisciplinary seminars, science labs, and service learning projects. New Roots students also meet daily in “crews” (advisory groups) for academic support and counseling, community building and leadership activities, and participation in school governance. Additionally, all students participate in physical education classes, and choose from electives in the arts, music, world languages, and sustainability. To accommodate this array of experiences, the New Roots school day is extended on Tuesday, Wednesday, and Thursday by one hour to 9:00 to 4:30. The school day ends at 3:30 on Monday and Friday.

In the 2009-2010 school year, New Roots contracted with Expeditionary Learning Schools to provide professional development for our staff. The goal was to create shared understanding and skill among staff in implementing a rigorous, inquiry-based, interdisciplinary model of learning that includes community-based learning projects, active classroom learning, mastery-based grading, and advisory groups called “crews.” During the 2009-2010 school year, professional development of New Roots teachers focused on learning to use “literacy across the disciplines” strategies in all subject areas.

Students who enrolled in New Roots in our inaugural year 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. Statistical analysis comparing Terra Nova and Regents test scores clearly reveals that New Roots serves a “bimodal” student population with highly divergent skill levels. Rather than falling into a normal bell curve configuration, student scores are clustered at either end of the spectrum, with about half scoring below grade level in reading assessments, and the other half scoring at or above grade level, with many off the charts at a level of 12.9+.

Students who entered New Roots with Terra Nova scores below grade level in math and reading did not pass Regents examinations at the same percentages as students who entered at and above grade level. This makes averaging the passing rates of these two groups together, as is required for this Progress Report, less revealing than it would be if the data fell along a normal bell curve. In short, we found that the grade equivalencies of reading and math scores in September 2009 were highly predictive of students’ scores on Regents examinations.

In response to this data analysis, in the 2010-2011 school year we have responded to the needs of our students whose literacy and math skills are below grade level by adding an Academic Support Specialist, lowering class sizes in core subject areas to an average of 15 students, and working with Americorps Vista members to develop tutoring and mentoring programs and foster better communication with all parents regarding students’ school experience. We are also continuing our “literacy across the disciplines” work in all core subject area classrooms to support every student’s acquisition of the higher-order literacy skills necessary for high school and college.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2005-06														0
2006-07														0
2007-08														0
2008-09														0
2009-10										60	42			102*

* On BEDS Day, October 2009

High School Cohorts

Accountability Cohort

The state’s Accountability Cohort consists specifically of students who are in their fourth year of high school after having entered the ninth grade. For example, the 2006 state Accountability Cohort is comprised of students who entered the 9th grade in the 2006-07 school year, were enrolled in the school on the state’s annual enrollment-determination day (BEDS day) in the 2009-10 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department’s website for their accountability rules and cohort definitions: <http://www.emsc.nysed.gov/irts/accountability/home.shtml>).

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

Fourth-Year High School Accountability Cohorts

Fourth Year Cohort	Year Entered 9 th Grade	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort’s Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30 th
2006-07	2003-04	2003	N/A	N/A	N/A
2007-08	2004-05	2004	N/A	N/A	N/A
2008-09	2005-06	2005	N/A	N/A	N/A
2009-10	2006-07	2006	1	N/A	1

Graduation Cohort

Students are included in the Graduation Cohort based on the year they first enter the 9th grade. However, students who have spent at least five months in the school after entering the 9th grade are part of the Graduation Cohort unless they transfer to another diploma-granting program. A student will be included in the school’s Graduation Cohort if the student’s reason for discharge is *not* transfer to another district or school, died, transferred by court order, or left the U.S.

Fourth Year High School Graduation Cohorts

Fourth Year Cohort	Year Entered 9 th Grade	Cohort Designation	Number of Students Enrolled on June 30 th of the Cohort's Fourth Year (a)	Additional Students Still in Cohort ¹ (b)	Graduation Cohort (a) + (b)
2006-07	2003-04	2003	N/A	N/A	N/A
2007-08	2004-05	2004	N/A	N/A	N/A
2008-09	2005-06	2005	N/A	N/A	N/A
2009-10	2006-07	2006	1	N/A	1

Fifth Year High School Graduation Cohorts

Fifth Year Cohort	Year Entered 9 th Grade	Cohort Designation	Number of Students Enrolled on June 30 th of the Cohort's Fifth Year (a)	Additional Students Still in Cohort ² (b)	Graduation Cohort (a) + (b)
2007-08	2003-04	2003	N/A	N/A	N/A
2008-09	2004-05	2004	N/A	N/A	N/A
2009-10	2005-06	2005	N/A	N/A	N/A

HIGH SCHOOL GOALS AND MEASURES

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts
New Roots Charter School students will be communicators who demonstrate competent use of the English language.

Background

All New Roots Charter School students take a four-year language arts sequence, as required by New York State. In addition, the school requires that all core subject area teachers teach content-area reading strategies and writing skills within their disciplines. During the 2009-2010 school year, all content area teachers engaged in professional development in the area of literacy across the disciplines, and committed to regularly and consistently using a core set of reading comprehension strategies in their classes.

At the beginning and the end of the school year, we administered the Terra Nova reading, language, and mathematics assessments. The results revealed that 52% of New Roots students started the school year below grade level in reading. Our focus on developing literacy across the disciplines skills in the 2009-2010 school year was designed to support our students in accessing high school-level texts in all classes. We also added a Foundations in Literacy course in 2010-2011, a course

¹ Number of students who had been enrolled for at least five months prior to leaving the school and who were discharged for unacceptable reasons.

² Number of students who had been enrolled for at least five months prior to leaving the school and who were discharged for unacceptable reasons

designed to support students whose reading and language skills are below grade level or who do not meet all learning targets in their core academic classes in closing the gap between their current skill levels and the level needed to be successful in high school.

Goal 1: 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 English exam by the completion of their fourth year in the cohort.

Method

The school will administer the New York State Regents Comprehensive English exam beginning in the 2010-2011 school year. Regents are scored on a scale from 0 to 100, and students must score at least 65 to pass. This measure examines the percent of the Accountability Cohort that passed the exam by the completion of their fourth year in the cohort. Students have until the summer of their fourth year to do so.

Results

In our first year of operation, New Roots Charter School served ninth and tenth grade students. The New York State Comprehensive English exam will be administered for the first time in June 2010 to student who complete English 11.

Evaluation

There are no results to evaluate for this measure in the 2009-2010 school year.

Goal 1: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort who scored at Level 1 or 2 on their New York State 8th grade English language arts exam will score at least 65 on the New York State Regents English exam by the completion of their fourth year in the cohort.

Method

The school will administer the New York State Regents Comprehensive English exam beginning in the 2010-2011 school year. Regents are scored on a scale from 0 to 100, and students must score at least 65 to pass. This measure examines the percent of the Accountability Cohort that passed the exam by the completion of their fourth year in the cohort. Students have until the summer of their fourth year to do so.

Results

In our first year of operation, New Roots Charter School served ninth and tenth grade students. The New York State Comprehensive English exam will be administered for the first time in June 2010 to student who complete English 11.

Evaluation

The single member of the 2006 cohort is a formerly homeschooled student who was enrolled in 10th grade at New Roots Charter School due to the status of her credit accumulation upon enrolling. She did not take the New York State Regents Comprehensive English exam during the 2009-2010 school year.

English Regents Performance Level and Passing Rate by Fourth Year Accountability Cohort

Cohort Designation	Number in Cohort	Percent at Each Level ³				Percent Passing ⁴
		Level 1	Level 2	Level 3	Level 4	
2003	0					
2004	0					
2005	0					
2006	1	0	0	0	0	N/A

Additional Evidence

Based on the Terra Nova Online Survey administered in Fall 2009 and Spring 2010, students enrolled in our ninth grade program overall made gains in excess of two years in their grade equivalencies from Fall 2009 to Spring 2010. Overall, our ninth grade students averaged a Grade Mean Equivalent of 7.0 in Reading and 8.2 in Language in Fall 2009, rising to 10.8 in Reading and 10.7 in Language in Spring 2010.

Students enrolled in our tenth grade program demonstrated more modest gains. Overall, our students entered the year with a Grade Mean Equivalent of 9.9 in Reading and 10.3 in Language, rising to 10.6 in Reading and 11.3 in Language.

This data suggests that our program has supported students in developing their reading and writing skills adequately to ensure grade-level competence. We are especially encouraged to see the gains in our ninth grade class, given that this cohort entered New Roots at an average grade equivalency for reading of 7th grade, and in Spring 2010 ended the year at a 10th grade level.

This data is particularly encouraging given that 40% of our students qualified for free and reduced lunch, and about 25% had an IEP in 2009-2010. In the 2009-2010 school year there were 28 students with IEPs and six with 504 Accommodation Plans. New Root’s inclusive approach to special education services appeared to be yielding benefit, as all students are aiming for the goal of a Regents diploma and college acceptance, regardless of educational labeling or academic history. Our school’s focus on developing literacy skills across the disciplines may be another factor in these gains.

³ Level 1 = less than 55; Level 2= at least 55, but less than 65; Level 3 at least 65, but less than 85; Level 4 = at least 85.

⁴ With a score of at least 65

English Regents Passing Rate by Cohort and Year

Cohort Designation	2006-07		2007-08		2008-09		2009-10	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2004								
2005								
2006			N/A	N/A	N/A	N/A	1	N/A
2007			N/A	N/A	N/A	N/A	2	N/A
2008							31	N/A
2009							53	N/A

Goal 1: 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 Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards all students being proficient by the year 2013-14. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal that 100 percent of students will ultimately be proficient in the state’s learning standards in English language arts. To achieve this measure, all tested students in the Accountability Cohort must have a Performance Index (PI) value that equals or exceeds this year’s English language arts AMO, which for 2009-2010 is 177. The PI is calculated by adding the sum of the percent of students in the Accountability Cohort at Levels 2 through 4 with the sum of the percent of students at Level 3 and 4. Thus, the highest possible PI is 200. The Regents exams are scored on a scale from 0 to 100; 0 to 54 is Level 1, 55 to 64 is Level 2, 65 to 84 is Level 3, and 85 to 100 is Level 4.

Results

No New Roots Charter School students took this examination during the 2009-2010 school year.

**English Language Arts Performance Index (PI)
 of 2006 High School Accountability Cohort**

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
1	0	0	0	0

$$\begin{array}{rcccccccc}
 \text{PI} & = & 0 & + & 0 & + & 0 & = & 0 \\
 & & & & 0 & + & 0 & = & 0 \\
 & & & & & & \text{PI} & = & 0
 \end{array}$$

Evaluation

No New Roots Charter School students took this examination during the 2009-2010 school year.

Additional Evidence

See additional evidence regarding Terra Nova Online Survey results, above.

English Performance Index (PI) and Annual Measurable Objective (AMO) by School Year

Cohort Designation	Number in Cohort	Percent of Students at Each Performance Level				PI	AMO
		Level 1	Level 2	Level 3	Level 4		
2003	0	N/A	N/A	N/A	N/A	N/A	159
2004	0	N/A	N/A	N/A	N/A	N/A	165
2005	0	N/A	N/A	N/A	N/A	N/A	171
2006	1	0	0	0	0	N/A	177

Goal 1: OPTIONAL Absolute Measure
 Each year, 75 percent of students in grades 9-12 will perform at an average NCE of 50 on the Terra Nova exam for reading.

Method

New Roots Charter School administered the Terra Nova Online Survey Exam for Reading in the Fall 2009 and Spring 2010 semesters.

Results

In Spring 2010, the mean NCE of ninth grade students for Reading was 54.3 +/- 25.6. 58% of students achieved an NCE score of 50 or higher.

In Spring 2010, the mean NCE of tenth grade students was 50.8 +/- 23.9. 65% of students achieved a NCE score of 50 or higher.

Evaluation

We did not reach our goal of 75% of students performing at or above an NCE score of 50 or higher in reading in our inaugural year. Our results do, however, reveal gains in grade level equivalency for reading.

Analyzing the results of the Terra Nova Online Survey administered in Fall 2009 and Spring 2010, we learned that students enrolled in our ninth grade program collectively made gains in excess of three years in their grade equivalencies from Fall 2009 to Spring 2010. Overall, our ninth grade students averaged a Grade Mean Equivalent of 7.0 in Reading in Fall 2009, rising to 10.8 in Reading in Spring 2010.

Students enrolled in our tenth grade program demonstrated more modest gains. Overall, our students entered the year with a Grade Mean Equivalent of 9.9 in Reading, rising to 10.6 by Spring 2010. This performance is consistent with what we know of this cohort's prior performance. As mentioned previously, 68% of this cohort entered New Roots in need of credit recovery.

This evidence suggests that our program is providing instruction that supports students in developing the skills needed to keep pace with the increasing literacy demands of high school. We are especially encouraged to see the gains in the performance of our ninth grade class, given that as a group they entered the year at a seventh grade level in reading and ended at a level that suggests that they have the reading skills necessary to be successful in grade 10.

While this is encouraging, our statistical analysis reveals that test results for New Roots students do not fall into a normal bell curve configuration. Rather, this analysis reveals a “bimodal” student population, with one group scoring below grade level in reading assessments, and the other scoring at or above, with a significant percentage performing at the college level (grade 12.9+). This was evident in the results of the Terra Nova reading exam, and makes average gains less reliable as an overall indication of individual student progress.

Several factors make it challenging to disaggregate and evaluate the data collected. First, some students experienced challenges with the wireless network, and as a result their testing experience was interrupted one or more times. We assume that this may have had an impact on student performance. Also, student mobility in our first year resulted in some students missing one of the two testing periods, which has prevented us from conducting a conclusive analysis of the growth of individual students over the course of the school year. We were unable to administer the test mid year due to constraints imposed by the online testing system.

To address these issues, during the 2010-2011 school year we will administer the Terra Nova Complete Battery exam using paper scoring sheets. This will eliminate computer error as a factor, and give us a more comprehensive look at each student’s strengths and areas where they need further instruction. There are no constraints on the time period when this test can be administered, so the impact of student mobility on our data will be reduced. The results of these exams will be scanned and uploaded into the same database as the online surveys for ease of access and analysis. We have made changes in personnel responsible for test administration and have added a layer of monitoring and support to insure the integrity of all future test administrations. Also, this exam is scored in reference to 2007 norms, whereas the online survey uses 2005 as a reference point. This will provide us with a more reliable baseline as we move into the future.

Goal 1: Comparative Measure

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

Method

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

Results

No New Roots students took the Regents English exam in 2009-2010 school year. 2009-2010 data for the Ithaca City School District is not available at this time. In 2008-2009, 90% of the 374 students who took this exam passed with a grade of 65 or above.

**English Regents Passing Rate
of Accountability Cohorts by Charter School and School District**

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2003	N/A	N/A		
2004	N/A	N/A		
2005	N/A	N/A		
2006	1	N/A	90%	374

Evaluation

No New Roots Charter School students took this examination during the 2009-2010 school year.

Additional Evidence

None.

Goal 1: OPTIONAL Comparative Measure

Each year, the percent of students in the high school accountability cohort passing the English Regents exam with a score of 65 or above will exceed that of a comparable COMPOSITE score, calculated by a formula that weights representative school district scores from the districts from which the preponderance of the student body is drawn.

Method

The performance of students in their fourth year in the charter school Accountability Cohort is compared to that of the respective composite cohort of students from the districts from which most New Roots students are drawn. Given that students may take Regents exam up through the summer of their fourth year, the most recently available district results are presented.

Results

No New Roots students took the Regents English exam in 2009-2010 school year. 2009-2010 data for districts is not available at this time.

**English Regents Passing Rate
of Accountability Cohorts by Charter School and Composite District**

Cohort	Charter School		Composite District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size

2003	N/A	N/A		
2004	N/A	N/A		
2005	N/A	N/A		
2006	1	N/A		

Evaluation

No New Roots Charter School students took this examination during the 2009-2010 school year.

Additional Evidence

None.

Goal 1: OPTIONAL Comparative Measure

Each year, the percent of students in the high school accountability cohort passing the English Regents exam with a score of 65 or above will exceed that of Nottingham High School in Syracuse City School District.

Method

The performance of students in their fourth year in the charter school Accountability Cohort is compared to that of the respective cohort of students in a school district with a similar demographic profile. Given that students may take Regents exams up through the summer of their fourth year, the most recently available district results are presented.

Results

No New Roots students took the Regents English exam in 2009-2010 school year. 2009-2010 data for Nottingham High School is not available at this time. In 2008-2009, 57% of the 400 students who took this exam passed with a score of 65 or higher.

**English Regents Passing Rate
of Accountability Cohorts by Charter School and School with Similar Demographics**

Cohort	Charter School		Nottingham HS	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2003	N/A	N/A		
2004	N/A	N/A		
2005	N/A	N/A		
2006	1	N/A	57%	400

Evaluation

No New Roots Charter School students took this examination during the 2009-2010 school year.

Additional Evidence

None.

Goal 1: Growth Measure

Each year, the group of students in their second year of high school who have taken the Terra Nova reading test for two years will reduce by one-half the difference between their previous year’s average NCE and an NCE of 50. Groups that have already achieved an NCE of 50 in the previous year will show an increase in their average NCE.

Method

This measure examines the change in performance of the same group of students from their first year in high school to their second year on a norm referenced reading test. Each cohort consists of those students who took a norm-referenced reading test in their second year of high school in 2008-09 and also have a score from their first year in 2007-08. It includes students who repeated the grade. The criterion for achieving this measure is for the cohort to reduce by half the difference between average NCE in 2008-09 and the 50th NCE in 2009-10. If a cohort has already achieved an average NCE of 50 in 2008-09, it is expected to show some positive growth in the subsequent year.

New Roots Charter School administered on-line Terra Nova reading and language assessments in Fall 2009 and Spring 2010. All students in grades 9 and 10 took these grade-level tests, which were referenced to 2005 norms.

Results

Because 2009-2010 was New Roots Charter School’s first year of operation, results of a comparison of first to second year cohort growth are not available for 2009-2010.

First to Second Year Cohort Growth on the Norm Referenced Reading Test

Cohort Designation	Number in Cohort	Average NCE			Target Achieved
		First Year Baseline	Second Year Target	Second Year Result	
2006				N/A	YES/NO
2007				N/A	YES/NO
2008				N/A	YES/NO
2009				N/A	YES/NO

Evaluation

Because 2009-2010 was New Roots Charter School’s first year of operation, results of a comparison of first to second year cohort growth are not available for 2009-2010.

Additional Evidence

Gains in grade equivalency scores for both ninth and tenth grade students over the course of the school year are an encouraging indicator that instruction is resulting in the development of the literacy skills necessary for success in high school. Ninth grade students overall gained over 3 years in grade equivalency, and tenth grade students overall demonstrated gains that might be expected with a year of instruction. However, student mobility and technological issues during our first year

impacted our data pool. The data for tenth grade signifying a lower rate of growth suggests a need for additional reading support for students who enter the school with an educational history that suggests that they may be at risk of school failure, as their performance is balanced by a cluster of classmates whose reading scores are off the chart at 12.9+. For instance, 68% of students entering New Roots at the tenth grade level in 2009-2010 required some form of credit recovery. New Roots Charter School has responded with the addition of an Academic Support Specialist who leads a Response to Intervention process, designs a customized program for each student to address gaps in student learning, and communicates individualized “best practices” for working with that student to his or her teachers.

MATHEMATICS

Goal 2: 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 mathematics exam by the completion of their fourth year in the cohort.

Method

The school administered the New York State Regents Geometry and Integrated Algebra exams. Regents are scored on a scale from 0 to 100, and students who do not receive special education services must score at least 65 to pass. (Students who receive special education services can pass the exam with a score of 55, but must have a score of 65 to obtain a Regents diploma.) This measure requires students in each Accountability Cohort to pass any one of the Regents mathematics exams by their fourth year in the cohort. Students may have taken a particular Regents mathematics exam multiple times or have taken multiple mathematics exams; once they passed a mathematics exam, their performance on subsequent exams did not affect their status as passing. Students have until the summer of their fourth year to pass a mathematics exam.

Results

New Roots Charter School enrolled only one student who is in the 2006 Accountability Cohort in the 2009-2010 school year. This student did not pass a mathematics exam.

Mathematics Regents Performance Level and Passing Rate by Fourth Year Accountability Cohort⁵

Cohort Designation	Number in Cohort	Percent at Each Level ⁶				Percent Passing ⁷
		Level 1	Level 2	Level 3	Level 4	
2003						
2004						
2005						
2006	1	100%				0%

⁵ Based on the highest score for each student on any mathematics Regents exam

⁶ Level 1 = less than 55; Level 2= at least 55, but less than 65; Level 3 at least 65, but less than 85; Level 4 = at least 85.

⁷ With a score of at least 65

Evaluation

New Roots Charter School enrolled just one student in the 2006 cohort in 2009-2010, a formerly homeschooled student who was enrolled in tenth grade based on credit accumulation. The performance of one student is not statistically significant, however, it is of concern that the student was unable to pass a mathematics exam after one year of instruction. This student’s experience, and that of others, has led to course placement based on various assessments of student understanding of mathematical concepts, as well as the creation of courses in 2010-2011 that address gaps in mathematical understanding.

Additional Evidence

New Roots Charter School enrolled its first students in September 2009, serving grades 9 and 10. All students were enrolled in either Mathematical Reasoning I (Algebra) or Mathematical Reasoning II (Geometry), and the expectation was that they would take the corresponding Regents examination regardless of course performance, educational labeling, or academic history.

The results of the 2009 cohort’s New York State Regents exams in mathematics were particularly encouraging given the percentage of students who qualified for special education services, the number who entered in need of credit recovery, and the percentage who entered with gaps in their mathematical understanding as evidenced by their grade equivalencies on the Terra Nova mathematics assessment. In this cohort’s first year, 62% passed a Regents mathematics exam, a percentage that rises to 68% when students with IEPs who passed with a score of at least 55 is factored in. In comparison, only 47% of the 2008 cohort has passed a Regents mathematics exam.

Depending on their scores, students who did not pass their Regents mathematics exam in 2009-2010 were scheduled for courses that would support their continued study in the area which they found difficult. Those who did not demonstrate mastery of course material were reenrolled in the course and a concurrent Foundations in Mathematics course, and those who had met all learning targets but received only a Level 2 score were enrolled in a Regents review course elective to prepare them to retake the exam in January 2011. The school also added FTE in the mathematics department to create a student-teacher ratio of about 40 students per mathematics teacher in 2009-2010 (as opposed to about 60 in other subject areas), including the addition of a veteran Expeditionary Learning teacher to teach Algebra courses. With the addition of an Academic Support Specialist who is also a certified mathematics teacher with over ten years of experience at the middle and high school levels, we are confident that we are on a path to addressing gaps in preparation that undermined student performance in our inaugural year.

Regents Mathematics Passing Rate by Cohort and Year

Cohort Designation	2006-07		2007-08		2008-09		2009-10	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2004	N/A	N/A	N/A	N/A				
2005	N/A	N/A	N/A	N/A	N/A	N/A		
2006	N/A	N/A	N/A	N/A	N/A	N/A	1	0%
2007			N/A	N/A	N/A	N/A	2	N/A
2008					N/A	N/A	28	47%
2009							47	68%*

* Includes three students with IEPs who passed with a score between 55-65. 62% passed with a score of 65 or above.

Goal 2: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort who scored a Level 1 or 2 on their New York State 8th grade mathematics exam will score at least 65 on a New York State Regents mathematics exam by the completion of their fourth year in the cohort.

Method

The school administered the New York State Regents Geometry and Integrated Algebra exams. Regents are scored on a scale from 0 to 100, and students who do not receive special education services must score at least 65 to pass. This measure requires students in each Accountability Cohort to pass any one of the Regents mathematics exams by their fourth year in the cohort. Students may have taken a particular Regents mathematics exam multiple times or have taken multiple mathematics exams; once they passed a mathematics exam, their performance on subsequent exams did not affect their status as passing. Students have until the summer of their fourth year to pass a mathematics exam.

Results

50% of ninth grade students who scored a 1 or 2 on their NYS 8th grade mathematics exam passed a Regents mathematics exam in 2009-2010 with a grade of 65 or above. 27% of tenth grade students who scored a 1 or 2 on their NYS 8th grade mathematics exam passed a mathematics Regents exam in 2009-2010.

Evaluation

We are encouraged that 50% of incoming ninth graders who had scored at Level 1 or 2 on the NYS 8th grade mathematics assessment the previous year passed a mathematics Regents exam with a score of 65 or above. Depending on their scores, students who did not pass their Regents mathematics exam in 2009-2010 were scheduled for courses that would support their continued study in the area which they found difficult. Those who did not demonstrate mastery of course material were reenrolled in the course and a concurrent Foundations in Mathematics course, and those who had met all learning targets but received only a Level 2 score were enrolled in a Regents review course elective to prepare them to retake the exam in January 2011. The school also added FTE in the mathematics department to create a student-teacher ratio of about 40 students per mathematics teacher in 2009-2010 (as opposed to about 60 in other subject areas), including the addition of a veteran Expeditionary Learning teacher to teach Algebra courses. With the addition of an Academic Support Specialist who is also a certified mathematics teacher with over ten years of experience at the middle and high school levels, we are confident that we are on a path to addressing gaps in preparation that undermined student performance in our inaugural year.

Goal 2: Absolute Measure

Each year, the Performance Index (PI) on the Regents mathematics exams of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards all students being proficient by the year 2013-14. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal that 100 percent of students will ultimately be proficient in the state’s learning standards in mathematics. To achieve this measure, all tested students in the Accountability Cohort must have a Performance Index (PI) value that equals or exceeds this year’s mathematics AMO, which for 2009-10 is 173. The PI is calculated by adding the sum of the percent of students at Levels 2 through 4 with the sum of the percent of students at Level 3 and 4. Thus, the highest possible PI is 200. The Regents exams are scored on a scale from 0 to 100; 0 to 54 is Level 1, 55 to 64 is Level 2, 65 to 84 is Level 3, and 85 to 100 is Level 4.

Results

Because there was only one student in the 2006 cohort during the school’s first year of operation, no results were calculated for the Mathematics Performance Index.

**Mathematics Performance Index (PI)
of 2006 High School Accountability Cohort**

Cohort Size	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
1	1	0	?	?

$$\begin{array}{ccccccccccc}
 \text{PI} & = & ? & + & ? & + & ? & = & ? \\
 & & & & ? & + & ? & = & ? \\
 & & & & & & \text{PI} & = & ?
 \end{array}$$

Evaluation

Only one student from the 2006 cohort took a Regents mathematics exam at New Roots Charter School during the 2009-2010 school year. Data from this one student’s performance does not yield a statistically significant number for the Mathematics Performance Index.

Additional Evidence

New Roots Charter School enrolled its first students in September 2009, serving grades 9 and 10. All students were enrolled in either Mathematical Reasoning I (Algebra) or Mathematical Reasoning II (Geometry), and the expectation was that they would take the corresponding Regents examination regardless of course performance, educational labeling, or academic history.

The results of the 2009 cohort’s New York State Regents exams in mathematics were particularly encouraging given the relatively high percentage of students who qualified for special education services, the number who entered in need of credit recovery, and the percentage who entered with gaps in their mathematical understanding as evidenced by their grade equivalencies on the Terra Nova mathematics assessment. In this cohort’s first year, 62% passed a Regents mathematics exam, a percentage that rises to 68% when students with IEPs who passed with a score of at least 55 is factored in. . In comparison, only 47% of the 2008 cohort has passed a Regents mathematics exam.

Depending on their scores, students who did not pass their Regents mathematics exam in 2009-2010 due to failure to demonstrate mastery of course material were reenrolled in the course and a concurrent Foundations in Mathematics course, or enrolled in a Regents review course elective to prepare them to retake the exam in January 2011 if they had passed the class but had only earned a Level 2 score. The school also added FTE in the mathematics department to create a student-teacher ratio of about 40 students per mathematics teacher in 2009-2010 (as opposed to about 60 in other subject areas), including the addition of a veteran Expeditionary Learning teacher to teach Algebra courses. With the addition of an Academic Support Specialist who is a certified mathematics teacher with over ten years of experience, we are confident that we are on a path to addressing gaps in preparation that undermined student performance in our inaugural year.

Goal 2: OPTIONAL Absolute Measure

Each year, 75 percent of students in grades 9-12 will perform at an average NCE of 50 on the Terra Nova exam for math.

Method

New Roots Charter School administered the Terra Nova Online Survey Exam for Mathematics in the Fall 2009 and Spring 2010 trimesters.

Results

In Spring 2010, the mean NCE of ninth grade students for Mathematics was 51.8 +/- 25.2. 47% of students achieved an NCE score of 50 or higher.

In Spring 2010, the mean NCE of tenth grade students for Mathematics was 40.6 +/- 28.6. 53% of students achieved a NCE score of 50 or higher.

Evaluation

We did not reach our goal of 75% of students performing at or above an NCE score of 50 or higher in mathematics in our inaugural year. Our results do, however, reveal an overall gain in grade level equivalency for mathematics in ninth grade students.

Based on the Terra Nova Online Survey administered in Fall 2009 and Spring 2010, students enrolled in our ninth grade program overall made gains in excess of two years in their grade equivalencies from Fall to Spring. Overall, our ninth grade students averaged a Grade Mean Equivalent of 7.8 in Mathematics in Fall 2009, rising to 10.0 in Mathematics in Spring 2010.

Students enrolled in our tenth grade program demonstrated a drop in grade equivalency, from 9.2 to 7.0. Reviewing the data, a significant number of students did not complete the mathematics portion of the Terra Nova, due to technical difficulties and test administration errors that have since been addressed. As a result, this data set is not a reliable indicator of actual overall performance.

The evidence presented by our ninth grade students' performance, however, suggests our program's success in supporting students in developing the skills needed to keep pace with the increasing demands of high school. We are encouraged to see the gains in our ninth grade class, given that as a group they entered the year averaging over a year below grade level and ended at a level that would suggest that they have the skill level necessary for success in grade 10.

However, as developed in more detail in the Introduction, a statistical analysis reveals that New Roots test results for New Roots students do not fall into a normal bell curve configuration. Rather, this analysis reveals a “biomodal” student population, with about half scoring significantly below grade level in mathematics assessments, and the other scoring at or above, with 75% performing at a 12th grade equivalency or beyond. This was also evident in the results of the Terra Nova reading exam, and makes average gains less reliable as overall indicator of individual student progress.

Again, several factors make it challenging to disaggregate and evaluate the data collected. First, some students experienced challenges with the wireless network, and as a result their testing experience was interrupted one or more times. We have no means to determine the precise impact of this on student performance, but our assumption is that it varies from student to student. Also, student mobility in our first year resulted in some students missing one of the two testing periods, which has prevented us from developing a conclusive analysis of the growth of every individual student over the course of the school year. Our transition to use of paper scoring sheets rather than an online assessment will give us greater flexibility in the timing of test administration, allowing us to administer the Terra Nova to students who enroll after the Fall testing period.

To address these issues, during the 2010-2011 school year we will administer the Terra Nova Complete Battery exam using paper scoring sheets. This will eliminate computer error as a factor, and give us a more comprehensive look at each student’s strengths and areas where they need further instruction. There are no constraints on the time period when this test can be administered, so the impact of student mobility on our data will be reduced. The results of these exams will be scanned and uploaded into the same database as the online surveys for ease of access and analysis. We have made changes in personnel responsible for test administration and have added a layer of monitoring and support to insure the integrity of all future test administrations. Also, this exam is scored in reference to 2007 norms, whereas the online survey uses 2005 as a reference point. This will provide us with a more reliable baseline as we move into the future.

Goal 2: Comparative Measure

Each year, the percent of students in the high school Accountability Cohort passing a Regents mathematics exam with a score of 65 or above will exceed that of a comparable cohort of students from the Ithaca City School District.

Method

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

Results

Only one student in the 2006 cohort was enrolled at New Roots this year. One student’s results do not yield a statistically significant comparison. Ithaca City School District results for the 2008-2009 school year have been added to the table to indicate a probable target range on this measure in future years. This reflects the number taking each test, not the performance of a specific cohort.

**Mathematics Regents Passing Rate
by Charter School and School District**

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2003				
2004				
2005				
2006	0%	1	77%/87%*	285/306

* Percent passing Integrated Algebra/Geometry

Evaluation

New Roots Charter School enrolled just one student in the 2006 cohort in 2009-2010, a formerly homeschooled student who was enrolled in tenth grade based on credit accumulation. The performance of one student is not statistically significant, however, it is of concern that the student was unable to pass a mathematics exam after one year of instruction. This student’s experience, and that of others, has led to course placement in the 2010-2011 school year based on various assessments of student understanding of mathematical concepts, as well as the creation of courses in 2009-2010 that address students’ gaps in mathematical understanding.

New Roots Charter School enrolled its first students in September 2009, serving grades 9 and 10. All students were enrolled in either Mathematical Reasoning I (Algebra) or Mathematical Reasoning II (Geometry), and the expectation was that they would take the corresponding Regents examination regardless of course performance, educational labeling, or academic history.

The results of the 2009 cohort’s New York State Regents exams in mathematics were particularly encouraging given the relatively high percentage of students who qualified for special education services, the number who entered in need of credit recovery, and the percentage who entered with gaps in their mathematical understanding as evidenced by their grade equivalencies on the Terra Nova mathematics assessment. In this cohort’s first year, 62% passed a Regents mathematics exam, a percentage that rises to 68% when students with IEPs who passed with a score of at least 55 is factored in. In comparison, only 47% of the 2008 cohort has passed a Regents mathematics exam.

Depending on their scores, students who did not pass their Regents mathematics exam in 2009-2010 were scheduled for courses that would support their continued study in the area which they found difficult. Those who did not demonstrate mastery of course material were reenrolled in the course and a concurrent Foundations in Mathematics course, and those who had met all learning targets but received only a Level 2 score were enrolled in a Regents review course elective to prepare them to retake the exam in January 2011. The school also added FTE in the mathematics department to create a student-teacher ratio of about 40 students per mathematics teacher in 2009-2010 (as opposed to about 60 in other subject areas), including the addition of a veteran Expeditionary Learning teacher to teach Algebra courses. With the addition of an Academic Support Specialist who is a certified mathematics teacher with over ten years of experience at the middle and high school levels, we are confident that we are on a path to addressing gaps in preparation that undermined student performance in our inaugural year.

Goal 2: OPTIONAL Comparative Measure

Each year, the percent of students in the high school Accountability Cohort passing a Regents mathematics exam with a score of 65 or above will exceed that of a comparable composite score, calculated by a formula that weights representative school district scores from the districts from which the preponderance of the student body is drawn.

Method

The performance of students in their fourth year in the charter school Accountability Cohort is compared to that of a composite cohort of students from local school districts served by New Roots. Given that students may take Regents exam up through the summer of their fourth year, the most recently available district results are presented.

Results

Only one student in the 2006 cohort was enrolled at New Roots this year. One student’s results do not yield a statistically significant comparison. Composite district results for the 2008-2009 school year have been added to the table to indicate a probable target range on this measure in future years.

**Mathematics Regents Passing Rate
by Charter School and Composite School District**

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2003				
2004				
2005				
2006	0%	1	79%/79%*	N/A

* Percentage passing Algebra/Geometry exams.

Cohort Passing Rate by Regents Mathematics Exam

Exam	Cohort			
	2003	2004	2005	2006
Math A	N/A	N/A	N/A	N/A
Math B	N/A	N/A	N/A	N/A
Integrated Algebra	N/A	N/A	N/A	N/A
Geometry	N/A	N/A	N/A	0
Algebra 2	N/A	N/A	N/A	N/A

Evaluation

New Roots Charter School enrolled just one student in the 2006 cohort in 2009-2010, a formerly homeschooled student who was enrolled in tenth grade based on credit accumulation. The performance of one student is not statistically significant, however, it is of concern that the student was unable to pass a mathematics exam after one year of instruction. This student’s experience, and that of others, has led to course placement based on various assessments of student understanding of

mathematical concepts, as well as the creation of courses in 2009-2010 that address gaps in mathematical understanding.

Additional Evidence

New Roots Charter School enrolled its first students in September 2009, serving grades 9 and 10. All students were enrolled in either Mathematical Reasoning I (Algebra) or Mathematical Reasoning II (Geometry), and the expectation was that they would take the corresponding Regents examination regardless of course performance, educational labeling, or academic history.

The results of the 2009 cohort's New York State Regents exams in mathematics were particularly encouraging given the relatively high percentage of students who qualified for special education services, the number who entered in need of credit recovery, and the percentage who entered with gaps in their mathematical understanding as evidenced by their grade equivalencies on the Terra Nova mathematics assessment. In this cohort's first year, 62% passed a Regents mathematics exam, a percentage that rises to 68% when students with IEPs who passed with a score of at least 55 is factored in. In contrast, only 47% of the 2008 cohort had passed a Regents examination.

Depending on their scores, students who did not pass their Regents mathematics exam in 2009-2010 were scheduled for courses that would support their continued study in the area which they found difficult. Those who did not demonstrate mastery of course material were reenrolled in the course and a concurrent Foundations in Mathematics course, and those who had met all learning targets but received only a Level 2 score were enrolled in a Regents review course elective to prepare them to retake the exam in January 2011. The school also added FTE in the mathematics department to create a student-teacher ratio of about 40 students per mathematics teacher in 2009-2010 (as opposed to about 60 in other subject areas), including the addition of a veteran Expeditionary Learning teacher to teach Algebra courses. With the addition of an Academic Support Specialist who is also a certified mathematics teacher with over ten years of experience at the middle and high school levels, we are confident that we are on a path to addressing gaps in preparation that undermined student performance in our inaugural year.

Goal 2: OPTIONAL Comparative Measure

Each year, the percent of students in the high school Accountability Cohort passing a Regents mathematics exam with a score of 65 or above will exceed that of Nottingham High School in the Syracuse City School District.

Method

The performance of students in their fourth year in the charter school Accountability Cohort is compared to that of a cohort of students in a high school with a similar demographic profile. Given that students may take Regents exams up through the summer of their fourth year, the most recently available district results are presented.

Results

Only one student in the 2006 cohort was enrolled at New Roots this year. One student’s results do not yield a statistically significant comparison. 2009-2010 data for Nottingham High School is not available at this time. In 2008-2009, 39% of 444 students who took the Integrated Algebra exam passed with a score of 65 or higher, and 57% of the 98 students who took the Geometry exam did so.

**Mathematics Regents Passing Rate
by Charter School and Comparable High School**

Cohort	Charter School		Nottingham HS	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2003				
2004				
2005				
2006	0%	1	39%/57%*	444/98

* Percent passing Integrated Algebra/Geometry exams.

Evaluation

New Roots Charter School enrolled just one student in the 2006 cohort in 2009-2010, a formerly homeschooled student who was enrolled in tenth grade based on credit accumulation. The performance of one student is not statistically significant, however, it is of concern that the student was unable to pass a mathematics exam after one year of instruction. This student’s experience, and that of others, has led to course placement based on various assessments of student understanding of mathematical concepts, as well as the creation of courses in 2009-2010 that address gaps in mathematical understanding.

Additional Evidence

New Roots Charter School enrolled its first students in September 2009, serving grades 9 and 10. All students took either Mathematical Reasoning I (Algebra) or Mathematical Reasoning II (Geometry), and the expectation was that they would take the corresponding Regents examination regardless of course performance or their academic history.

The results of the 2009 cohort’s New York State Regents exams in mathematics were particularly encouraging given the relatively high percentage of students who qualified for special education services, the number who entered in need of credit recovery, and the percentage who entered with gaps in their mathematical understanding as evidenced by their grade equivalencies on the Terra Nova mathematics assessment. In this cohort’s first year, 62% passed a Regents mathematics exam, a percentage that rises to 68% when students with IEPs who passed with a score of at least 55 is factored in. Comparing the results to that of a cohort of all students in Nottingham who took the Integrated Algebra exam in 2008-2009, 39% of New Roots students passed with a score of 65 or better, with 63% passing at a level of 55 and up.

Our numbers suggest the potential for New Roots to meet this measure in coming years, due to the school’s programmatic changes to support students who did not meet performance measures during the 2009-2010 school year. Depending on their scores, students who did not pass their Regents

mathematics exam in 2009-2010 were scheduled for courses that would support their continued study in the area that they found difficult. Those to did not demonstrate mastery of course material were reenrolled in the course and a concurrent Foundations in Mathematics course, and those who had met all learning targets but received only a Level 2 score were enrolled in a Regents review course elective to prepare them to retake the exam in January 2011. The school also added FTE in the mathematics department to create a student-teacher ratio of about 40 students per mathematics teacher in 2009-2010 (as opposed to about 60 in other subject areas), including the addition of a veteran Expeditionary Learning teacher to teach Algebra courses. The Academic Support Specialist is also a certified mathematics teacher with over ten years of experience at the middle and high school levels. We are confident that we are on a path to addressing gaps in preparation that undermined student performance in our inaugural year.

Goal 2: Growth Measure

Each year, the group of students in their second year of high school who have taken the Terra Nova mathematics test (or some other norm-referenced test) for two years will reduce by one-half the difference between their previous year's average NCE and an NCE of 50. Groups that have already achieved an NCE of 50 in the previous year will show an increase in their average NCE.

Method

This measure examines the change in performance of the same group of students from their first year in high school to their second year on a norm referenced mathematics test. Each cohort consists of those students who took a norm-referenced mathematics test in their second year of high school in 2009-10 and also have a score from their first year in 2008-09. It includes students who repeated the grade. The criterion for achieving this measure is for the cohort to reduce by half the difference between average NCE in 2008-09 and the 50th NCE in 2009-10. If a cohort has already achieved an average NCE of 50 in 2009-10, it is expected to show some positive growth in the subsequent year.

In its inaugural year, New Roots Charter School administered the Terra Nova mathematics students to all ninth and tenth grade student in the Fall 2009 and Spring 2010 trimesters. Because this was the first year of the school, there is no data for a growth comparison for 2009-2010.

Results

No results are available for 2009-2010.

Evaluation

No data is available for 2009-2010.

Additional Evidence

None.

SCIENCE

Goal 3: Science

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

Background

New Roots Charter School is developing and piloting an innovative, two-year Earth Systems Science course that emphasizes systems thinking and application through field experiences and interdisciplinary connections with other core subject areas. In these integrated science courses, students learn how Earth’s various physical and biological systems work together to create a planet capable of sustaining life. In 2009-2010, Earth Systems Science I emphasized Earth Science labs, and ESSI students took the Regents Earth Science exam in June 2010. Earth Systems Science II focused on living systems, and students took the Regents Biology exam in June 2010.

Goal 3: Absolute Measure

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

Method

New York State administers multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry and Physics. The school administered Living Environment and Earth Science. Regents exams are scored on a scale from 0 to 100, and students must score at least 65 to pass. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort. Students may have taken a particular Regents science exam multiple times or have taken multiple science exams; once they passed a science exam, their performance on subsequent exams did not affect their status as passing. Students have until the summer of their fourth year to pass a science exam.

Results

There were no results for the 2009-2010 school year for the 2006 cohort.

Science Regents Performance Level and Passing Rate by Fourth Year Accountability Cohort⁸

Cohort Designation	Number in Cohort	Percent at Each Level				Percent Passing
		Level 1	Level 2	Level 3	Level 4	
2003	0	N/A	N/A	N/A	N/A	N/A
2004	0	N/A	N/A	N/A	N/A	N/A
2005	0	N/A	N/A	N/A	N/A	N/A
2006	1	N/A	N/A	N/A	N/A	N/A

⁸ Based on the highest score for each student on any science Regents exam

Evaluation

There are no results for the 2009-2010 school year for the 2006 cohort. The one student enrolled in this cohort did not take a Regents science examination.

Additional Evidence

In its first year of operation, New Roots Charter School has already met the science measure for the 2008 cohort with 76% of students passing a Regents science exam, and is close to that goal with the 2009 cohort with a 65% passing rate. We attribute this performance to strong teachers, literacy across the disciplines instruction to increase comprehension of course material and exam questions, and labs and field work that give students an opportunity for application of their developing understanding. Also, the focus on sustainability creates a meaningful context for student learning, as does our interdisciplinary approach to learning science.

Science Regents Passing Rate by Cohort and Year

Cohort Designation	2006-07		2007-08		2008-09		2009-10	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2004								
2005								
2006	N/A	N/A	N/A	N/A	N/A	N/A	1	N/A
2007			N/A	N/A	N/A	N/A	2	50%
2008					N/A	N/A	25	76%
2009							47	65%*

* Six students with IEPs scored between 55 and 65, raising the overall percent passing to 77%.

(§) Goal 3: Comparative Measure
 Each year, the percent to students in the high school Accountability Cohort passing a Regents Science exam with a score of 65 or above will exceed that of the high school Accountability Cohort from the Ithaca City School District.

Method

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

Results

Results are not available for 2009-2010.

**Science Passing Rate
of Accountability Cohorts by Charter School and School District**

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2003	N/A	N/A		
2004	N/A	N/A		
2005	N/A	N/A		
2006	N/A	1	96%/62%*	348/126

* Percent passing Living Environment/Earth Science exams.

Evaluation

Results are not available for 2009-2010. In 2008-2009, students who attend Ithaca High School passed the Regents Living Environment and Earth Science exams with passing rates of 96% and 62%, respectively.

Additional Evidence

At New Roots Charter School, 76% of the students in the 2008 cohort and 65% of the students in the 2009 cohort passed either the Living Environment or the Earth Science Regents exams. The 2008 cohort took the Living Environment exam, and the 2009 cohort took the Regents Earth Science test, with the exception of those who had already taken the exam prior to entering high school.

All students enrolled in New Roots Charter School were enrolled in a science course and expected to take a Regents science exam regardless of past academic history or current course performance, including passing a Regents science examination in a previous year. Most students in the 2009 cohort took the Regents Earth Science exam, and passing rates exceeded those of the Ithaca City School District for all students by a small margin, despite a percentage of special education students that was about twice that of the district in the 2009-2010 school year. The 2008 cohort’s performance on the Regents living environment exam was strong considering the high percentage of students who entered 10th grade with deficits in reading and language skills and indicators of poor past performance such as the need for credit recovery. We attribute this strong student performance to excellent teaching incorporating a wide range of best practices, including the teaching of a course in “literacy across the disciplines” for Earth Systems Science II students.

Goal 3: OPTIONAL Comparative Measure

Each year, the percentage of the students in the high school accountability cohort passing a Science Regents exam with a score of 65 or above will exceed that of a comparable COMPOSITE score, calculated by a formula that weights representative school district scores from the districts from which the preponderance of the student body is drawn.

Method

The performance of students in their fourth year in the charter school Accountability Cohort is compared to that of a composite cohort of students developed by a formula that weights scores from local school districts served by New Roots. Given that students may take Regents exam up through the summer of their fourth year, the most recently available district results are presented.

Results

Results are not available for 2009-2010. Weighted composite score based on 2008-2009 data is provided as a reference point for goal setting.

**Science Passing Rate
of Accountability Cohorts by Charter School and Composite District**

Cohort	Charter School		Composite District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2003	N/A	N/A		
2004	N/A	N/A		
2005	N/A	N/A		
2006	N/A	1	95%/72%*	N/A

* Percentage passing Living Environment/Earth Science exams.

Evaluation

Results are not available for 2009-2010.

Additional Evidence

In 2008-2009, a composite cohort of students who attend high schools from which the preponderance of students at New Roots Charter School are drawn passed the Regents Living Environment and Earth Science exams with passing rates of 95% and 72%, respectively. 76% of the students in the New Roots 2008 cohort and 65% of the students in the 2009 cohort passed one of these examinations.

All students enrolled in New Roots Charter School were enrolled in a science course and expected to take these exams unless they had done so in a previous school, regardless of past academic history or course performance. Most students in the 2009 cohort took the Regents Earth Science exam, and passing rates exceeded those of the composite district for all students by a small margin. The 2008 cohort’s performance on the Biology Regents was strong considering the high percentage of students who entered 10th grade with deficits in reading and language skills, and indicators of poor past performance such as the need for credit recovery in 62% of the tenth grade students who took Regents exams in June 2010. We attribute this strong student performance to excellent teaching incorporating a wide range of best practices, including the teaching of a literacy across the disciplines course for Earth Systems Science II students.

Goal 3: OPTIONAL Comparative Measure

Each year, the percent of students in the high school accountability cohort passing a Science Regents exam with a score of 65 or above will exceed that of Nottingham High School in the Syracuse City School District.

Method

The performance of students in their fourth year in the charter school Accountability Cohort is compared to that of a cohort of students from a high school with a similar demographic profile. Given that students may take Regents exams up through the summer of their fourth year, the most recently available district results are presented.

Results

Results are not available for 2009-2010.

**Science Passing Rate
of Accountability Cohorts by Charter School and Comparable School District**

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2003	N/A	N/A		
2004	N/A	N/A		
2005	N/A	N/A		
2006	N/A	1	66%/34%*	333/105*

* 2008-2009 data for Living Environment/Earth Science exams.

Evaluation

Results are not available for 2009-2010. 2008-2009 results for Nottingham High School have been provided as a reference point for subsequent years.

Additional Evidence

In our inaugural year, 76% of the students in the 2008 cohort and 65% of the students in the 2009 cohort passed either the Regents Living Environment or Earth Science examinations.

All students enrolled in New Roots Charter School were enrolled in a science course and expected to take a Regents science exam, regardless of past academic history or course performance. Most students in the 2009 cohort took the Regents Earth Science exam, and passing rates nearly doubled those of Nottingham High School for all students. The 2008 cohort’s performance on the Living Environment Regents, with 76% passing with a score of 65 or above, exceeded Nottingham’s performance by ten percentage points. While this margin is less dramatic, over two thirds of our 2008 cohort entered 10th grade with deficits in reading and language skills and indicators of poor past performance such as the need for credit recovery. We attribute this strong student performance to excellent teaching incorporating a wide range of best practices, including the teaching of a literacy across the disciplines course for Earth Systems Science II students.

SOCIAL STUDIES

Goal 1: Social Studies

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

Goal 4: Absolute Measure

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

Method

New York State administers two high school social studies assessments: U.S. History and Global History. In order to graduate, students must pass both of these Regents exams with a score of 65 or higher. This measure requires students in each Accountability Cohort to pass the U.S. 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 passed it, performance on subsequent administrations of the same exam did not affect their status as passing. Cohorts are labeled by the year in which the students entered the 9th grade, and in 2008-09 the 2004 Cohort finished its fourth year.

Results

Because New Roots Charter School served only ninth and tenth grade students in its inaugural year, no student took the Regents U.S. History examination during 2009-2010.

**U.S. History Regents Performance Level
and Passing Rate by Fourth Year Accountability Cohort**

Cohort Designation	Number in Cohort	Percent at Each Level				Percent Passing
		Level 1	Level 2	Level 3	Level 4	
2003	0	N/A	N/A	N/A	N/A	N/A
2004	0	N/A	N/A	N/A	N/A	N/A
2005	0	N/A	N/A	N/A	N/A	N/A
2006	1	N/A	N/A	N/A	N/A	N/A

Evaluation

No results are available for 2009-2010.

Additional Evidence

No results are available for 2009-2010.

Regents U.S. History Passing Rate by Accountability Cohort and Year

Cohort Designation	2006-07		2007-08		2008-09		2009-10	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2004	N/A	N/A	N/A	N/A				
2005	N/A	N/A	N/A	N/A	N/A	N/A		
2006	N/A	N/A	N/A	N/A	N/A	N/A	1	N/A
2007			N/A	N/A	N/A	N/A	2	N/A
2008					N/A	N/A	31	N/A
2009							53	N/A

(§) Goal 4: Comparative Measure

Each year, the percent of students in the high school Accountability Cohort passing the Regents U.S. History exam with a score of 65 or above will exceed that of the high school Accountability Cohort from the Ithaca City School District.

Method

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

Results

No results are available for the 2009-2010 school year.

U.S. History Passing Rate of Accountability Cohorts by Charter School and School District

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2003	N/A	N/A		
2004	N/A	N/A		
2005	N/A	N/A		
2006	N/A	1		

Evaluation

No results are available for the 2009-2010 school year.

Additional Evidence

Additional evidence is not available for the 2009-2010 school year.

Goal 4: Comparative Measure

Each year, the percent of students in the high school Accountability Cohort passing the Regents U.S. History exam with a score of 65 or above will exceed that of a comparable COMPOSITE score, calculated by a formula that weights representative school district scores from the districts from which the preponderance of the student body is drawn.

Method

The performance of students in their fourth year in the charter school Accountability Cohort is compared to that of a composite cohort of students from districts from which New Roots students are drawn. Given that students may take Regents exams up through the summer of their fourth year, the most recently available district results are presented.

Results

Results are not available for the 2009-2010 school year.

**U.S. History Passing Rate
of Accountability Cohorts by Charter School and Composite of School Districts**

Cohort	Charter School		District Composites	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2003	N/A	N/A		
2004	N/A	N/A		
2005	N/A	N/A		
2006	N/A	1		

Evaluation

No results are available for the 2009-2010 school year.

Additional Evidence

Additional evidence is not available for the 2009-2010 school year.

Goal 4: Comparative Measure

Each year, the percent of students in the high school Accountability Cohort passing the Regents U.S. History exam with a score of 65 or above will exceed that of Nottingham High School in the Syracuse City School District.

Method

The performance of students in their fourth year in the charter school Accountability Cohort is compared to that of the respective cohort of students in a district with a similar demographic profile. Given that students may take Regents exams up through the summer of their fourth year, the most recently available district results are presented.

Results

Results are not available for the 2009-2010 school year. No New Roots students took the Regents American History exam in 2009-2010.

**U.S. History Passing Rate
of Accountability Cohorts by Charter School and Comparable School District**

Cohort	Charter School		Nottingham HS	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2003	N/A	N/A		
2004	N/A	N/A		
2005	N/A	N/A		
2006	N/A	1		

Evaluation

No results are available for the 2009-2010 school year.

Additional Evidence

Additional evidence is not available for the 2009-2010 school year.

Goal 4: Absolute Measure

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

Method

This measure requires students in each Accountability Cohort to pass the Global History exam by the completion of their fourth year in the cohort. Students may have taken the exam multiple times, and had until the summer of their fourth year to pass it. Once students passed it, performance on subsequent administrations of the same exam did not affect their status as passing. Cohorts are labeled by the year in which the students entered the 9th grade, and in 2009-10 the 2006 Cohort finished its fourth year.

Results

New Roots had only one student in the 2006 cohort during the 2009-2010 school year. This student passed the Regents Global Studies exam.

**Global History Regents Performance Level
and Passing Rate by Fourth Year Accountability Cohort**

Cohort Designation	Number in Cohort	Percent at Each Level				Percent Passing
		Level 1	Level 2	Level 3	Level 4	
2003						
2004						
2005						
2006	1			100%		100%

Evaluation

The 2009-2010 school year’s 100% passing rate was due entirely to the success of one student. This is a statistically insignificant measure for the cohort’s performance for the purposes of assessing progress towards meeting this standard.

Additional Evidence

60% of students in the 2008 cohort passed the Regents Global Studies exam with a score of 65 or higher. We attribute this degree of success in a cohort in which 62% of students who took this examination entering 10th grade were in need of credit recovery to strong teaching, an emphasis on active classroom learning opportunities such as Socratic seminar, and consistent application of literacy across the disciplines strategies to learning. We are especially encouraged considering that the Regents Global Studies examination measures student performance in learning two years of curriculum, and students were enrolled in New Roots for only one of those two years.

Additionally, we found a strong statistical correlation between students’ grade equivalency in reading upon entering New Roots in Fall 2009 and scores on Regents Global Studies exams. This suggests that the school’s addition of an Academic Support Specialist, targeted reading instruction, and continued use of literacy across the disciplines strategies will support students in passing this Regents exam.

Regents Global History Passing Rate by Accountability Cohort and Year

Cohort Designation	2006-07		2007-08		2008-09		2009-10	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2004								
2005								
2006	N/A	N/A	N/A	N/A	N/A	N/A	1	100%
2007			N/A	N/A	N/A	N/A	2	0%
2008					N/A	N/A	30	60%
2009							N/A	N/A

Goal 4: Comparative Measure

Each year, the percent to students in the high school Accountability Cohort passing the Regents Global History exam with a score of 65 or above will exceed that of the high school Accountability Cohort from the Ithaca City School District.

Method

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

Results

New Roots Charter School had only one student from the 2006 cohort enrolled in the 2009-2010 school year. This student passed the Global History exam.

**Global History Passing Rate
of Accountability Cohorts by Charter School and School District**

Cohort	Charter School		School District	
	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort
2003	N/A	N/A		
2004	N/A	N/A		
2005	N/A	N/A		
2006	100%	1	90%	368

Evaluation

New Roots Charter School met this measure for the 2009-2010 school year on the basis of only one student’s performance, which makes this statistically insignificant. Data for the Ithaca City School District is not available for 2009-2010 at this time, although ICSD results for the 2008-2009 school year would be considered strongly predictive of 2009-2010 results.

Additional Evidence

60% of students in the 2008 cohort passed the Regents Global Studies exam with a score of 65 or higher. Given that 62% of the students who took this exam entered 10th grade in need of credit recovery, we attribute their degree of success to strong teaching, an emphasis on active classroom learning opportunities such as Socratic seminar, and consistent application of literacy across the disciplines strategies to learning. We are especially encouraged considering that the Regents Global Studies examination measures student performance in learning two years of curriculum, and students were enrolled in New Roots for only one of those two years.

Also, New Roots Charter School found a strong statistical correlation between students’ grade equivalency in reading upon entering New Roots in Fall 2009 and scores on Regents Global Studies exams. This suggests that the school’s addition of an Academic Support Specialist, targeted reading instruction, and continued use of literacy across the disciplines strategies will support students in passing this Regents exam. We are confident that these measures will help us to work towards the

ICSD’s impressive outcomes on this measure with our student population, which has nearly double the percentages of special education students and those receiving free or reduced price lunch.

Goal 4: Comparative Measure

Each year, the percent to students in the high school Accountability Cohort passing the Regents Global History exam with a score of 65 or above will exceed that of a comparable COMPOSITE score, calculated by a formula that weights representative school district scores from the districts from which the preponderance of the student body is drawn.

Method

The performance of students in their fourth year in the charter school Accountability Cohort is compared to that of a composite cohort of students from the districts from which most New Roots students are drawn. Given that students may take this Regents exam up through the summer of their fourth year, the most recently available district results are presented.

Results

New Roots Charter School had only one student from the 2006 cohort enrolled in the 2009-2010 school year. This student passed the Global History exam with a score of over 65.

**Global History Passing Rate
of Accountability Cohorts by Charter School and Composite District**

Cohort	Charter School		Composite District	
	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort
2003	N/A	N/A		
2004	N/A	N/A		
2005	N/A	N/A		
2006	100%	1	83%	N/A

Evaluation

New Roots Charter School met this measure for the 2009-2010 school year on the basis of only one student’s performance, which makes this statistically insignificant. Data for the districts making up our composite cohort is not available for 2009-2010 at this time, although results for the 2008-2009 school year would be considered strongly predictive of 2009-2010 results.

Additional Evidence

New Roots Charter School found a strong statistical correlation between students’ grade equivalency in reading upon entering New Roots in Fall 2009 and scores on Regents Global Studies exams. This suggests that the school’s addition of an Academic Support Specialist, targeted reading instruction, and continued use of literacy across the disciplines strategies will support students in passing this Regents exam.

(§) Goal 4: Comparative Measure

Each year, the percent of students in the high school Accountability Cohort passing the Regents Global History exam with a score of 65 or above will exceed that of the high school Accountability Cohort from Nottingham High School in the Syracuse City School District.

Method

The performance of students in their fourth year in the charter school Accountability Cohort is compared to that of the respective cohort of students in a high school with a similar demographic profile. Given that students may take Regents exam up through the summer of their fourth year, the most recently available district results are presented.

Results

New Roots Charter School had only one student from the 2006 cohort enrolled in the 2009-2010 school year. This student passed the Global History exam with a score of over 65.

**Global History Passing Rate
of Accountability Cohorts by Charter School and School District**

Cohort	Charter School		Nottingham HS	
	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort
2003	N/A	N/A		
2004	N/A	N/A		
2005	N/A	N/A		
2006	100%	1	47%	385

Evaluation

New Roots Charter School met this measure for the 2009-2010 school year on the basis of only one student’s performance, which makes this statistically insignificant. Data for Nottingham High School is not available for 2009-2010 at this time, although results for the 2008-2009 school year would be considered strongly predictive of 2009-2010 results.

Additional Evidence

New Roots Charter School found a strong statistical correlation between students’ grade equivalency in reading upon entering New Roots in Fall 2009 and scores on Regents Global Studies exams. This suggests that the school’s addition of an Academic Support Specialist, targeted reading instruction, and continued use of literacy across the disciplines strategies will support students in passing this Regents exam. With 60% of students in the 2008 cohort passing the Regents Global Studies exam with a score of 65 or higher, as compared to 47% of a cohort of all students from Nottingham High School, New Roots Charter School has already exceeded this measure for the 2008 cohort.

HIGH SCHOOL GRADUATION

GOAL 5: HIGH SCHOOL GRADUATION

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

(§) Goal 5: Absolute Measure

Each year, 75 percent of students in each high school Graduation Cohort will pass their core academic subjects by the end of August and be promoted to the next grade.

Method

This measure serves as a leading indicator of the performance of high school cohorts and examines their progress toward graduation based on annual credit accumulation. The measure requires that, based on the school's promotion requirements, 75 percent of students in each cohort are promoted to the next grade by the end of August.

Every New Roots student is required to take a four-year sequence in each core subject area. Ninth grade students are enrolled in Mathematical Reasoning I (Algebra), Global Studies I, English 9, and Earth Systems Science I. Tenth grade students are enrolled in Mathematical Reasoning II (Geometry), Global Studies II, English 10, and Earth Systems Science II. Students who demonstrate significant gaps in their learning over the course of a year may retake a course to recover credit, resulting in the need to take two courses in the same discipline concurrently. Additionally, students may recover credit through participation in a Summer Program, by enrolling in a Foundations course, by taking a Regents preparation course, or by working independently with a tutor. The method of credit recovery is determined by the Academic Advisor, based on an analysis of the student's experience in the course and his or her test scores.

As in most high schools, progress at New Roots is marked by accumulation of credits as determined by individual course passage rather than by grade level passage in its entirety. At New Roots, students are assigned to a "crew" advisory group (which defines their grade level identity) at a grade level that corresponds to their credit accumulation. To gain passage from ninth to tenth grade, students must earn 2 credits in core subject area classes, with any necessary work needed to demonstrate mastery of learning targets for English or Global Studies at a level that is manageable for a student to complete under the guidance of the Academic Support Specialist during the first trimester of the next school year. Six credits in core subject areas alone are necessary to pass from 10th grade to 11th grade. Students must accumulate a total of 15 credits to pass from 11th to 12th to be on target to earn the 22 credits necessary for New York State graduation.

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

Results

85% of all students enrolled at New Roots Charter School demonstrated mastery of core subject area learning targets at a level that allowed for them to progress to the next grade. 91% of students enrolled in ninth grade in the 2009-2010 school year were promoted to tenth grade. 76% of students enrolled in tenth grade in the 2009-2010 school year were promoted to eleventh grade.

Percent of Students Promoted by Cohort in 2009-10

Cohort Designation	Number in Cohort	Percent promoted
2006	1	1
2007	2	1
2008	31	24
2009	53	48

Evaluation

New Roots Charter School met this measure this year through a whole-school approach to supporting each individual learner in meeting his or her academic goals. Students meet daily in advisory groups called “crews.” One role that faculty who are crew leaders play is that of mentor and academic advisor to the students in their crew. Twice per week, crew meetings are devoted to academic development activities, giving the crew leader an opportunity to keep a “finger on the pulse” of the students’ progress in all core subject area courses. Teachers teaching at the same grade level meet weekly to share information about student progress, and online tools are used to track students’ completion of assignments. Time is scheduled for teachers to work more closely with students who need support in completing their coursework. We developed a summer program to support students who had outstanding work or who wanted to retake a Regents examination. Our program is designed to ensure that each individual learner receives the level of support that he or she needs to meet high expectations for work completion, quality of work, and demonstration that course learning targets have been met.

Additional Evidence

In summer 2009, the school supported students’ efforts to pass their core subject courses and raise their Regents scores by offering a summer program for credit recovery and Regents exam preparation. This program was designed to support the the students in our “bimodal” population who entered 9th or 10th grade with skills lower than their grade level equivalency, and featured a lower student-teacher ratio and additional time to complete course requirements. We anticipate that the addition of Foundations in Literacy and Mathematics courses will also support students who might otherwise fall behind in keeping abreast of current coursework while addressing gaps in their skill levels and understanding. Returning students who did not pass all four core subject courses were subsequently enrolled in a Foundations in Literary or Mathematics course, reenrolled in the course(s) they did not pass, enrolled in a Regents exam preparatory class, or scheduled into Resource Room if they have an Individualized Education Plan. In this way, we are addressing gaps in skills levels or demonstrated course understanding that may have undermined their success in demonstrating full mastery of learning targets or passing a Regents examination.

Goal 5: Absolute Measure

Each year, 75 percent of students in the high school 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.

Method

This measure serves as a leading indicator of the performance of high school cohorts and examines their progress towards graduation based on Regents exam passage. The measure requires that 75 percent of students in each Cohort have passed at least three Regents exams by their second year in the cohort. In August of 2010, the 2008 cohort will have completed its second year.

Results

29% of students in the tenth grade (2006-2008 cohorts) passed at least three Regents examinations by the 2009-2010 school year. 32% of the 2008 cohort met this benchmark.

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

Cohort Designation	Number in Cohort	Percent Passing Three Regents
2006	1	0
2007	2	0
2008	31	10

Evaluation

This measure has not been met in our inaugural year. All tenth grade students are expected to take three Regents examinations, Living Environment, Geometry, and Global Studies, unless they have previously taken one of these examinations. 71% of students were not successful in their attempt to pass at least one of these exams. 62% of the students in these cohorts who took Regents examinations entered New Roots as tenth graders in need of credit recovery, and most did not pass a Regents examination in their 9th grade year.

Additional Evidence

69% of students in the 2009 cohort passed one or more Regents examinations in 2010 with a score of 65 or above. We anticipate that this foundation will increase the percentage of students who have passed three exams by the end of their tenth grade year.

Goal 5: Absolute Measure

Each year, 75 percent of students in the high school Graduation Cohort will graduate after the completion of their fourth year in the cohort.

Method

This measure examines students in the high school Graduation Cohort who enter the 9th grade in the same year and graduate four years later. In 2009-10 the 2006 Cohort completed its fourth year of high school. At a minimum, these students have passed five Regents exams in English language arts,

mathematics, science, U.S. History and Global History. Students had until the summer of their fourth year to complete their graduation requirements.

New Roots Charter School’s graduation requirements are as follows:

New Roots Charter School will support all students in reaching the Regents Diploma Requirements, as specified in State Education Commissioner Regulations, and as summarized below. Students will also complete a Graduation By Exhibition portfolio that documents the Senior Team Capstone Project and evidence of meeting school learning outcomes as a requirement of graduation from New Roots Charter School.

**Summary of Regents Diploma Requirements for Students
Who First Enter Grade 9 in 2009**

Total Number of Units of Credit: 22

English Language Arts	4 units	
Social Studies	4 units	(including 1 unit of American history, ½ unit of Participation In Government, and ½ unit of Economics)
Mathematics	3 units	(may include Integrated Algebra, Geometry, and Algebra 2/Trigonometry)
Science	3 units	(including at least one course in life science, one in physical science, and third in either life sciences or physical science)
Health	½ unit	
The Arts	1 unit	(including dance, music, theatre, and/or visual arts)
Languages Other Than English	1 unit	
Physical Education	2 units	
Sequence Courses or Electives	3½ units	

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.

Examinations: 5

Students must pass Regents examinations as follows:

- 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.

Additional New Roots Charter School graduation requirements

In addition to meeting all New York State requirements for graduation, students will also be required to complete a Graduation By Exhibition portfolio that receives a satisfactory rating from a panel of reviewers.

Results

No results are available for the 2009-2010 school year.

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

Cohort Designation	Number in Cohort	Percent Graduating
2003	N/A	N/A
2004	N/A	N/A
2005	N/A	N/A
2006	1	N/A

Evaluation

New Roots Charter School’s first graduating class will graduate in June 2012. Our sole member of the 2006 cohort is a former homeschooling student who was enrolled in tenth grade due to credit accumulation.

Additional Evidence

Based on student progress in year one, particularly that of the 2009 cohort, New Roots Charter School anticipates meeting this measure.

(§) Goal 5: Absolute Measure

Each year, 95 percent of students in the high school Graduation Cohort will graduate after the completion of their fifth year in the cohort.

Method

This measure examines students in the high school Graduation Cohort who enter the 9th grade in the same year and graduate four years later. In 2009-10 the 2005 Cohort completed its fifth year of high school. At a minimum, these students have passed five Regents exams in English language arts, mathematics, science, U.S. History and Global History.

New Roots Charter School’s graduation requirements are as follows:

New Roots Charter School will support all students in reaching the Regents Diploma Requirements, as specified in State Education Commissioner Regulations, and as summarized below. Students will also complete a Graduation By Exhibition portfolio that documents the Senior Team Capstone Project and evidence of meeting school learning outcomes as a requirement of graduation from New Roots Charter School.

**Summary of Regents Diploma Requirements for Students
Who First Enter Grade 9 in 2009**

Total Number of Units of Credit: 22

English Language Arts	4 units	
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Mathematics	3 units	(may include Integrated Algebra, Geometry, and Algebra 2/Trigonometry)
Science	3 units	(including at least one course in life science, one in physical science, and third in either life sciences or physical science)
Health	½ unit	
The Arts	1 unit	(including dance, music, theatre, and/or visual arts)
Languages Other Than English	1 unit	
Physical Education	2 units	
Sequence Courses or Electives	3½ units	

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.

Examinations: 5

Students must pass Regents examinations as follows:

- 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.

Additional New Roots Charter School graduation requirements

In addition to meeting all New York State requirements for graduation, students will also be required to complete a Graduation By Exhibition portfolio that receives a satisfactory rating from a panel of reviewers.

Results

No results are available for the 2009-2010 school year.

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

Cohort Designation	Number in Cohort	Percent Graduating
2003	0	N/A
2004	0	N/A
2005	0	N/A

Evaluation

We will be unable to fully assess this measure until the 2012-2013 school year.

Additional Evidence

No additional evidence is available.

Goal 5: Comparative Measure

Each year, the percent of students in the high school Graduation Cohort graduating after the completion of their fourth year will exceed that of the Graduation Cohort from the Ithaca City School District.

Method

The graduation rate of students completing their fourth year in the charter school accountability cohort is compared to that of the respective cohort of students in the local school district. Given that students may take Regents exam up through the summer of their fourth year, district results for the current year are generally not available at this time.

Results

New Roots Charter School’s first graduating class will graduate in June 2012. Our sole member of the 2006 cohort is a former homeschooling student who was enrolled in tenth grade due to credit accumulation.

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

Cohort Designation	Charter School		School District	
	Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2003	0	N/A		
2004	0	N/A		
2005	0	N/A		
2006	1	N/A		

Evaluation

There are no results to analyze for this school year.

Additional Evidence

No additional evidence is available.

Goal 5: Comparative Measure

Each year, the percent of students in the high school Graduation Cohort graduating after the completion of their fourth year will exceed that of the Graduation Cohort from a comparable COMPOSITE district, calculated by a formula that weights the graduation rates of representative districts from which the preponderance of the student body is drawn.

Method

The graduation rate of students completing their fourth year in the charter school accountability cohort is compared to that of the respective cohort of students in the local school district. Given that students may take Regents exam up through the summer of their fourth year, district results for the current year are generally not available at this time.

Results

New Roots Charter School’s first graduating class will graduate in June 2012. Our sole member of the 2006 cohort is a former homeschooling student who was enrolled in tenth grade due to credit accumulation.

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

Cohort Designation	Charter School		Composite District	
	Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2003	0	N/A		
2004	0	N/A		
2005	0	N/A		
2006	1	N/A		

Evaluation

There are no results to analyze for this school year.

Additional Evidence

No additional evidence is available.

Goal 5: Comparative Measure

Each year, the percent of students in the high school Graduation Cohort graduating after the completion of their fourth year will exceed that of the Graduation Cohort from a Nottingham High School.

Method

The graduation rate of students completing their fourth year in the charter school accountability cohort is compared to that of the respective cohort of students in a district with a similar demographic profile. Given that students may take Regents exam up through the summer of their fourth year, district results for the current year are generally not available at this time.

Results

New Roots Charter School’s first graduating class will graduate in June 2012. Our sole member of the 2006 cohort is a former homeschooling student who was enrolled in tenth grade due to credit accumulation.

Percent of Students in the Graduation Cohort who Graduate in Four Years Compared to Nottingham High School

Cohort Designation	Charter School		Nottingham High School	
	Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2003	0	N/A		
2004	0	N/A		
2005	0	N/A		
2006	1	N/A		

Evaluation

There are no results to analyze for this school year.

Additional Evidence

No additional evidence is available.

Summary

The New Roots Charter School community embraces the goal of all students graduating with a Regents diploma. This is evident in both the multiple ways that we convey this expectation to all students and families, as well as the systems that we have put into place to support all learners in reaching this goal. However, it is too early to assess whether the school will meet the goal of graduating each Graduation Cohort within four years, particularly those in the 2008 cohort, which will be our first graduating class. Promotion rates and Regents examination passing rates for the 2009 Graduation Cohort are an encouraging indication that we are on the right path.

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Graduation Cohort will pass their core academic subjects by the end of August and be promoted to the next grade.	Achieved
Absolute	Each year, 75 percent of students in the high school Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.	Did Not Achieve
Absolute	Each year, 75 percent of students in the high school Graduation Cohort will graduate after the completion of their fourth year in the cohort.	Not Applicable
Absolute	Each year, 95 percent of students in the high school Graduation Cohort will graduate after the completion of their fifth year in the cohort.	Not Applicable
Comparative	Each year, the percent of students in the high school Graduation Cohort graduating after the completion of their fourth year will exceed that of the Graduation Cohort from the local school district.	Not Applicable
Optional Comparative	Each year, the percentage of students in the high school Graduation Cohort graduating after the completion of their fourth year will exceed that of the high school accountability cohort of a comparable composite district, calculated by a formula that weights representative district graduation rates from the districts from which the preponderance of the student body is drawn.	Not Applicable
Optional Comparative	Each year, the percentage of students in the high school Graduation Cohort graduating after the completion of their fourth year will exceed that of the high school accountability cohort of Nottingham High School.	Not Applicable

Action Plan

In response to our analysis of data, New Roots Charter School has added academic support services, a summer program for credit recovery, and has strengthened systems for internal communication between teachers and “crew” leaders. This communication, which will be facilitated by our on-line digital portfolio system beginning in the 2010-2011 school year, allows crew leaders to ensure that student progress across core subject area classes is monitored on a weekly basis. Additionally, we have received a grant from Americorps VISTA to develop family communications and tutoring/mentoring programs for youth who come from families that are financially disadvantaged. We are also running a pilot small group counselling program for students whose behavior or output suggests that they are not academically engaged at a level that will allow them to graduate from high school. These initiatives, along with the close, individualized attention that students are given in our small school setting, will give each student the support they need to be successful in embracing and reaching the goal of graduating with a Regents diploma and college credits.

COLLEGE PREPARATION

GOAL 6: COLLEGE PREPARATION
 New Roots students will be prepared to succeed in college.

Goal 6: Comparative Measure
 Each year, the average performance of students in the 10th grade will exceed the state average on the PSAT test in Critical Reading and Mathematics.

Method

This measure tracks student performance one of the most commonly used early high school college prep assessment. Students receive a scale score in critical reading, writing and mathematics. Scale scores range from 200 to 800 on each subsection with 1800 as the highest possible score. As students may choose to take the test multiple times during the year, only the highest scores on each subsection are considered when reporting on this measure. School averages are compared to the New York State average for all 10th grade (sophomore) test takers in the given year.

Results

New Roots Charter School did not administer the PSAT exam to tenth grade students in 2009-2010.

10th Grade PSAT Performance by School Year

School Year	Number of Students in the 10 th Grade	Number of Students Tested	Critical Reading		Mathematics	
			School	New York State	School	New York State
2006-07	N/A	N/A				
2007-08	N/A	N/A				
2008-09	N/A	N/A				
2009-10	31	0	N/A		N/A	

Evaluation

New Roots Charter School did not administer the PSAT exam to tenth grade students in 2009-2010.

Additional Evidence

Based on statistical analysis of available Terra Nova and Regents exam score data, we anticipate that New Roots Charter School tenth graders are on track to perform well on this measure.

Goal 6: Comparative Measure
 Each year, the average performance of students in the 12th grade will exceed the state average on the SAT or ACT tests in reading and mathematics.

Method

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

Results

No results are available for the 2009-2010 school year. New Roots will not have students in the 12th grade until 2011-2012.

Evaluation

No results are available for 2009-2010.

Additional Evidence

No additional evidence is available.

Goal 6: School Created College Prep Measure

Each year, 75% of New Roots students will earn college credit for at least two courses completed before graduation from high school.

Method

Beginning in their junior year, New Roots Charter School students will have the opportunity to earn college credit for one or more core subject area classes through the concurrent enrollment program at Tompkins Cortland Community College.

Results

No results are available for the 2009-2010 school year.

Evaluation

New Roots Charter School received approval for two credit-bearing college courses to be taught in the 2010-2011 school year: Technology and the Environment, and Statistics. These courses will be offered for up to six credits each. We anticipate that our experience in the first year will allow us to assess what supports are necessary for all students to be successful in earning these credits.

Goal 6: School Created Measure

Each year, 75% of New Roots students will be matriculated into a 2- or 4-year college.

Method

Each year, New Roots will track the progress of graduating seniors beyond the application progress to support matriculation in a 2- or 4-year college program.

Results

No results are available for 2009-2010.

Evaluation

No results are available for 2009-2010.

Summary

In our first year we opened with ninth and tenth grade students. We are at the beginning of the process of assessing for these measures.

Type	Measure	Outcome
Comparative	Each year, the average performance of students in the 10 th grade will exceed the state average on the PSAT test in Critical Reading and Mathematics.	Not Applicable
Comparative	Each year, the average performance of students in the 12 th grade will exceed the state average on the SAT or ACT tests in reading and mathematics.	Not Applicable
Absolute	Each year, 75% of New Roots students will earn college credit for at least two courses completed before graduation from high school.	Not Applicable
Absolute	Each year, 75% of New Roots graduates will be matriculated into a 2- or 4-year college.	Not Applicable

Action Plan

New Roots Charter School intends to continue current efforts that engage students in the school’s rigorous academic program and promote their success, and to develop new approaches to address emerging needs. Student success is a source of pride and pleasure for New Roots staff, trustees, parents, and, of course, the community at large.