



**New Roots Charter School  
CHARTER SCHOOL**

**2011-12 ACCOUNTABILITY  
PLAN  
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 14, 2012

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Tina Nilsen-Hodges, Principal and School Leader, prepared the 2011-12 Accountability Progress Report on behalf of the school's Board of Trustees, using data compiled by Michelle Wright, Academic Counselor.

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

## INTRODUCTION

In its first year of operation, New Roots Charter School opened its doors in September 2009 to grades nine and ten. We expanded to offer an 11<sup>th</sup> grade program to the 2008 Cohort in 2010-2011. In 2011-2012, we added a Senior Year Program and celebrated our first graduating class. The approximately 174 students enrolled this academic year came from 18 home districts, with just forty-three percent residing in the Ithaca City School District, and several travelling up to an hour each way to and from school. Approximately 39% of the students enrolled in New Roots Charter School in our third year of operation qualified for our free or reduced price lunch program, and 24% received special education services.

New Roots Charter 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 high 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. Our slogan is, "Growing Students for a Just and Sustainable Future."

The New Roots program is designed to support all students in moving towards achieving their academic potential through the "environment as an integrating context for education" approach to learning developed by the State Education and Environment Roundtable. The focus of our program is core academic 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 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 to 9:00 a.m. to 4:00 p.m. Monday through Friday.

In our inaugural year, New Roots contracted with Expeditionary Learning Schools to provide on-site 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. During subsequent school years, we have continued to focus on professional development in these areas, drawing on local and national resources as we build leadership capacity internally to train and coach the teachers who are joining us as our school grows.

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

that New Roots serves a student population with highly divergent skill levels entering high school. For instance, 31% of the 2011 cohort entered high school performing below grade level in reading, and 47% entered high school performing below grade level in mathematics. These students are grouped in heterogeneous classes with peers who have entered high school with more advanced skills, with all students offered equal access to Honors Program enrichment activities.

Many New Roots students overcome significant obstacles on the road to college and career readiness. Because we only offer a high school program, we must work to quickly close achievement gaps developed throughout elementary and middle school with students who express little confidence of graduating from high school or attending college. Many of these students come to us in 10<sup>th</sup> or 11<sup>th</sup> grade, further limiting the time available to address academic issues. As illustrated in the table below, 66% or more students in any given cohort enter New Roots with one or more demographic or academic risk factors known to impact academic achievement, from poverty and ethnicity to a history of credit deficiency or poor attendance.

### Cohort Profile

Cohort Designation	Total # of Students	% students with # of risk factors					% with at least 1 risk factor	% SPED or 504
		1	2	3	4	5		
2006	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2007	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2008	<b>32</b>	<b>25%</b>	<b>28%</b>	<b>22%</b>	<b>9%</b>	<b>0%</b>	<b>84%</b>	<b>31%</b>
2009	<b>49</b>	<b>35%</b>	<b>12%</b>	<b>20%</b>	<b>4%</b>	<b>2%</b>	<b>73%</b>	<b>27%</b>
2010	<b>37</b>	<b>27%</b>	<b>32%</b>	<b>11%</b>	<b>8%</b>	<b>3%</b>	<b>81%</b>	<b>27%</b>
2011	<b>36</b>	<b>36%</b>	<b>19%</b>	<b>8%</b>	<b>3%</b>	<b>0%</b>	<b>66%</b>	<b>22%</b>

\*Risk Factors include: demographic factors (eligible for free or reduced lunch, ethnicity, and special education status) and academic factors (such as attendance, credit deficiency)

Despite these and other obstacles, New Roots Charter students and their teachers achieved success in meeting key Accountability Plan goals in 2011-2012, most notably consistently outperforming the Ithaca City School District and other regional districts in Regents exam passing rates and graduation rates.

We are deeply encouraged by our students' successes. We continue to be challenged by our students' needs in the area of development of higher-order math skills, given their level of preparation entering high school. We have also found it challenging to prepare all students to take college-level courses by their senior year of high school, particularly when they have entered our school in 10<sup>th</sup> or 11<sup>th</sup> grade with credit deficiencies. Another hurdle is finding adequate support and financial resources for students from low-income families to make the leap from college application and acceptance to matriculation. Despite the obstacles, we are happy to see that the evidence suggests that we can offer an intellectually-rigorous, college preparatory program while providing for the academic needs of students who enter high school at a disadvantage. Learning from our experiences in 2011-2012, we have created an action plan that supports this upward trajectory in 2011-2012.

## School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2007-08	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2008-09	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2009-10	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	<b>60</b>	<b>42</b>	n/a	n/a	<b>102</b>
2010-11	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	<b>30</b>	<b>52</b>	<b>32</b>	n/a	<b>114</b>
2011-12	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	<b>43</b>	<b>45</b>	<b>57</b>	<b>29</b>	<b>174*</b>

\* Enrollment as of 6/14/2012

## HIGH SCHOOL GOALS AND MEASURES

### High School Cohorts

#### Accountability Cohort

The state's Accountability Cohort consists specifically of students who are in their fourth year of high school after the 9<sup>th</sup> grade. For example, the 2008 state Accountability Cohort consists of students who entered the 9<sup>th</sup> grade in the 2008-09 school year, were enrolled in the school on the state's annual enrollment-determination day (BEDS day) in the 2011-12 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 the Accountability Cohorts who are in their fourth year of high school and were enrolled on BEDS Day in October and on June 30<sup>th</sup>.

#### Fourth-Year High School Accountability Cohorts

Fourth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort's Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30th
2008-09	2005-06	2005	n/a	n/a	n/a
2009-10	2006-07	2006	n/a	n/a	n/a
2010-11	2007-08	2007	n/a	n/a	n/a
2011-12	2008-09	2008	36	6	32

#### Total Cohort for Graduation

Students are included in the Total Cohort for Graduation also based on the year they first enter the 9<sup>th</sup> grade. Until 2011-12, students who have enrolled at least five months in the school after entering the 9<sup>th</sup> grade are part of the Total Cohort for Graduation; as of 2011-12, students who have enrolled only one day in the school after entering the 9<sup>th</sup> grade are part of the school's Total Cohort for Graduation Cohort. The school has discharged students for one of the following acceptable reasons,

it may remove them from the graduation cohort: if they transfer to another diploma-granting program, transfer to another district or school, transfer by court order, leave the U.S. or die.

#### Fourth Year High School Graduation Cohorts

Fourth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30 <sup>th</sup> of the Cohort's Fourth Year (a)	Additional Students Still in Cohort <sup>1</sup> (b)	Graduation Cohort (a) + (b)
2008-09	2005-06	2005	n/a	n/a	n/a
2009-10	2006-07	2006	n/a	n/a	n/a
2010-11	2007-08	2007	n/a	n/a	n/a
2011-12	2008-09	2008	30	3*	33

#### Fifth Year High School Graduation Cohorts

Fifth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30 <sup>th</sup> of the Cohort's Fifth Year (a)	Additional Students Still in Cohort <sup>2</sup> (b)	Graduation Cohort (a) + (b)
2009-10	2005-06	2005	n/a	n/a	n/a
2010-11	2006-07	2006	n/a	n/a	n/a
2011-12	2007-08	2007	n/a	n/a	n/a

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

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

## 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

#### 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 administered the New York State Regents Comprehensive English exam that students must pass to graduate. The school scores Regents on a scale from 0 to 100; 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

The school met this measure.

#### English Regents Performance Level and Passing Rate by Fourth Year Accountability Cohort<sup>3</sup>

Cohort Designation	Number in Cohort	Percent at Each Level <sup>4</sup>				Percent Passing <sup>5</sup>
		Level 1	Level 2	Level 3	Level 4	
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
2007	n/a	n/a	n/a	n/a	n/a	n/a
2008	32	3%*	0%	69%	28%	97%

### Evaluation

By the end of their fourth year, 97% of students in the 2008 accountability cohort passed the English Regents examination, exceeding the measure.

### Additional Evidence

All but one student in our 2008 cohort was successful in passing the English Regents exam by the end of the fourth year in the cohort.

<sup>3</sup> Based on the highest score for each student on the English Regents exam

<sup>4</sup> 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.

<sup>5</sup> With a score of at least 65

Data from the 2009 cohort suggests that we are on track to meet this measure by the end of their fourth year in the cohort. Seventeen students from the 2009 cohort have not yet passed the English Regents exam. Five of those students did not sit for the exam because they did not take English 11 during this school year. 77% of students in the 2009 cohort who were enrolled in English 11 and sat for the exam during the 2011-2012 school year earned a passing grade.

Additionally, five students with an IEP seeking a local diploma earned grades between 55 and 64, bringing our overall success rate in supporting students in meeting this graduation requirement to 89% in this exam administration. We will encourage these students to retake the exam to demonstrate their career and college readiness.

As shown in the table below, 94% of the students who have not passed this exam yet have one or more demographic and academic risk factors. 47% qualify for special education services, 52% qualify for free or reduced lunch, and 43% entered New Roots after the start of their ninth grade year with credit deficiencies. These students will receive academic intervention and support services in addition to English language arts instruction in the 2012-2013 school year.

### English Regents Passing Rate by Cohort and Year

Cohort Designation	2008-09		2009-10		2010-11		2011-12	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2006	n/a	n/a	n/a	n/a				
2007	n/a	n/a	n/a	n/a	n/a	n/a		
2008	n/a	n/a	n/a	n/a	<b>36</b>	<b>86%</b>	<b>32</b>	<b>97%</b>
2009			n/a	n/a	n/a	n/a	<b>49</b>	<b>65%</b>
2010					n/a	n/a	n/a	n/a
2011							n/a	n/a

### Students in 2008 and 2009 Cohorts Who Have Not Passed the English Regents

Cohort Designation	Total # of Students	% students with # of risk factors*					% with at least 1 risk factor	% SPED or 504
		1	2	3	4	5		
2006	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2007	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2008	<b>1</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>100%</b>	<b>0%</b>	<b>100%</b>	<b>0%</b>
2009	<b>17†</b>	<b>29%</b>	<b>6%</b>	<b>41%</b>	<b>12%</b>	<b>6%</b>	<b>94%</b>	<b>47%</b>
2010	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2011	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

\*Risk Factors include: demographic factors (eligible for free or reduced lunch, ethnicity, and attendance, special education status, and credit deficiency)

†Out of the 17 students 5 are not at grade level for English

**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 8<sup>th</sup> 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 administered the New York State Regents Comprehensive English exam that students must pass to graduate. The school scores Regents on a scale from 0 to 100; 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**

Based on available data, the school met this measure.

**Evaluation**

100% of the students in the 2008 cohort who we identified as earning a level 1 or 2 on a New York State 8<sup>th</sup> grade English language arts exam scored at least a 65 on the English Regents exam. In the 2008 cohort, we identified three students who earned a level 1 or 2 score on the 8<sup>th</sup> grade English language arts exam. Our school counselors have been unable to obtain 8<sup>th</sup> grade test scores for all students in this and other cohorts. We currently have this data for 50% of the students in the 2008 cohort. Records of 8<sup>th</sup> grade test scores do not exist for 28% of the students in this cohort, 13% of whom were homeschooled during their middle school years, and 15% of whom attended 8<sup>th</sup> grade in another state. We do not have scores for an additional 22% of students in this cohort who reside in districts that did not fulfill our records requests. Our school counselors continue to work towards the goal of obtaining complete information from these districts.

**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 2011-12 is 188.

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

The performance results of the 2008 cohort exceeded the Annual Measurable Objective on this measure.

### English Language Arts Performance Index (PI) of 2008 High School Accountability Cohort

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
32	3%*	0%	69%	28%

$$\begin{array}{rcccccccc}
 \text{PI} & = & 0 & + & 69 & + & 28 & = & 97 \\
 & & & & 69 & + & 28 & = & 97 \\
 & & & & & & \text{PI} & = & \mathbf{194}
 \end{array}$$

## Evaluation

The school exceeded the measure by six points. Sixty-nine percent of students in the 2008 cohort performed at level 3, and just over 28% performed at Level 4. We attribute our students' success to our focus on developing literacy skills across the disciplines, and English curriculum and instruction that was challenging and accessible to learners at a wide variety of levels of competency.

The school will work towards increasing its Performance Index value for subsequent cohorts through modification of curriculum and instruction based on an analysis of performance data to determine high-leverage areas that would support all students in performing at higher levels on this exam.

## Additional Evidence

None.

### 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		
2005	n/a	n/a	n/a	n/a	n/a	n/a	171
2006	n/a	n/a	n/a	n/a	n/a	n/a	177
2007	n/a	n/a	n/a	n/a	n/a	n/a	183
2008	<b>32</b>	<b>3%</b>	<b>0%</b>	<b>69%</b>	<b>28%</b>	<b>194</b>	188

### Goal 1: Comparative Measure

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

## Method

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

## Results

While 2008 cohort data from the Ithaca City School District is not yet available, based on comparison with 2007 cohort results the school has met this measure.

### English Regents Passing Rate of Accountability Cohorts by New Roots Charter School and Ithaca City School District (ICSD)

Cohort	Charter School		ICSD	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2005	n/a	n/a	n/a	n/a
2006	n/a	n/a	n/a	n/a
2007	n/a	n/a	<b>84%</b>	<b>423</b>
2008	<b>97%</b>	<b>32</b>	n/a	n/a

## Evaluation

Data is not available for the Ithaca City School District's 2008 cohort. Comparing four-year results of the school's 2008 cohort to five-year results of the 2007 cohort from the Ithaca City School District, New Roots Charter School students outperformed the district by thirteen percentage points.

## 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.

During the 2011-2012 school year the school enrolled students from 18 different districts. To calculate the composite score for the various data points each district was weighted using the percentage that particular district represented in the overall New Roots student population.

For example, in 2011-2012 there were 21 students from the Dryden school district, a total of 12% of our overall student population. To calculate a composite passing rate for any given data point, we multiplied the Dryden Regents results by a factor of .12 then added the result with the weighted passing rates of the 17 other districts in which our students reside.

**Results**

While 2008 cohort data from regional school districts is not yet available, based on comparison with 2007 cohort results New Roots has met this measure.

**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
2005	n/a	n/a	n/a	n/a
2006	n/a	n/a	n/a	n/a
2007	n/a	n/a	<b>83%</b>	<b>n/a</b>
2008	<b>97%</b>	<b>32</b>	n/a	n/a

**Evaluation**

Data is not available for regional districts’ 2008 cohorts. Comparing results of the charter school’s 2008 cohort to results of the 2007 cohort from the composite regional district, New Roots Charter School students outperformed the region by fourteen percentage points.

**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**

While 2008 cohort data from Nottingham High School is not yet available, based on comparison with 2007 cohort results New Roots has met this measure.

**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
2005	n/a	n/a	n/a	n/a
2006	n/a	n/a	n/a	n/a
2007	n/a	n/a	<b>57%</b>	<b>332</b>
2008	<b>97%</b>	<b>32</b>	n/a	n/a

**Evaluation**

Data is not available for Nottingham High School’s 2008 cohort. Comparing results of the school’s 2008 cohort to results of the 2007 cohort from Nottingham High School, New Roots Charter School students outperformed the comparison school by forty percentage points.

**Additional Evidence**

None.

**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 administers the Terra Nova exam for reading in the Fall to all new students, and yearly in the Spring to students in grades 9-12. The results reported are based on the performance of students who sat for the exam in June.

**Results**

Sixty-eight percent of students tested in grades 9-12 performed at an average NCE of 50 or above. As illustrated in the table, the 2011 and 2008 cohorts exceeded the measure. The other two cohorts did not meet the benchmark.

**Percentage of Students Averaging an NCE of 50 or Above  
on the Terra Nova Reading Exam**

Cohort Designation	Number in Cohort	Spring 2012
2007	n/a	n/a
2008	32	86%
2009	49	60%
2010	37	53%
2011	36	82%

## Evaluation

The overall school performance of 68% of students in grades 9-12 with an average NCE of over 50 exceeds the performance of each of the cohorts tested in 2010-2011. Last year, 56% of 9<sup>th</sup> grade students, 67% of 10<sup>th</sup> grade students, and 66% of 11<sup>th</sup> grade students met the benchmark.

## Additional Evidence

Terra Nova test results provide teachers and administrators with valuable data that supports our ability to identify individual students' academic strengths and areas of need. However, it has been difficult to develop an accurate picture of our progress on this measure due to challenges related to scheduling logistics. Additionally, student mobility impacts the composition of our relatively small cohorts, which affects our ability to assess a cohort's growth over time.

### (§) Goal 1: Growth Measure

Each year, the group of students in their second year in the school who have taken the Terra Nova reading exam for two years will reduce by one-half the difference between the average of their first year in the school and an NCE of 50. If the cohort already achieved an average NCE of 50 in the first year, it will show an increase in their average NCE.

## Method

This measure examines the change in performance of the same cohort of students from their first year to their second year in high school on a norm referenced reading test. Each cohort consists of those students who have norm-referenced reading test results for their first two years in the school. 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 the first year and the 50<sup>th</sup> NCE in the second. If a cohort has already achieved an average NCE of 50, it is expected to show some positive growth in the subsequent year.

New Roots Charter School administers the Terra Nova Exam for Reading in late May or June to students in grades 9-12. To establish a performance baseline, New Roots also administers the exams to incoming students in all grades who enter in the Fall semester each year.

## Results

The school met this measure.

### First to Second Year Cohort Growth on the Terra Nova Reading Exam

Cohort Designation	Number in Cohort	Average NCE			Target Achieved
		First Year Baseline	Second Year Target	Second Year Result	
2007	n/a	n/a	n/a	n/a	n/a
2008	32	50.8	50.8+	62.9	YES
2009	49	54.3	54.3+	60.0	YES
2010	37	60.7	60.7+	63.1	YES
2011	36	67.2	67.2+	n/a	n/a

## Evaluation

Students in the 2010 cohort showed an increase in their average NCE from 60.7 to 63.1. This is consistent with second year results from the 2008 and 2009 cohorts.

## Additional Evidence

The school also met this goal in 2010-2011, the only academic year for which comparative data is available on this measure.

## Summary of the English Language Arts Goal

New Roots Charter School achieved all but one of its language arts goals in 2011-2012. We credit this accomplishment with the cumulative impact, over time, of our emphasis on the development of literacy skills across the disciplines. We did not reach the goal of 75% of our students performing at or above an average NCE of the Terra Nova test. We will conduct data analysis in order to isolate and address contributing factors in 2012-2013. One known contributing factor is the time it takes to address gaps in students' skills entering high school, particularly when a student enters our school after their 9<sup>th</sup> grade year.

Type	Measure	Outcome
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.	Achieved
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	Achieved
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.	Achieved
Optional Measure	Each year, 75 percent of students in grades 9-12 will perform at an average NCE of 50 on the Terra Nova exam (or another norm referenced test) for reading.	Did Not Achieve
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 cohort of all students from the Ithaca City school district.	Achieved
Optional 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.	Achieved
Optional Measures	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 the Syracuse City School District.	Achieved
Growth Measures	Each year, the group of students in their second year of high school who have taken the Terra Nova reading test (or another chosen norm-referenced literacy 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 already achieved an NCE of 50 in the previous year will show an increase in their average NCE.	Achieved

## **Action Plan**

The school has taken or will take the following measures to maintain and improve academic performance in the area of Language Arts:

- The Dean of Academic Intervention, a new position in 2012-2013, will work with grade-level teams to create a plan for literacy interventions for students in the 2009 and 2010 cohorts who consistently perform below grade level.
- We will continue to administer the Scholastic Reading Inventory assessments to students to identify students who are reading below grade level, then develop plans in grade-level teams for appropriate instruction and support based on this information, the Terra Nova data, and classroom-based assessments.
- We have hired an additional special education teacher to expand our capacity for co-teaching, expanding support for content-area teachers to develop literacy skills across all disciplines.
- The school will provide professional development for all new teaching staff in literacy across the disciplines instruction in 2012-2013, as well as provide refresher workshops for returning teachers.
- Language arts teachers will administer quarterly assessments in grades 9-11 to determine if students are on track to succeed in learning key skills as they work towards success on their Regents examinations. The results will be analyzed by teacher teams, the Principal, and the Academic Leadership Team.
- The school will maintain a culture that values literacy through integration of activities such as Community Read and sustained silent reading activities.

## **MATHEMATICS**

### **Goal 2: Mathematics**

New Roots Charter School students will demonstrate a mastery of mathematical concepts.

### **Background**

#### **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 Geometry, Integrated Algebra and Algebra 2 Regents exams during the 2011-2012 school year. The school scores Regents on a scale from 0 to 100; students must score at least 65 to pass. This measure requires students in each Accountability Cohort to pass any one of the Regents 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 pass a mathematics exam, their performance on subsequent

exams does not affect their status as passing. Students have until the summer of their fourth year to pass a mathematics exam.

## Results

The school met this measure.

### Mathematics Regents Performance Level and Passing Rate by Fourth Year Accountability Cohort<sup>6</sup>

Cohort Designation	Number in Cohort	Percent at Each Level <sup>7</sup>				Percent Passing <sup>8</sup>
		Level 1	Level 2	Level 3	Level 4	
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
2007	n/a	n/a	n/a	n/a	n/a	n/a
2008	<b>32</b>	<b>3%</b>	<b>6%</b>	<b>84%</b>	<b>6%</b>	<b>90%</b>

## Evaluation

Ninety percent of students in the 2008 cohort passed at least one Regents exam in mathematics by the end of their fourth year in the cohort. The school exceeded this measure by 15% in its first year of reporting on the performance of a fourth year accountability cohort.

Terra Nova test results demonstrate that many New Roots students enter high school testing below grade level in mathematics. We attribute our success in supporting all students to meet their goal of passing the tests necessary for high school graduation to smaller class sizes and personalized attention that targets students' specific academic needs.

## Additional Evidence

The 2009 cohort has already exceeded this measure by seven percentage points. All four cohorts of students served at New Roots during the 2010-2011 school year performed significantly below the benchmark in their first year of high school, performance that correlates with their Terra Nova test scores upon entering high school.

The growing effectiveness of our academic intervention and support services is illustrated by the upward trajectory in both the 2008 and 2009 cohort results over three years, and the 2010 cohort over two years. Based on this data, we can reasonably project that consistent interventions will result in similar performance gains by younger cohorts by the end of their fourth year in the cohort.

The increasing effectiveness of both instruction and support is also evident in the passing rates for students in the 2011 cohort who sat for the Algebra Regents exam in the 2011-2012 school year: 85% of these students passed the exam. Nine of the thirteen students in this cohort who did not pass

<sup>6</sup> Based on the highest score for each student on any mathematics Regents exam

<sup>7</sup> 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.

<sup>8</sup> With a score of at least 65

a mathematics exam in their first year were enrolled in a Prealgebra course, and will prepare to take the Algebra exam in their sophomore year.

Notably, nearly 100% of students who have not yet passed a mathematics Regents exam have one or more demographic or academic risk factors, with one-third to one-half receiving special education services (see table below).

### Regents Mathematics Passing Rate by Cohort and Year

Cohort Designation	2008-09		2009-10		2010-11		2011-12	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2006	n/a	n/a	n/a	n/a				
2007	n/a	n/a	n/a	n/a	n/a	n/a		
2008	n/a	n/a	<b>28</b>	<b>47%</b>	<b>36</b>	<b>78%</b>	<b>32</b>	<b>90%</b>
2009			<b>47</b>	<b>68%</b>	<b>57</b>	<b>79%</b>	<b>49</b>	<b>82%</b>
2010					<b>39</b>	<b>49%</b>	<b>37</b>	<b>64%</b>
2011							<b>36</b>	<b>64%</b>

### Students Who Have Not Passed a Mathematics Regents Exam

Cohort Designation	Total # of Students	% students with # of risk factors*					% with at least 1 risk factor	% SPED or 504
		1	2	3	4	5		
2006	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2007	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2008	3	0%	0%	67%	33%	0%	<b>100%</b>	<b>33%</b>
2009	9	44%	0%	44%	12%	0%	<b>100%</b>	<b>44%</b>
2010	13	15%	46%	15%	15%	8%	<b>100%</b>	<b>54%</b>
2011	13†	31%	38%	15%	8%	0%	<b>92%</b>	<b>31%</b>

\*Risk Factors include: demographic factors (eligible for free or reduced lunch, special education status, ethnicity), and academic factors (attendance and credit deficiency)

†Out of the 13 students who have yet to pass a math Regents, 9 of these students were enrolled in a Pre-Algebra course during their 9<sup>th</sup> grade year and did not take the Algebra Regents exam.

### Goal 2: Optional 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 8<sup>th</sup> 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, Integrated Algebra, and Algebra 2/Trigonometry 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**

Based on available data, the school met this measure.

## **Evaluation**

Eighty percent of students we identified in the 2008 cohort who scored a level 1 or 2 on the 8<sup>th</sup> grade math test scored at least a 65 on a mathematics Regents examination. In the 2008 cohort, we identified five students who earned a level 1 or 2 score on the 8<sup>th</sup> grade English language arts exam, four of whom passed the English Regents examination with a score of 65 or above. Our school counselors have been unable to obtain 8<sup>th</sup> grade test scores for all students in this and other cohorts. We currently have this data for 50% of the students in the 2008 cohort. Records of 8<sup>th</sup> grade test scores do not exist for 28% of the students in this cohort, 13% of whom were homeschooled during their middle school years, and 15% of whom attended 8<sup>th</sup> grade in another state. We do not have scores for an additional 22% of students in this cohort who reside in districts that did not fulfill our records requests. Our school counselors continue to work towards the goal of obtaining complete information from these districts.

## **Additional Evidence**

None.

### **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 2011-12 is 186.

Calculate the PI by adding the sum of the percent of students in the fourth year cohort at Levels 2 through 4 with the sum of the percent of students at Levels 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**

The school met this measure.

**Mathematics Performance Index (PI)  
of 2008 High School Accountability Cohort**

Cohort Size	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
<b>32</b>	<b>3%</b>	<b>6%</b>	<b>84%</b>	<b>6%</b>

$$\begin{array}{rcccccccc}
 \text{PI} & = & 6 & + & 84 & + & 6 & = & 96 \\
 & & & & 84 & + & 6 & = & \underline{90} \\
 & & & & & & \text{PI} & = & 186
 \end{array}$$

**Evaluation**

The school met the measure exactly. The school will exceed this measure when a greater proportion of students achieve Level 4 performance. We are working to achieve greater results with a student population in which a majority enter high school performing below grade level in mathematics, as indicated by Terra Nova scores.

**Additional Evidence**

None.

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

Cohort	Cohort Size	Percent of Students at Each Performance Level				PI	AMO
		Level 1	Level 2	Level 3	Level 4		
2005	n/a	n/a	n/a	n/a	n/a	n/a	165
2006	n/a	n/a	n/a	n/a	n/a	n/a	173
2007	n/a	n/a	n/a	n/a	n/a	n/a	180
2008	<b>32</b>	<b>3%</b>	<b>6%</b>	<b>84%</b>	<b>6%</b>	<b>186</b>	186

**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 the high school Accountability Cohort from the local school district, Ithaca City School District (ICSD).

**Method**

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

**Results**

While 2008 cohort data from the Ithaca City School District is not yet available, based on comparison with 2007 cohort results New Roots has met this measure.

**Mathematics Regents Passing Rate  
by Charter New Roots Charter School and the Ithaca City School District**

Cohort	Charter School		ICSD	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2005	n/a	n/a	n/a	n/a
2006	n/a	n/a	n/a	n/a
2007	n/a	n/a	<b>77%</b>	<b>423</b>
2008	<b>90%</b>	<b>32</b>	n/a	n/a

**Evaluation**

Data is not available for the Ithaca City School District’s 2008 cohort. Comparing results of the school’s 2008 cohort to results of the 2007 cohort from the Ithaca City School District, New Roots Charter School students outperformed the district by thirteen percentage points.

**Additional Evidence**

None.

**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 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.

During the 2011-2012 school year New Roots enrolled students from 18 different districts. To calculate the composite score for the various data points each district was weighted using the percentage that particular district represented in the overall New Roots student population.

For instance, last year there were 21 students from the Dryden school district, a total of 12% of our over all student population. To calculate a composite passing rate for any given data point, we multiplied the Dryden Regents results by a factor of .12 then added the result with the weighted passing rates of the 17 other districts in which our students reside.

**Results**

While 2008 cohort data from regional school districts is not yet available, based on comparison with 2007 cohort results New Roots has met this measure.

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

Cohort	Charter School		Composite District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2005	n/a	n/a	n/a	n/a
2006	n/a	n/a	n/a	n/a
2007	n/a	n/a	<b>82%</b>	<b>n/a</b>
2008	<b>90%</b>	<b>32</b>	n/a	n/a

**Evaluation**

Data is not available for regional districts' 2008 cohorts. Comparing results of the school's 2008 cohort to results of the 2007 cohort from the composite regional district, New Roots Charter School students outperformed the region by eight percentage points.

**Additional Evidence**

None.

**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**

While 2008 cohort data from regional school districts is not yet available, based on a comparison to 2007 cohort results the school has met this measure.

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

Cohort	Charter School		Nottingham High School	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2005	n/a	n/a	n/a	n/a
2006	n/a	n/a	n/a	n/a

2007	n/a	n/a	<b>68%</b>	<b>332</b>
2008	<b>90%</b>	<b>32</b>	n/a	n/a

### Evaluation

Ninety percent of students in the New Roots 2008 four-year accountability cohort passed a mathematics Regents exam, as compared to 68% of students in the four-year 2007 accountability cohort at Nottingham High School.

### Additional Evidence

None.

### 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 administers the Terra Nova exam for mathematics in the Fall to all new incoming students, and yearly in the Spring to students in grades 9-12.

### Results

The school did not meet this measure overall, but two cohorts did exceed the measure.

### Percentage of Students Averaging an NCE of 50 or Above on the Terra Nova Math Exam

Cohort Designation	Number in Cohort	Spring 2012
2007	n/a	n/a
2008	32	86%
2009	49	60%
2010	37	53%
2011	36	82%

### Evaluation

Only 56% of students in grades 9-12 overall performed at an average NCE of 50 on the Terra Nova exam for math. The 2008 and 2011 cohorts met the measure, however, with 86% and 82% respectively averaging an NCE of 50 or above. As demonstrated by our Terra Nova exam scores for entering students, over half of our students enter high school testing one or more years below grade level proficiency in high school mathematics. We have demonstrated our effectiveness in supporting students in passing mathematics Regents examinations at levels that enable them to graduate from high school by the end of their fourth year in the cohort. However, our school's performance on this measure is impacted by individual students' learning trajectories, student mobility, and cohort size. The number of students who are new to the school in a given year also impacts the percent of

students who perform at an average NCE of 50, as they have one year or less of math instruction at our school prior to testing.

**Additional Evidence**

None.

**(§) Goal 2: Growth Measure**  
 Each year, the group of students in their second year in the school who have taken the Terra Nova Math exam for two years will reduce by one-half the difference between the average of their first year in the school and an NCE of 50. If the cohort already achieved an average NCE of 50 in the first year, it will show an increase in their average NCE.

**Method**

This measure examines the change in performance of the same cohort of students from their first year to their second year in high school on a norm referenced mathematics test. Each cohort consists of those students who have norm-referenced reading test results for their first two years in the school. 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 the first year and the 50<sup>th</sup> NCE in the second. If a cohort has already achieved an average NCE of 50, it is expected to show some positive growth in the subsequent year.

New Roots Charter School administers the Terra Nova exam for mathematics in the Fall to all new incoming students, and yearly in the Spring to students in grades 9-12.

**Results**

The school met this measure.

**First to Second Year Cohort Growth on the Terra Nova Math Exam**

Cohort Designation	Number in Cohort	Average NCE			Target Achieved
		First Year Baseline	Second Year Target	Second Year Result	
2007	n/a	n/a	n/a	n/a	n/a
2008	32	40.6	40.6+	46.8	YES*
2009	49	51.8	51.8+	50.2	NO*
2010	37	46.0	46.0+	50.7	YES
2011	36	55.8	55.8+	n/a	n/a

**Evaluation**

The school met this measure due to the performance of the 2010 cohort, which was in its second year of high school during 2011-2012.

**Additional Evidence**

Both the 2008 and 2009 cohorts demonstrated further growth in their average NCE in 2011-2012, with the 2008 cohort averaging 50.9 and the 2009 cohort averaging 56.1.

### **Summary of the Mathematics Goals**

Despite the challenges the school faces in this area due to the performance levels of incoming students, the school achieved all but two of its mathematics performance goals in 2011-2012. We credit this accomplishment with skillful teaching, course sequencing and design, and strong academic intervention and support services. We did not reach the goal of 75% of our students performing at or above an average NCE of 50 on the Terra Nova assessment. We will conduct data analysis in order to isolate and address contributing factors in 2012-2013. One known contributing factor is the time it takes to address gaps in students' skills entering high school, particularly when a student enters our school after their 9<sup>th</sup> grade year.

<b>Type</b>	<b>Measure</b>	<b>Outcome</b>
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.	Achieved
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 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.	Achieved
Absolute Measure	Each year, the Performance Index (PI) on the Regents mathematics exams by 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.	Achieved
Optional 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.	Did Not Achieve
Comparative Measure	Each year, the percent of students in the high school Accountability Cohort passing the Mathematics Regents exam with a score of 65 or above will exceed that of a comparable cohort of all students from the Ithaca City school district.	Achieved
Comparative Measure	Each year, the percent of students in the high school Accountability Cohort passing the Mathematics 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.	Achieved
Comparative Measure	Each year, the percent of students in the high school Accountability Cohort passing a mathematics Regents exam with a score of 65 or above will exceed that of Nottingham High School in the Syracuse City School District.	Achieved
Growth Measures	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 already achieved an NCE of 50 in the previous year will show an increase in their average NCE.	2008 and 2010 Cohorts Achieved, 2009 Cohort Did Not Achieve

### **Action Plan**

Analysis of the data from year three demonstrates that the school continues to serve a student population in which a significant number of students are not performing at grade level in

mathematics when they enter high school. Considering that only 53% of entering freshmen performed at or above grade level on the Fall 2011 Terra Nova exam, it is encouraging that 85% of this group who sat for the Algebra Regents examination earned a passing score. It is also a good sign that over 80% of our 2008 and 2009 Cohorts, who entered with similar deficiencies, have passed at least one mathematics Regents exam as required for graduation in New York State.

Reaching our goal of college readiness for all students, including those who are entering high school with serious gaps in foundational mathematical skills, has required reorganizing our mathematics program to include the following:

- Maintain and improve student-teacher ratio in mathematics courses
- Conduct gap analysis and provide targeted interventions for students in the 2009 and 2010 cohorts who continue to perform below grade level
- Addition of courses such as PreAlgebra to meet the needs of learners who need further study before beginning or continuing high school mathematics courses
- Addition of half-year Regents exam preparation courses for students who need further instruction to be successful on this exam
- Academic Intervention and Support plans for students who have previously performed at Levels 1 or 2, failed a mathematics Regents exam or course, or tested below grade level equivalencies by more than one year, including additional instructional time with a certified mathematics instructor

Additionally, mathematics teachers provide the Principal with assessment data for analysis at regular intervals, along with recommendations for support and intervention for students who are not making progress towards meeting performance benchmarks by June 2013.

## SCIENCE

### **Goal 3: Science**

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

### **Background**

#### **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 mathematics exam by the completion of their fourth year in the cohort.

### **Method**

New York State administers multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry and Physics. The school administered Living Environment and Physics in 2011-2012. It scores Regents on a scale from 0 to 100; students must score at least 65 to pass. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort. Students may have taken a

particular Regents science exam multiple times or have taken multiple science exams; once they passed a science exam, their performance on subsequent exams did not affect their status as passing. Students had until the summer of their fourth year to pass a science exam.

## Results

The school met this measure.

### Science Regents Performance Level and Passing Rate by Fourth Year Accountability Cohort<sup>9</sup>

Cohort Designation	Number in Cohort	Percent at Each Level <sup>10</sup>				Percent Passing <sup>11</sup>
		Level 1	Level 2	Level 3	Level 4	
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
2007	n/a	n/a	n/a	n/a	n/a	n/a
2008	<b>32</b>	<b>9%</b>	<b>0%</b>	<b>59%</b>	<b>31%</b>	<b>90%</b>

## Evaluation

Ninety percent of students in the 2008 cohort passed a science Regents exam by their fourth year in the cohort. The performance of the 2008 and 2009 cohorts both exceeded this benchmark in 2011-2012. 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 scientific learning.

Based on the performance of the 2008 and 2009 cohort, we are confident that the 2010 cohort will meet this measure by their fourth year in the cohort.

## Additional Evidence

All of the thirteen students in the 2010 cohort who have not yet passed a science Regents exam experience one or more demographic or academic risk factors, and are receiving academic intervention and support services in addition to classroom instruction (see table below).

### Science Regents Passing Rate by Cohort and Year

Cohort Designation	2008-09		2009-10		2010-11		2011-12	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2006	n/a	n/a	n/a	n/a				
2007	n/a	n/a	n/a	n/a	n/a	n/a		
2008	n/a	n/a	<b>25</b>	<b>76%</b>	<b>36</b>	<b>83%</b>	<b>32</b>	<b>90%</b>

<sup>9</sup> Based on the highest score for each student on any science Regents exam

<sup>10</sup> 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.

<sup>11</sup> With a score of at least 65

2009			<b>47</b>	<b>65%</b>	<b>57</b>	<b>72%</b>	<b>49</b>	<b>82%</b>
2010					n/a	n/a	<b>37</b>	<b>57%</b>
2011							<b>36</b>	n/a

### Students Who Have Not Passed a Science Regents Exam

Cohort Designation	Total # of Students	% students with # of risk factors					% with at least 1 risk factor	% SPED or 504
		1	2	3	4	5		
2006	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2007	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2008	3†	0%	33%	66%	0%	0%	100%	66%
2009	8	25%	12%	38%	25%	0%	100%	63%
2010	13††	23%	31%	23%	15%	8%	100%	31%
2011	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

\*Risk Factors include: demographic factors (eligible for free or reduced lunch, ethnicity, and special education status) and academic factors (attendance and credit deficiency)

### (§) Goal 3: Comparative Measure

Each year, the percent of 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 local school district, Ithaca City School District (ICSD).

### 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

While 2008 cohort data from Ithaca City School District is not yet available, based on comparison with 2007 cohort results the school has met this measure.

### Science Passing Rate of Accountability Cohorts by New Roots Charter School and the Ithaca City School District

Cohort	Charter School		ICSD	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2005	n/a	n/a	n/a	n/a
2006	n/a	n/a	n/a	n/a
2007	n/a	n/a	<b>80%</b>	<b>355</b>
2008	<b>90%</b>	<b>32</b>	n/a	n/a

### Evaluation

Based on this comparison, the school outperformed the Ithaca City School District by 10 percentage points.

**Additional Evidence**

Assuming that the Ithaca City School District’s performance levels remain constant, the 2009 cohort is also on track to meet this measure.

**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 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.

During the 2011-2012 school year New Roots enrolled students from 18 different districts. To calculate the composite score for the various data points each district was weighted using the percentage that particular district represented in the overall New Roots student population.

For instance, last year there were 21 students from the Dryden school district, a total of 12% of our over all student population. To calculate a composite passing rate for any given data point, we multiplied the Dryden Regents results by a factor of .12 then added the result with the weighted passing rates of the 17 other districts in which our students reside.

**Results**

While 2008 cohort data from regional districts is not yet available, based on comparison with 2007 cohort results the school has met this measure.

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

Cohort	Charter School		Composite District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2005	n/a	n/a	n/a	n/a
2006	n/a	n/a	n/a	n/a
2007	n/a	n/a	<b>84%</b>	<b>n/a</b>
2008	<b>90%</b>	<b>32</b>	n/a	n/a

## Evaluation

Based on this comparison, the school outperformed regional districts by 6 percentage points.

### **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

The school met the measure.

### **Science Regents Passing Rate by Charter School and Comparable District**

Cohort	Charter School		Nottingham HS	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2005	n/a	n/a	n/a	n/a
2006	n/a	n/a	n/a	n/a
2007	n/a	n/a	<b>59%</b>	<b>366</b>
2008	<b>90%</b>	<b>32</b>	n/a	n/a

## Evaluation

Data is not available for Nottingham High School's 2008 cohort. Comparing results of the school's 2008 cohort to results of the 2007 cohort from Nottingham High School, New Roots Charter School students outperformed the comparison school by 31 percentage points.

## Additional Evidence

None.

### **Summary of the Science Goal**

The school achieved its science goals in 2011-2012.

<b>Type</b>	<b>Measure</b>	<b>Outcome</b>
Absolute Measure	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Science Regents exam .	Achieved
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 a comparable cohort of all students from the Ithaca City school district.	Achieved
Optional Measures	Each year, the percent of students in the high school Accountability Cohort passing the 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.	Achieved
Optional Measures	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	Achieved

### **Action Plan**

The success of New Roots Charter School students on performance measures in science can be attributed to our team of outstanding science teachers and the efficacy of our hands-on, inquiry-based, and place-oriented approach to science education. Our literacy across the disciplines initiatives will continue to play a pivotal role in supporting all students in reaching these performance levels on Regents exams.

## SOCIAL STUDIES

### Goal 4: Social Studies

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

### Goal 4: Absolute Measure

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

### Method

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

### Results

The school met this measure.

### 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	
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
2007	n/a	n/a	n/a	n/a	n/a	n/a
2008	32	<b>9%</b>	<b>3%</b>	<b>44%</b>	<b>44%</b>	<b>88%</b>

### Evaluation

Eighty-eight percent of students in the 2008 cohort passed the U.S. History Regents exam by the end of their fourth year in the cohort. The school exceeded this benchmark for the 2008 cohort by 13 percentage points.

### Additional Evidence

The 2009 cohort appears to be on track to meet or exceed the benchmark. 67% of the students in the 2009 cohort have passed this exam. Of the 16 students in the 2009 cohort who have not yet passed the U.S. History exam, 7 have not yet taken a U.S. History class. One hundred percent of the students in the 2009 cohort who have not yet passed this exam are impacted by one or more risk factors, and 50% of these students receive special education services (see table below).

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

Cohort Designation	2008-09		2009-10		2010-11		2011-12	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2006	n/a	n/a	n/a	n/a				
2007	n/a	n/a	n/a	n/a	n/a	n/a		
2008	n/a	n/a	n/a	n/a	<b>36</b>	<b>78%</b>	<b>32</b>	<b>88%</b>
2009			n/a	n/a	n/a	n/a	<b>49</b>	<b>67%</b>
2010					n/a	n/a	n/a	n/a
2011							n/a	n/a

### Students Who Have Not Passed the U.S. History Regents Exam

Cohort Designation	Total # of Students	% students with # of risk factors					% with at least 1 risk factor	% SPED or 504
		1	2	3	4	5		
2006	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2007	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2008	<b>4</b>	0%	0%	50%	50%	0%	100%	75%
2009	16†	25%	6%	50%	13%	6%	100%	50%
2010	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2011	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

\*Risk Factors include: demographic factors (eligible for free or reduced lunch, ethnicity, and special education status) and academic factors (attendance and credit deficiency)

### (§) Goal 4: Comparative Measure

Each year, the percent to 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 local school district, Ithaca City School District (ICSD).

### Method

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

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

**Results**

While 2008 cohort data from Ithaca City School District is not yet available, based on comparison with 2007 cohort results the school has met this measure.

**U.S. History Passing Rate of Accountability Cohorts  
by New Roots Charter School and the Ithaca City School District**

Cohort	Charter School		ICSD	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2005	n/a	n/a	n/a	n/a
2006	n/a	n/a	n/a	n/a
2007	n/a	n/a	<b>74%</b>	<b>355</b>
2008	<b>88%</b>	<b>32</b>	n/a	n/a

**Evaluation**

Based on this comparison, the school outperformed the Ithaca City School District by 14 percentage points.

**Additional Evidence**

Assuming that the Ithaca City School District’s performance levels remain constant, the 2009 cohort is also on track to meet this measure.

**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 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.

During the 2011-2012 school year New Roots enrolled students from 18 different districts. To calculate the composite score for the various data points each district was weighted using the percentage that particular district represented in the overall New Roots student population.

For instance, last year there were 21 students from the Dryden school district, a total of 12% of our over all student population. To calculate a composite passing rate for any given data point, we

multiplied the Dryden Regents results by a factor of .12 then added the result with the weighted passing rates of the 17 other districts in which our students reside.

**Results**

While 2008 cohort data from regional districts is not yet available, based on comparison with 2007 cohort results the school has met this measure.

**U.S. Regents Passing Rate  
by Charter School and Composite District**

Cohort	Charter School		Composite District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2005	n/a	n/a	n/a	n/a
2006	n/a	n/a	n/a	n/a
2007	n/a	n/a	<b>79%</b>	<b>n/a</b>
2008	<b>88%</b>	<b>32</b>	n/a	n/a

**Evaluation**

Based on this comparison, the school outperformed regional districts by 9 percentage points.

**Additional Evidence**

None.

**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 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**

The school outperformed the comparison school by 38 percentage points.

**U.S. History Regents Passing Rate of Charter  
School and School with Comparable Demographics**

Cohort	Charter School		Nottingham HS	
	Percent	Cohort	Percent	Cohort

	Passing	Size	Passing	Size
2005	n/a	n/a	n/a	n/a
2006	n/a	n/a	n/a	n/a
2007	n/a	n/a	<b>50%</b>	<b>366</b>
2008	<b>88%</b>	<b>32</b>	n/a	n/a

## Evaluation

Data is not available for Nottingham High School's 2008 cohort. Comparing results of the school's 2008 cohort to results of the 2007 cohort from Nottingham High School, New Roots Charter School students outperformed the comparison school by 38 percentage points.

## Additional Evidence

None.

### Goal 4: Absolute Measure

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

## Method

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

## Results

The school met this measure.

### Global History Regents 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	
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
2007	n/a	n/a	n/a	n/a	n/a	n/a
2008	<b>32</b>	<b>9%*</b>	<b>3%</b>	<b>66%</b>	<b>22%</b>	<b>88%</b>

\*two students in this category came from other states, where they were not required to take this exam

## Evaluation

Eighty-eight percent of students in the 2008 cohort passed a science Regents exam by their fourth year in the cohort. The school exceeded this benchmark for the 2008 cohort by 13 percentage points. Two students in the 2008 cohort were exempted from taking the exam.

**Additional Evidence**

The 2009 cohort has exceeded the benchmark by 3 percentage points. The 2010 cohort appears to be on track to meet the benchmark, with 61% of the students passing the exam during the first administration. This percentage is consistent with the results for the first administration of the exam for the 2008 and 2009 cohorts. One hundred percent of the students in the 2009 cohort and 93% of the students in the 2010 cohort who have not yet passed this exam are impacted by one or more risk factors (see table below).

**Regents Global History Passing Rate by Accountability Cohort and Year**

Cohort Designation	2008-09		2009-10		2010-11		2011-12	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2006	n/a	n/a	n/a	n/a				
2007	n/a	n/a	n/a	n/a	n/a	n/a		
2008	n/a	n/a	30	60%	36	86%	32	88%
2009			n/a	n/a	57	60%	49	78%
2010					n/a	n/a	37	61%
2011							n/a	n/a

**Students Who Have Not Passed the Global Regents Exam**

Cohort Designation	Total # of Students	% students with # of risk factors					% with at least 1 risk factor	% SPED or 504
		1	2	3	4	5		
2006	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2007	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2008	4	25%	0%	50%	25%	0%	100%	75%
2009	11	36%	9%	36%	9%	9%	100%	64%
2010	14	14%	43%	14%	14%	7%	93%	43%
2011	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

\*Risk Factors include: demographic factors (eligible for free or reduced lunch, ethnicity, and special education status) and academic factors (attendance and credit deficiency)

**(§) 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 the local school district, Ithaca City School District (ICSD).

**Method**

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

**Results**

While 2008 cohort data from Ithaca City School District is not yet available, based on comparison with 2007 cohort results the school has met this measure.

**Global History Passing Rate of Accountability Cohorts  
by New Roots Charter School and the Ithaca City School District**

Cohort	Charter School		ICSD	
	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort
2004	n/a	n/a	n/a	n/a
2005	n/a	n/a	n/a	n/a
2007	n/a	n/a	<b>75%</b>	<b>355</b>
2008	<b>88%</b>	<b>32</b>	n/a	n/a

**Evaluation**

Based on this comparison, the school outperformed the Ithaca City School District by 13 percentage points.

**Additional Evidence**

Assuming that the Ithaca City School District’s performance levels remain constant, the 2009 cohort is also on track to meet this measure.

**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 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.

During the 2011-2012 school year New Roots enrolled students from 18 different districts. To calculate the composite score for the various data points each district was weighted using the percentage that particular district represented in the overall New Roots student population.

For instance, last year there were 21 students from the Dryden school district, a total of 12% of our

over all student population. To calculate a composite passing rate for any given data point, we multiplied the Dryden Regents results by a factor of .12 then added the result with the weighted passing rates of the 17 other districts in which our students reside.

**Results**

While 2008 cohort data from regional districts is not yet available, based on comparison with 2007 cohort results the school has met this measure.

**Global History Regents Passing Rate of School and COMPOSITE School District**

Cohort	Charter School		COMPOSITE	
	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort
2004	n/a	n/a	n/a	n/a
2005	n/a	n/a	n/a	n/a
2007	n/a	n/a	<b>78%</b>	<b>N/A</b>
2008	<b>88%</b>	<b>32</b>	n/a	n/a

**Evaluation**

Based on this comparison, the school outperformed regional districts by 10 percentage points.

**Additional Evidence**

None.

**(§) 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 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**

While 2008 cohort data from Nottingham High School is not yet available, based on comparison with 2007 cohort results the school has met this measure.

**Global History Regents Passing Rate of School and Comparable School District**

Cohort	Charter School		Nottingham HS	
	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort
2004	n/a	n/a	n/a	n/a
2005	n/a	n/a	n/a	n/a
2007	n/a	n/a	<b>51%</b>	<b>366</b>
2008	<b>88%</b>	<b>32</b>	n/a	n/a

## Evaluation

Data is not available for Nottingham High School's 2008 cohort. Comparing results of the school's 2008 cohort to results of the 2007 cohort from Nottingham High School, New Roots Charter School students outperformed the comparison school by 37 percentage points.

## Additional Evidence

None.

## Summary of the Social Studies Goal

The school achieved all of its social studies goals for the 2011-2012 school year.

Type	Measure	Outcome
Absolute Measures	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State U.S. History Regents exam.	Achieved
Absolute Measures	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Global History Regents exam.	Achieved
Comparative Measures	Each year, the percent of students in the high school Accountability Cohort passing the U.S. History Regents exam with a score of 65 or above will exceed that of the cohort of all students from the local school district.	Achieved
Optional Measures	Each year, the percent of students in the high school Accountability Cohort passing the U.S. History 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.	Achieved
Optional Measures	Each year, the percent of students in the high school Accountability Cohort passing the Global Studies Regents exam with a score of 65 or above will exceed that of Nottingham High School in the Syracuse City School District .	Achieved
Optional Measures	Each year, the percent of students in the high school Accountability Cohort passing the Global History Regents exam with a score of 65 or above will exceed that of the cohort of all students from the local school district	Achieved
Optional Measures	Each year, the percent of students in the high school Accountability Cohort passing the Global History 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.	Achieved
Optional Measures	Each year, the percent of students in the high school Accountability Cohort passing the Global Studies Regents exam with a score of 65 or above	Achieved

	will exceed that of Nottingham High School in the Syracuse City School District .	
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## Action Plan

The success of New Roots Charter School students on performance measures in social studies can be attributed to our team of outstanding teachers and the efficacy of our sustainability and place-based approach to social studies education. However, students with literacy skills that are below grade level and who are impacted by other risk factors may need to take each of these exams more than once before achieving success. Our literacy across the disciplines initiatives will continue to play a pivotal role in supporting all students in reaching these performance levels on Regents exams. Additionally, in the 2012-2013 school year we have added academic intervention and support classes for these students that are focused on exam preparation and taught by teachers certified in the subject areas.

## NCLB

### Goal 6: NCLB

The school will make Adequate Yearly Progress.

### Goal 5: Absolute Measure

Under the state's NCLB accountability system, the school's Accountability Status will be "Good Standing" each year.

## Method

Since *all* students are expected to meet the state's learning standards, the federal No Child Left Behind legislation stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. New York, like all states, established a system for making these determinations for its public schools. Each year the state issues School Report Cards which indicate each school's status under the state's NCLB accountability system. For a school's status to be "Good Standing" it must not have failed to make Adequate Yearly Progress (AYP) for two consecutive years.

## Results

The school met this measure.

## Evaluation

According to the New York State School Report Card, New Roots Charter School is making Adequate Yearly Progress in all areas assessed (2011-2012).

## Additional Evidence

The school has attained a "Good Standing" Accountability Status based on data since its first year of operation.

## NCLB Status by Year

Year	Status
2005-06	N/A
2007-08	N/A
2008-09	N/A
2009-10	Good Standing
2010-11	Good Standing

### **Summary of the NCLB Goal**

The school has met this goal in 2011-2012.

Type	Measure	Outcome
Absolute Measures	Under the state's NCLB accountability system, the school's Accountability Status will be "Good Standing" each year.	Achieved

## **HIGH SCHOOL GRADUATION**

### **GOAL 7: HIGH SCHOOL GRADUATION**

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

#### **(§) Goal 7: Absolute Measure**

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

#### **Promotion Requirements**

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

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

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

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

**Results**

The school met the measure.

**Percent of Students Promoted by Cohort in 2011-12**

Cohort Designation	Number in Cohort	Percent promoted
2008	<b>32</b>	<b>84%</b>
2009	<b>49</b>	<b>82%</b>
2010	<b>37</b>	<b>75%</b>
2011	<b>36</b>	<b>86%</b>

**Evaluation**

All cohorts met or exceeded this measure by up to 11 percentage points. One factor contributing to student promotion rates in 2011-2012 was our Saturday School program, which provides students with regular opportunities to complete work on a timely basis with the assistance of teachers and tutors.

**Additional Evidence**

None.

**(§) Goal 7: 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 2012, the 2010 cohort will have completed its second year.

### Results

The school did not meet the measure.

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

Cohort Designation	Number in Cohort	Percent Passing Three Regents
2008	36	81%
2009	57	56%
2010	37	57%

### Evaluation

The three primary Regents examinations that students sit for in their first two years at the school are Algebra, Global Studies, and Living Environment. Two of these exams, Global Studies and Living Environment, are taken in the sophomore year. A significant number of students are unable to pass one or both of these exams after completing their coursework on these subjects, and require additional support and instruction to do so in their third year of the cohort.

### Additional Evidence

None.

### Goal 7: 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 9<sup>th</sup> grade in the same year and graduate four years later. In 2011-12 the 2008 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 have until the summer of their fourth year to complete their graduation requirements.

### Results

The school met this measure.

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

Cohort Designation	Number in Cohort	Percent Graduating
2005	n/a	n/a
2006	n/a	n/a
2007	n/a	n/a
2008	33	85%

#### Evaluation

Eighty-five percent of students in the 2008 cohort graduated after four years in the cohort. The school exceeded the measure by 10 percentage points.

#### Additional Evidence

None.

#### **(§) Goal 7: 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 9<sup>th</sup> grade in the same year and graduate four years later. In 2011-12, the 2007 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.

#### Results

Not applicable. New Roots Charter School did not enroll students from the 2007 cohort during the 2011-2012 school year.

#### Evaluation

Not applicable.

#### Additional Evidence

Based on available evidence, the school estimates that over 90% of students in the 2008 graduation cohort will graduate by the end of their fifth year in the cohort.

#### **Goal 7: 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 local school district, Ithaca City School District (ICSD).

**Method**

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

**Results**

Based on a comparison with data from the Ithaca City School District’s 2005 and 2006 cohorts, the school has met this measure.

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

Cohort Designation	New Roots Charter School		Ithaca City School District	
	Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2005	n/a	n/a	<b>403</b>	<b>80%</b>
2006	n/a	n/a	<b>465</b>	<b>82%</b>
2007	n/a	n/a	n/a	n/a
2008	<b>33</b>	<b>85%</b>	n/a	n/a

**Evaluation**

Data from the Ithaca City School District’s 2008 cohort is not yet available. Based on a comparison with graduation rates from earlier cohorts, the school has exceeded this measure by 3 percentage points.

**Additional Evidence**

None.

**Goal 7: 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

Based on a comparison with data from the 2006 and 2007 composite cohorts, the school has met this measure.

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

Cohort Designation	New Roots Charter School		Composite School District	
	Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2005	n/a	n/a	n/a	n/a
2006	n/a	n/a	<b>n/a</b>	<b>82%</b>
2007	n/a	n/a	<b>n/a</b>	<b>84%</b>
2008	<b>33</b>	<b>85%</b>	n/a	n/a

## Evaluation

Data from regional districts' 2008 cohorts is not yet available. Based on a comparison with graduation rates from earlier cohorts, the school has exceeded this measure by at least 1 percentage point.

## Additional Evidence

No additional evidence is available.

### **Goal 7: 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

Based on a comparison with data from the 2006 and 2007 cohorts, the school has met this measure.

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

Cohort Designation	Charter School		Nottingham High School	
	Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2005	n/a	n/a	n/a	n/a
2006	n/a	n/a	<b>332</b>	<b>51%</b>
2007	n/a	n/a	<b>306</b>	<b>64%</b>
2008	<b>33</b>	<b>85%</b>	n/a	n/a

**Evaluation**

Data from Nottingham High School’s 2008 cohort is not yet available. Based on a comparison with graduation rates from earlier cohorts, the school has exceeded this measure by 21 percentage points.

**Additional Evidence**

No additional evidence is available.

**Summary of the High School Graduation Goal**

The school achieved all but one of its high school graduation goals, the goal of 75% of students passing three different Regents examinations by the end of their second year in the cohort. The school did not enroll a cohort in its fifth year in 2011-2012, so that goal is not yet applicable.

Type	Measure	Outcome
Absolute Measures	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 Measures	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 Measures	Each year, 75 percent of students in the high school Graduation Cohort will graduate after the completion of their fourth year in the cohort.	Achieved
Absolute Measures	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 Measures	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.	Achieved
Comparative Measures	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 high school accountability cohort 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	Achieved

	drawn.	
Comparative Measures	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 high school accountability cohort of Nottingham High School in the Syracuse City School District.	Achieved

**Action Plan**

Patterns in our data suggest the importance of early intervention in students’ math, literacy and study skills to support success in high school classes. In 2011-2012, New Roots Charter School strengthened targeted academic intervention services, and develop advisory group curriculum that teaches good study skills and work habits to incoming freshmen. The school will continue to build on these successful programs in the coming year.

**COLLEGE PREPARATION**

**(§) GOAL 8: COLLEGE PREPARATION**  
New Roots students will be prepared to succeed in college.

**(§) Goal 8: Comparative Measure**  
Each year, the average performance of students in the 10<sup>th</sup> grade will exceed the state average on the PSAT test in Critical Reading and Mathematics.

**Method**

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

**Results**

The school met the measure for Critical Reading, but did not meet the measure for Mathematics.

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

School Year	# of Students in the 10 <sup>th</sup> Grade	# of Students Tested	# of Students in the 11 <sup>th</sup> Grade	# of Students Tested	Critical Reading					Mathematics					
					NRC S 10th	National 10th*	NRC S 11th	National 11th*	NYS Ave.**	NRCS 10th	National 10th*	NRC S 11th	National 11th*	NYS Ave.**	
2008-09	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2009-10	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2010-11	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

2011-12	36	31	49	40	64	43	47	48	45	35	43	45	49	46
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\*source: <http://www.collegeboard.com/student/testing/psat/scores.html>

\*\*source: [http://testprep.about.com/od/PSAT\\_Scores/f/New\\_York\\_PSAT\\_Scores.htm](http://testprep.about.com/od/PSAT_Scores/f/New_York_PSAT_Scores.htm)

## Evaluation

The average of score of tenth grade students at New Roots exceeded the NYS average on the Critical Reading portion of the PSAT exam by 19 points. The average score of these same students was 11 points below the NYS average score for the Mathematics section.

## Additional Evidence

The discrepancy in our students' performance on the reading and mathematics portion of this test is consistent with the gap we see in the results on the Terra Nova and SAT assessments. Our eleventh grade students' results are very close to the state averages, varying by only one or two percentage points. This suggests that the gap in achievement levels narrows as students spend more time in high school.

### (§) Goal 8: Comparative Measure

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

## Method

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

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

## Results

The school exceeded the measure in Reading, but did not meet the measure in Mathematics.

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

School Year	Number of Students in the 12 <sup>th</sup> Grade	Number of Students Tested	Reading		Mathematics	
			New Roots Charter School	New York State*	New Roots Charter School	New York State*
2008-09	n/a	n/a	n/a	n/a	n/a	n/a
2009-10	n/a	n/a	n/a	n/a	n/a	n/a
2010-11	n/a	n/a	n/a	n/a	n/a	n/a
2011-12	32	20	561	497	484	514

\*source: <http://www.nytimes.com/2011/09/15/education/15sat.html>

## Evaluation

The average score of students who took the Reading portion of the SAT exam was 561, compared to the New York State average of 497. The average score of students who took the Mathematics portion of the SAT exam was 484, compared to the New York State average of 514. This performance gap is consistent with the gap we see on other assessments such as the Terra Nova and PSAT exams. An analysis of data from the 2009 cohort will allow us to better assess the impact of our four-year mathematics sequence and academic intervention services on all students, including and especially those who start high school performing below grade level in mathematics.

## Additional Evidence

None.

### **(§) Goal 8: School Created College Preparation Measure**

75% of students in the Accountability Cohort will earn college credit for at least two courses completed before graduation from high school.

## Method

New Roots Charter School will offer concurrent enrollment credit through Tompkins Cortland Community College and other institutions, as well as online college coursework, to provide students with a successful experience with college coursework while still in high school.

## Results

The school did not meet the measure.

Cohort Designation	Number in Cohort	% with more than two college courses completed	% with at least two college courses completed	% with one college course completed
2008	<b>32</b>	<b>31%</b>	<b>13%</b>	<b>16%</b>
2009	<b>49</b>	<b>10%</b>	<b>10%</b>	<b>14%</b>

## Evaluation

The school fell short of the measure by 31 percent, with only 44% of students earning credit for two or more college courses by the end of their senior year. An additional 16% of students in the 2008 cohort completed one college course. Two major factors impacted these outcomes: the number of concurrent enrollment opportunities in our first three years, and the level of student preparation for success in these courses. Students' academic history prior to entering New Roots and the timing of their enrollment into the school have been important factors in their level of preparation. For instance, 22% of the 2008 cohort enrolled in the school at some point in their 11<sup>th</sup> grade year. The remaining students in the 2008 cohort had no more than two years prior to their senior year at New Roots to close performance gap, as the school opened in the Fall of their second year in the cohort.

**Additional Evidence**

Another factor impacting our success in meeting this measure has been the number and type of courses available in our first three years. In the 2012-2013 school year, we will be working with three institutions and offer expanded opportunities for students to earn college credits for a broader range of classes. Please see table below for more information. Additional courses have been proposed but not yet approved for Spring 2013.

**Concurrent Enrollment Courses Offered at New Roots Charter School**

*All courses listed are 3 credits*

<b>2009-2010</b>	<i>No college courses offered in the first year</i>					
<b>2010-2011</b>	TC3: Math 200, Statistics	TC3: ENVS 101, Biological Resource Conservation	TC3: ENVS 102, Technology and the Environment	TC3: ENVS, Environmental Ethics		
<b>2011-2012</b>	TC3: Math 135, Precalculus	TC3: SPAN 201, Intermediate Spanish I	TC3: SPAN 202, Intermediate Spanish II	<b>Syracuse University:</b> PAF 101, Introduction to Analysis of Public Policy		
<b>2012-2013</b>	<b>SUNY ESF:</b> EFB 120, Global Environment	SUNY ESF: Economics	TC3: SPAN 201, Intermediate Spanish I	TC3: SPAN 202, Intermediate Spanish II	TC3: ENGL 101, Academic Writing II	Syracuse University: PAF 101, Introduction to Analysis of Public Policy

**(§) Goal 8: School Created College Attendance or Achievement Measure**  
 75% of New Roots students will be matriculated into a 2- or 4-year college.

**Method**

The school tracks student matriculation rates through direct contact with students and colleges in August and September of the year that the student has applied to enter college.

**Results**

The school did not meet the measure.

Cohort	Number in	Percent planning to go to	Percent planning to go to
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Designation	Cohort	a 2 year college	a 4 year college
2008	32	44%	38%

## Evaluation

Based on college acceptances and student plans, the school appeared to have met this measure with an anticipated college matriculation rate of 82%. However, as of Fall 2012 only 56% have actually matriculated into college, 22% into a 2-year school and 34% into a 4-year school. An additional 19% have declared their intention to matriculate in a 2-year school starting in the Spring 2013 semester, bringing the total to 75%. Most of these students delayed matriculation so that they could earn money for college. Others lacked optimal family support and other resources to make the transition in a timely manner. The school will begin building capacity towards an alumni affairs program in 2012-2013 to better support students as they make the transition to college. We will also continue to grow our board-initiated “Sponsor A Senior” Program, which provides mentoring and financial support to low-income seniors who are applying to college.

## Summary of the College Preparation Goal

The school has been successful in supporting at-risk students in graduating from high school and applying to college, but has not uniformly prepared students to meet the demands of college by the end of their fourth year in the cohort.

Type	Measure	Outcome
Absolute Measures	Each year, the average performance of students in the 10 <sup>th</sup> grade will exceed the state average on the PSAT test in Critical Reading and Mathematics.	Achieved Reading/Did Not Achieve Math
Absolute Measures	Each year, the average performance of students in the 12 <sup>th</sup> grade will exceed the state average on the SAT or ACT tests in reading and mathematics.	Achieved Reading/Did Not Achieve Math
Absolute Measures	75% of New Roots students will earn college credit for at least two courses completed before graduation from high school.	Did Not Achieve
Absolute Measures	75% of New Roots students will be matriculated into a 2- or 4-year college.	May Achieve based on Spring 2013 Matriculation

## Action Plan

In the 2011-2012 school year, New Roots Charter School employed a Senior Year Program Coordinator and College Advisor to lead the development of our senior year program as well as to lead programs to guide all students in grades 9-12 in preparing for the college application process. The College Advisor also ensured that PSAT exams were administered to all 10<sup>th</sup> and 11<sup>th</sup> grade students in 2011, and that all 11<sup>th</sup> and 12<sup>th</sup> grade students took the SAT exams.

In 2012-2013, the school has added an additional .5 FTE staff position devoted to advising students in the college application process, and implementing a college readiness program for students in grades 9-11. This counselor will also maximize opportunities for all students to take college-level courses while at New Roots Charter School. Additionally, this counselor will ensure that students who need additional support in preparing for the SAT exam are enrolled in an appropriate course or program.

**Goal 9: Sustainability Measures**

**By the end of the third year of operation, the school will have developed and implemented a measure to demonstrate students' achievement in attaining key learning outcomes for an education for sustainability as defined by the school.**

**Method**

In June of each year, students in grade 12 will take an assessment designed to test key attributes of the entrepreneurial mindset: value creation, opportunity recognition, lateral and systems thinking, sense of self, and motivation. Assessments were scored for proficiency using a rubric designed for this purpose.

**Results**

Graduating seniors reached proficiency in key attributes of the entrepreneurial mindset.

**Evaluation**

In our third year of operation, the school piloted a scenario-based assessment of the entrepreneurial mindset. Teachers used a rubric to determine student proficiency in each key area of this standard. 87% of students were found to be proficient or above. The Academic Leadership Team will review this assessment annually to fine-tune our capacity to assess for these qualities, which are difficult to quantify by traditional methods.

**Additional Evidence**

Additional evidence of the entrepreneurial mindset and other key learning outcomes is also evidenced in students' online digital portfolios and their senior team capstone projects. The capstone projects provide students with an opportunity to demonstrate their application of the entrepreneurial mindset and citizenship skills to address a school or community issue.

<b>Assessment</b>	<b># of students tested</b>	<b>% reaching proficiency and above</b>
Entrepreneurial Mindset	28	87%