



## **New Roots Charter School**

# **2016-17 ACCOUNTABILITY PLAN PROGRESS REPORT**

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## INTRODUCTION

Tina Nilsen-Hodges, Principal and Superintendent, prepared this 2016-17 Accountability Progress Report on behalf of the school's Board of Trustees with Remanu Steele, Assistant to the Principal.

Trustee's Name	Board Position
Dr. Jason Hamilton	Chairman of the Board of Trustees
Dr. Peter Bardaglio	Vice Chairman, Accountability Task Force
Kathleen Torello	Treasurer, Finance Committee
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Cate Thompson	Trustee, Development Committee
David Streib	Staff Liaison
Noah Brown	Student Liaison
Eva Mecham	Student Liaison
Tina Nilsen-Hodges	Ex-officio Trustee

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

## INTRODUCTION

New Roots Charter School is a small high school that inspires student engagement and learning with real-world interdisciplinary projects and community service reflecting education for sustainability (EfS) standards. Informed by the work of the Cloud Institute for Sustainability Education, the State Education and Environment Roundtable, and Expeditionary Learning Schools, New Roots employs research-based best practices demonstrated to foster a positive school culture with high academic expectations for all students. The school's mission is to support all students, regardless of educational and family background, to earn a Regents diploma and demonstrate readiness for higher education and a meaningful career.

In 2017, New Roots Charter School was identified by the Green Schools National Network as one of the ten leading schools in our field. Our slogan is, "Growing Students for a Just and Sustainable Future."

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

New Roots serves a student population with a unique demographic profile and highly divergent skill levels entering high school. Our students reside in 20 regional school districts surrounding the small upstate city of Ithaca, NY, home to Cornell University and Ithaca College. Of the approximately 137 students enrolled during the 2016-17 academic year, about 40% live in the Ithaca City School District and the rest came from the rural areas surrounding Ithaca. As of BEDS Day in 2016, about fifty-one percent of the students enrolled in New Roots Charter School qualified for our free or reduced price lunch program, and 31% received special education services or had a 504 plan. These rates of economic need and disability are roughly twice that of Ithaca High School.

Many New Roots students overcome significant obstacles on the road to college and career readiness. Because we only offer a high school program at this point in time, we must work quickly to close achievement gaps developed throughout elementary and middle school with students who express little confidence of graduating from high school or attending college. One feature of our program is that all New Roots students are grouped in heterogeneous classes with peers who have entered high school with more advanced skills, with all students offered equal access to Honors Program enrichment activities.

School Enrollment by Grade Level and School Year

School Year	9	10	11	12	Total
2012-13	42	49	43	53	191
2013-14	24	39	47	40	150
2014-15	34	37	34	50	155
2015-16	41	36	32	30	139
2016-17	32	41	34	30	137

## 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 2013 state Accountability Cohort consists of students who entered the 9<sup>th</sup> grade in the 2013-14 school year, were enrolled in the school on the state’s annual enrollment-determination day (BEDS day) in the 2016-17 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department’s website for its accountability rules and cohort definitions: [www.p12.nysed.gov/accountability/](http://www.p12.nysed.gov/accountability/))

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

Fourth-Year High School Accountability Cohorts

Fourth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort’s Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30 <sup>th</sup>
2014-15	2011-12	2011	38	7	41
2015-16	2012-13	2012	27	3	25
2016-17	2013-14	2013	27	1	27

### 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. Students enrolled for at least one day in the school after entering the 9<sup>th</sup> grade are part of the school’s Graduation Cohort. If the school has discharged students for one of the following acceptable reasons, it may remove them from the graduation cohort: if they transfer to another public or private diploma-granting program with documentation, transfer to home schooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S. or die.

# HIGH SCHOOL COHORTS

## Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30 <sup>th</sup> of the Cohort's Fourth Year (a)	Additional Students Still in Cohort <sup>1</sup> (b)	Graduation Cohort (a) + (b)
2014-15	2011-12	2011	35	9	44
2015-16	2012-13	2012	25	5	30
2016-17	2013-14	2013	27	5	32

## Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30 <sup>th</sup> of the Cohort's Fifth Year (a)	Additional Students Still in Cohort <sup>2</sup> (b)	Graduation Cohort (a) + (b)
2014-15	2010-11	2010	3	42	45
2015-16	2011-12	2011	4	40	44
2016-17	2012-13	2012	2	24	26

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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

## GOAL 1: ENGLISH LANGUAGE ARTS

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

### Goal 1: Absolute Measure

Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career readiness standard (currently scoring 75 on the New York State Regents English exam OR fully meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

### METHOD

The school administered the English Common Core Regents Exam [Choose an item.] that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the college and career readiness standard as scoring 75 on the New York State Regents English exam or Level 4 (meeting Common Core expectations) on the Regents in Exam in English Language Arts (Common Core).<sup>3</sup> 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

70% of students in the 2013 cohort passed the English Regents exam with a score of 75 or higher.

English Regents Passing Rate with a Score of 75 or Level 4 on Common Core Exam  
by Fourth Year Accountability Cohort<sup>4</sup>

Cohort Designation	Number in Cohort	Percent Passing with a score of 75
2011	38	71%
2012	25	84%
2013	27	70%

<sup>3</sup> The statewide adaptation of new State Standards includes incorporating college and career readiness performance standards for the English language arts exam. The state has benchmarked student ELA test performance to the likely need for remedial course work when students enter college by comparing student 3-8 test results and Regents results to their post-secondary experience at SUNY and CUNY. Besides raising the cut scores for proficiency in the 3-8 testing program, the state has begun to set college and career readiness standards for passing Regents.

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

# HIGH SCHOOL GOALS: ENGLISH LANGUAGE ARTS

## EVALUATION

The school met the measure.

## ADDITIONAL EVIDENCE

63% of students in the 2014 cohort have already met the measure.

### English Regents Passing Rate with a score of 75 or Level 4 (Common Core) by Cohort and Year

Cohort Designation	2014-15		2015-16		2016-17	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2013	29	N/A	31	55%	27	70%
2014	29	N/A	38	N/A	32	63%
2015			N/A	N/A	N/A	N/A
2016					N/A	N/A

### Goal 1: Absolute Measure

Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8<sup>th</sup> grade English language arts exam will meet the college and career readiness standard (currently scoring 75 on the New York State Regents English exam OR fully meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

## METHOD

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

## RESULTS

66% of students identified as not proficient in the 8<sup>th</sup> grade received a score of 80 or higher on the English Regents exam.

## HIGH SCHOOL GOALS: ENGLISH LANGUAGE ARTS

English Regents Passing Rate with a Score of 75 or Level 4 on Common Core exam among Students Who Were Not Proficient in the 8<sup>th</sup> Grade by Fourth Year Accountability Cohort <sup>5</sup>

Cohort Designation	Number in Cohort	Percent Passing with a score of 75 or Level 4 on Common Core exam
2011	5	40%
2012	6	67%
2013	3	66%

### EVALUATION

The school met the measure, with 66% of students identified as not proficient in the 8<sup>th</sup> grade scoring 75 or higher.

### ADDITIONAL EVIDENCE

This outcome is based on the available data.

#### Goal 1: Absolute Measure

Each year, the Accountability Performance Level (“APL”) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (“AMO”) set forth in the state’s NCLB accountability system.

### METHOD

In receiving a waiver for its federal No Child Left Behind accountability system, the New York State Education Department now holds high schools accountable for making annual yearly progress towards meeting college and career readiness standards. See page 72 of SED’s ESEA waiver application for the high school AMOs:

[www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver\\_REVISED.pdf](http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver_REVISED.pdf)

The AMO continues to be SED’s basis for determining if schools are making satisfactory progress toward the annual goal. To achieve this measure, all tested students in the Accountability Cohort must have an Accountability Performance Level (APL) that equals or exceeds the 2016-17 English language arts AMO of 178.

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

## HIGH SCHOOL GOALS: ENGLISH LANGUAGE ARTS

The APL is calculated by adding the sum of the percent of students in the Accountability Cohort at Levels 2 through 4 to the sum of the percent of students at Level 3 and 4. Thus, the highest possible APL is 200. The Regents exam in Comprehensive English is scored on a scale from 0 to 100; 0 to 64 is Level 1, 65 to 74 is Level 2, 75 to 89 is Level 3, and 90 to 100 is Level 4. The Regents Common Core Examination in English is scored on a scale from 0 to 100; 0 to 64 is level 1, 65 to 78 is level 2; 79 to 84 is level 3, and 85 to 100 is level 4.

### RESULTS

The school's APL was 164.

#### English Language Arts Accountability Performance Level (APL) For the 2013 High School Accountability Cohort

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
27 tested	7%	22%	41%	30%

$$\begin{aligned} \text{PI} &= 22 + 41 + 30 = 93 \\ & \quad 41 + 30 = 71 \\ \text{APL} &= 164 \end{aligned}$$

### EVALUATION

The school did not meet the measure.

### ADDITIONAL EVIDENCE

93% of students in the cohort passed the exam, with 60% of students scoring a 75 or higher. 30% scored in the 90-100 range.

#### Goal 1: Comparative Measure

Each year, the Accountability Performance Level ("APL") in Regents English of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the school district of comparison.

### 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 school district of

## HIGH SCHOOL GOALS: ENGLISH LANGUAGE ARTS

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

### RESULTS

We are unable to provide a comparison due to a lack of available data.

#### English Regents Accountability Performance Level (APL)<sup>6</sup> of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Charter School		School District	
	APL	Cohort Size	APL	Cohort Size
2011	169	38	N/A	N/A
2012	168	25	N/A	N/A
2013	152	27	N/A	N/A

### EVALUATION

N/A

### ADDITIONAL EVIDENCE

N/A

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<sup>6</sup> For an explanation of the procedure to calculate the school's APL, see page 31.

## Goal 1: Additional 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 high school in New York State with similar demographics in regards to percentages of students receiving free or reduced lunch prices and students receiving special education services.

### METHOD:

The school compares the Regents exam passing rates with a high school located in upstate New York with similar demographics in identified areas. The school identified for comparison in the 2016-2017 school year is Nottingham High School in Syracuse, NY. 18% of Nottingham's student body is identified as students with disabilities, and 74% are economically disadvantaged.

### RESULTS:

93% of the New Roots 2013 cohort passed the English Regents exam with a score of 65 or higher, as compared to 72% of the 2012 cohort of Nottingham High School.

Cohort	Charter School		Comparison School	
	English Regents Passing Rate	Cohort Size	English Regents Passing Rate	Cohort Size
2012	88%	25	72%	313
2013	93%	27	N/A	N/A

### EVALUATION:

The school met the measure.

### Goal 1: Absolute Measure

Each year, 75% of graduates who have been enrolled at New Roots for two years or more will exit with gains in grade-level literacy skill proficiency equal to the number of years that they attended New Roots as demonstrated by scores on the Measures of Academic Progress (MAP) assessment.

### METHOD

The school administers the Measures of Academic Progress (MAP) assessment to all new students upon enrollment, and to all current students annually in late May.

### RESULTS

The school documented gains in literacy skill proficiency equal to or exceeding the number of years enrolled for 63% of graduates.

The school had a complete data set for 18 of 24 graduates (75%) who attended New Roots for two or more years. 83% of the graduates we have complete data sets for showed gain in literacy skill proficiency equal to or exceeding the number of years that they attended New Roots.

### EVALUATION

The available evidence is inconclusive.

### ADDITIONAL EVIDENCE

None.

## SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL <sup>7</sup>

The school has met or exceeded its benchmarks for student performance on the Common Core English Regents exam, but the percentage of students achieving at the highest levels must increase to meet the Annual Measurable Objective.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career ready standard (currently scoring 75 on the New York State Regents English exam OR fully meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Achieved
Absolute	Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will meet the college and career ready standard (currently scoring 75 on the New York State Regents English exam OR fully meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Achieved
Absolute	Each year, the Accountability Performance Level (APL) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Did not achieve
Comparative	Each year, the Accountability Performance Level (APL) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the school district of comparison. (Using 2015-16 school district results.)	N/A
Comparative	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 high school in New York State with similar demographics in regards to percentages of students receiving free or reduced lunch prices and students receiving special education services.	Achieved
Absolute	Each year, 75% of graduates who have been enrolled at New Roots for two years or more will exit with gains in grade-level language arts skill proficiency equal to the number of years they attended New Roots as demonstrated by scores on the Measures of Academic Progress (MAP) assessment.	Inconclusive

## ACTION PLAN

The school will analyze the English language arts curriculum to determine areas of focus that will improve student performance in the mastery range on the Regents examination. The school will also improve monitoring to ensure that all students take the Measures of Academic Progress test on an annual basis to provide a complete and accurate data set regarding student progress in skill development.

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<sup>7</sup> If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

## GOAL 2: MATHEMATICS

### Goal 2: Absolute Measure

Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career readiness standard (currently scoring 80 on a New York State Regents math exam OR fully meeting Common Core expectations on a Regents Common Core mathematics exam) by the completion of their fourth year in the cohort.

### METHOD

The school administered the New York State Regents Algebra I (Common Core), Geometry, Geometry (Common Core), Algebra 2/Trigonometry, and/or Algebra II (Common Core) exams. The school scores Regents on a scale from 0 to 100. The State Education Department defines the college and career readiness standard as scoring 80 or Level 4 on a Common Core exam (fully meeting Common Core expectations).<sup>8</sup> This measure requires students in each Accountability Cohort to achieve the requisite score on any one of the Regents mathematics exams by their fourth year in the cohort. Students may have taken a particular Regents mathematics exam multiple times or have taken multiple mathematics exams. Students have until the summer of their fourth year to pass a mathematics exam.

### RESULTS

26% of the students in the 2013 cohort met or exceeded the college readiness standard on a mathematics Regents exam.

Mathematics Regents Passing Rate with a Score of 80 or Level 4 on Common Core Exam by Fourth Year Accountability Cohort<sup>9</sup>

Cohort Designation	Number in Cohort	Percent Passing with a score of 80 or Level 4 on Common Core Exam
2011	38	42%
2012	25	20%
2013	27	26%

<sup>8</sup> The statewide adaptation of the revised State Standards includes incorporating college and career readiness performance standards for the English language arts exam. The state has benchmarked student mathematics test performance to the likely need for remedial course work when students enter college by comparing student 3-8 test results and Regents results to their post-secondary experience at SUNY and CUNY. Besides raising the cut scores for proficiency in the 3-8 testing program, the state has begun to set college and career readiness standards for passing Regents.

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

## HIGH SCHOOL GOALS: MATHEMATICS

### EVALUATION

The school did not meet the measure.

### ADDITIONAL EVIDENCE

The 2013 cohort exceeded the 2012 cohort's performance by 6 percentage points. 52% of the 2015 cohort has already met or exceeded the college readiness standard.

#### Mathematics Regents Passing Rate with a score of 80 or Level 4(Common Core) by Cohort and Year

Cohort Designation	2014-15		2015-16		2016-17	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2013	29	21%	31	26%	27	26%
2014	32	22%	38	8%	32	25%
2015			24	13%	29	52%
2016					N/A	N/A

#### Goal 2: Absolute Measure

Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8<sup>th</sup> grade math exam will meet the college and career ready standard (currently scoring 80 on a New York State Regents math exam OR fully meeting Common Core expectations on a Regents Common Core mathematics exam) by the completion of their fourth year in the cohort.

### METHOD

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

### RESULTS

None of the students identified as not proficient in 8<sup>th</sup> grade met or exceeded the college readiness standard by the end of their fourth year in the cohort.

#### Mathematics Regents Passing Rate with a Score of 80 or Level 4 on Common Core exam among

# HIGH SCHOOL GOALS: MATHEMATICS

## Students Who Were Not Proficient in 8<sup>th</sup> Grade by Fourth Year Accountability Cohort <sup>10</sup>

Cohort Designation	Number in Cohort	Percent Passing with a score of 80
2011	4	N/A
2012	6	N/A
2013	3	N/A

### EVALUATION

The school did not meet the measure.

### ADDITIONAL EVIDENCE

None.

### Goal 2: Absolute Measure

Each year, the Accountability Performance Level (“APL”) on a Regents mathematics exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.

### METHOD

In receiving a waiver for its federal No Child Left Behind accountability system, the State Education Department now law holds high schools accountable for making annual yearly progress towards meeting college and career readiness standards. See page 72 of SED’s ESEA waiver application for the high school AMOs:

[http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver\\_REVISED.pdf](http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver_REVISED.pdf)

The AMO continues to be SED’s basis for determining if schools are making satisfactory progress toward the annual goal. To achieve this measure, all tested students in the Accountability Cohort must have an Accountability Performance Level (APL) that equals or exceeds 2016-17 mathematics AMO of **165**.

The APL is calculated by adding the sum of the percent of students in the Accountability Cohort at Levels 2 through 4 to the sum of the percent of students at Level 3 and 4. Thus, the highest possible APL is 200. The Regents exams are scored on a scale from 0 to 100; 0 to 64 is Level 1, 65 to 79 is Level 2, 80 to 89 is Level 3, and 90 to 100 is Level 4. The Regents Common Core exams in mathematics are scored on a scale from 0 to 100; 0 to 64 is level 1; 65 to 73 is level 2, 74 to 84 is level 3, and 85 to 100 is level 4.

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<sup>10</sup> Based on the highest score for each student on the Mathematics Regents exam

# HIGH SCHOOL GOALS: MATHEMATICS

## RESULTS

The school's APL is 116, 49 points lower than the state's Annual Measurable Objective.

### Mathematics Accountability Performance Level (APL) For the 2013 High School Accountability Cohort

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
27	26%	34%	22%	19%

$$\begin{aligned} \text{PI} &= 34 + 22 + 19 = 75 \\ &22 + 19 = 41 \\ \text{APL} &= 116 \end{aligned}$$

## EVALUATION

The school did not meet the measure.

## ADDITIONAL EVIDENCE

The higher percentage of students in the 2015 cohort meeting or exceeding the college readiness standard will contribute to the school's ability to meet or exceed the AMO in future years.

### Goal 2: Comparative Measure

Each year, the Accountability Performance Level (APL) in mathematics of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the school district of comparison.

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

## RESULTS

We are unable to determine the results based on a lack of available data.

### Mathematics Accountability Performance Level (APL)

# HIGH SCHOOL GOALS: MATHEMATICS

of Fourth-Year Accountability Cohorts by Charter School and School District<sup>11</sup>

Cohort	Charter School		School District	
	APL	Cohort Size	APL	Cohort Size
2011	137	38	N/A	N/A
2012	116	25	N/A	N/A
2013	116	27	N/A	N/A

## EVALUATION

N/A

## ADDITIONAL EVIDENCE

N/A

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<sup>11</sup> See page 39 above for an explanation of the APL.

## HIGH SCHOOL GOALS: MATHEMATICS

### Goal 1: Additional 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 a high school in New York State with similar demographics in regards to percentages of students receiving free or reduced lunch prices and students receiving special education services.

#### METHOD:

The school compares the Regents exam passing rates with a high school located in upstate New York with similar demographics in identified areas. The school identified for comparison in the 2016-2017 school is Nottingham High School in Syracuse, NY. 18% of Nottingham's student body is identified as students with disabilities, and 74% are economically disadvantaged.

#### RESULTS:

74% of the New Roots 2013 cohort passed a mathematics Regents exam with a score of 65 or higher, as compared to 80% of the 2012 cohort of Nottingham High School.

Cohort	Charter School		Comparison School	
	Math Regents Passing Rate	Cohort Size	Math Regents Passing Rate	Cohort Size
2012	92%	25	80%	313
2013	74%	27	N/A	N/A

#### EVALUATION:

The school did not meet the measure.

### Goal 2: Absolute Measure (additional)

Each year, 75% of graduates who have been enrolled at New Roots for two years or more will exit with gains in grade-level mathematics skill proficiency equal to the number of years that they attended New Roots as demonstrated by scores on the Measures of Academic Progress (MAP) assessment.

## HIGH SCHOOL GOALS: MATHEMATICS

### METHOD

The school administers the Measures of Academic Progress (MAP) assessment to all new students upon enrolling at New Roots, and to all current students annually in late May.

### RESULTS

The school documented gains in mathematics proficiency equal to or exceeding the number of years enrolled for 50% of graduates.

The school had a complete data set for 18 of 24 graduates (75%) who attended New Roots for two or more years. 72% of the graduates we have complete data sets for showed gain in mathematics skill proficiency equal to or exceeding the number of years that they attended New Roots.

### EVALUATION

The available evidence is inconclusive.

### ADDITIONAL EVIDENCE

None.

### SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL <sup>12</sup>

The school did not achieve the benchmarks of mathematics performance set by our Accountability Plan Progress Report in 2016-2017 as demonstrated by the performance of the 2013 cohort. However, the percentage of students in the 2015 cohort passing a mathematics Regents exam with a grade of 80 or higher was twice that of the 2013 and 2014 cohorts.

Type	Measures	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career ready standard (currently scoring 80 on a New York State Regents mathematics exam OR fully meeting Common Core expectations on a Regents Common Core mathematics exam) by the completion of their fourth year in the cohort.	Did not achieve
Absolute	Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will meet the college and career ready standard (currently scoring 80 on a New York State Regents mathematics exam OR fully meeting Common Core expectations on a Regents Common Core mathematics exam) by the completion of their fourth year in the cohort.	Did not achieve
Absolute	Each year, the Accountability Performance Level (APL) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Did not achieve
Comparative	Each year, the Accountability Performance Level (APL) on a New York State Regents mathematics exam of students in the fourth year of their high	N/A

<sup>12</sup> If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

## HIGH SCHOOL GOALS: MATHEMATICS

	school Accountability Cohort will exceed the APL of comparable students from the school district of comparison. (Using 2015-16 school district results.)	
Comparative	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 a high school in New York State with similar demographics in regards to percentages of students receiving free or reduced lunch prices and students receiving special education services.	Did not achieve
	Each year, 75% of graduates who have been enrolled at New Roots for two years or more will exit with gains in grade-level mathematics skill proficiency equal to the number of years they attended New Roots as demonstrated by scores on the Measures of Academic Progress (MAP) assessment.	Inconclusive

### ACTION PLAN

In 2015-2016 the school implemented MAP (Measures of Academic Progress) testing to identify students who were not performing at grade level in mathematics and provide data for placement and differentiation of instruction. In response to student performance data, the school began using Aleks online instructional software in 2016-2017 with students in pre algebra, algebra, and geometry classes to help identify gaps in skills and knowledge and provide targeted instruction in these areas.

This approach contributed to the 100% increase in the number of students in the 2015 cohort performing at or above the college readiness level in mathematics as compared to the 2013 and 2014 cohorts.

The school will continue with these interventions in 2017-2018. We have also adopted an innovative pre algebra curriculum that allows for complete differentiation based on students' conceptual knowledge and skill levels. We expect that early and systematic measures to identify gaps and provide differentiated, targeted instruction, combined with projects that support students in understanding real-world applications, will provide students with the skills, knowledge, and motivation necessary to succeed in achieving college and career readiness standards in mathematics over their four years at New Roots.

## GOAL 3: SCIENCE

### Goal 3: Science

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

### Goal 3: Absolute Measure

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

### METHOD

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

### RESULTS

96% of students in the 2013 cohort passed a science Regents exam with a score of 65 or higher by the end of their fourth year in the cohort.

Science Regents Passing Rate with a Score of 65  
by Fourth Year Accountability Cohort<sup>13</sup>

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2011	38	89%
2012	25	96%
2013	27	96%

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

## HIGH SCHOOL GOALS: SCIENCE

### EVALUATION

The school met the measure.

### ADDITIONAL EVIDENCE

Both the 2014 and the 2015 cohorts have already exceeded the measure.

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

Cohort Designation	2014-15		2015-16		2016-17	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2013	29	52%	31	94%	27	96%
2014	n/a	n/a	38	66%	32	88%
2015			n/a	n/a	29	86%
2016					25	72%

### Goal 3: Comparative Measure

Each year, the percent to students in the high school Total Cohort passing a Regents science exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

### METHOD

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

### RESULTS

96% of students in the 2013 cohort passed a science Regents exam, compared to 94% in the district's 2012 cohort.

Science Regents Passing Rate  
of the High School Total Cohort by Charter School and School District

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2011	89%	38	85%	420
2012	96%	25	94%	332
2013	96%	27	n/a	n/a

## HIGH SCHOOL GOALS: SCIENCE

### EVALUATION

The school met the measure.

### ADDITIONAL EVIDENCE

None.

#### Goal 1: Additional Measure

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 high school in New York State with similar demographics in regards to percentages of students receiving free or reduced lunch prices and students receiving special education services.

#### METHOD:

The school compares the Regents exam passing rates with a high school located in upstate New York with similar demographics in identified areas. The school identified for comparison in the 2016-2017 school year is Nottingham High School in Syracuse, NY. 18% of Nottingham's student body is students with disabilities, and 74% are economically disadvantaged.

#### RESULTS:

96% of the New Roots 2013 cohort passed a science Regents exam with a score of 65 or higher, as compared to 67% of the 2012 cohort of Nottingham High School.

Cohort	Charter School		Comparison School	
	Science Regents Passing Rate	Cohort Size	Science Regents Passing Rate	Cohort Size
2012	96%	25	67%	313
2013	96%	27	N/A	N/A

#### EVALUATION:

The school met the measure.

## GOAL 4: 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

85% of the students in the 2013 cohort passed the U.S. History Regents exam by the end of their fourth year in the cohort.

U.S. History Regents Passing Rate with a Score of 65  
by Fourth Year Accountability Cohort<sup>14</sup>

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2011	38	87%
2012	25	84%
2013	27	85%

## EVALUATION

The school met the measure.

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

# HIGH SCHOOL GOALS: SOCIAL STUDIES

## ADDITIONAL EVIDENCE

The 2014 cohort has already met the measure.

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

Cohort Designation	2014-15		2015-16		2016-17	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2013	n/a	n/a	31	68%	27	85%
2014	n/a	n/a	n/a	n/a	32	75%
2015			n/a	n/a	n/a	n/a
2016					n/a	n/a

### Goal 4: Comparative Measure

Each year, the percent to students in the high school Total Cohort passing the Regents U.S. History exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

### METHOD

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

### RESULTS

86% of the students in the 2013 cohort passed the U.S. History Regents exam by the end of their fourth year in the cohort, as compared to 92% of district students from the 2012 cohort.

### U.S. History Passing Rate of the High School Total Cohort by Charter School and School District

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2011	87%	38	83%	420
2012	84%	25	92%	332
2013	85%	27	N/A	N/A

### EVALUATION

The school did not meet the measure.

## ADDITIONAL EVIDENCE

None.

### Goal 1: Additional Measure

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 high school in New York State with similar demographics in regards to percentages of students receiving free or reduced lunch prices and students receiving special education services.

### METHOD:

The school compares the Regents exam passing rates with a high school located in upstate New York with similar demographics in identified areas. The school identified for comparison in the 2016-2017 school year is Nottingham High School in Syracuse, NY. 18% of Nottingham’s student body is identified as students with disabilities, and 74% are economically disadvantaged.

### RESULTS:

85% of the New Roots 2013 cohort passed a US History Regents exam with a score of 65 or higher, as compared to 64% of the 2012 cohort of Nottingham High School.

Cohort	Charter School		Comparison School	
	U.S. History Regents Passing Rate	Cohort Size	U.S. History Regents Passing Rate	Cohort Size
2012	84%	25	64%	313
2013	85%	27	N/A	N/A

### EVALUATION:

The school met the measure.

## 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

85% of the students in the 2013 cohort passed the Global History Regents exam by the end of their fourth year in the cohort.

Global History Regents Passing Rate with a Score of 65  
by Fourth Year Accountability Cohort<sup>15</sup>

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2011	38	84%
2012	25	84%
2013	27	85%

## EVALUATION

The school met the measure.

## ADDITIONAL EVIDENCE

75% of students in the 2014 cohort have already met the measure.

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<sup>15</sup> Based on the highest score for each student on a science Regents exam

# HIGH SCHOOL GOALS: SOCIAL STUDIES

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

Cohort Designation	2014-15		2015-16		2016-17	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2013	29	48%	31	84%	27	85%
2014	N/A	N/A	38	66%	32	75%
2015			N/A	N/A	29	64%
2016					N/A	N/A

### Goal 4: Comparative Measure

Each year, the percent of students in the high school Total Cohort passing the Regents Global History exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

### METHOD

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

### RESULTS

85% of the students in the 2013 cohort passed the Global History Regents exam by the end of their fourth year in the cohort, compared to 87% of students in the district's 2012 cohort.

## Global History Passing Rate of the High School Total Cohort by Charter School and School District

Cohort	Charter School		School District	
	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort
2011	84%	38	80%	420
2012	84%	25	87%	332
2013	85%	27	N/A	N/A

### EVALUATION

The school did not meet the measure.

## ADDITIONAL EVIDENCE

None.

### Goal 1: Additional Measure

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 high school in New York State with similar demographics in regards to percentages of students receiving free or reduced lunch prices and students receiving special education services.

#### METHOD:

The school compares the Regents exam passing rates with a high school located in upstate New York with similar demographics in identified areas. The school identified for comparison in the 2016-2017 school year is Nottingham High School in Syracuse, NY. 18% of Nottingham’s student body is identified as students with disabilities, and 74% are economically disadvantaged.

#### RESULTS:

85% of the New Roots 2013 cohort passed the Global History Regents exam with a score of 65 or higher, as compared to 57% of the 2012 cohort of Nottingham High School.

Cohort	Charter School		Comparison School	
	Global History Regents Passing Rate	Cohort Size	Global History Regents Passing Rate	Cohort Size
2012	84%	25	57%	313
2013	85%	27	N/A	N/A

#### EVALUATION:

The school met the measure.

## NCLB

### Goal 5: Social Studies

The school will make Adequate Yearly Progress.

### Goal 5: Absolute Measure

Under the state’s NCLB accountability system, the school’s Accountability Status is in good standing: the state has not identified the school as a Focus School nor determined that it has met the criteria to be identified as school requiring a local assistance plan.

## METHOD

Because *all* students are expected to meet the state's learning standards, the federal No Child Left Behind legislation stipulates that various sub-populations and demographic categories of students among all tested students must meet state proficiency standards. New York, like all states, established a system for making these determinations for its public schools. Each year the state issues School Report Cards. The report cards indicate each school’s status under the state’s No Child Left Behind (“NCLB”) accountability system.

## RESULTS

The school is in good standing.

## EVALUATION

The school met the measure.

## ADDITIONAL EVIDENCE

The school continues to be in good standing under the state’s NCLB accountability system.

NCLB Status by Year

Year	Status
2014-15	Good Standing
2015-16	Good Standing
2016-17	Good Standing

## GOAL 6: HIGH SCHOOL GRADUATION

### GOAL 6: HIGH SCHOOL GRADUATION

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

#### Summary of Regents Diploma Requirements

New Roots Charter School supports all students in working towards achievement of the Regents Diploma Requirements, as specified in State Education Commissioner Regulations, and as summarized below:

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

#### Regents Examinations: 5

Students must pass the following Regents Exams:

- Comprehensive English;
- Global History and Geography;

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

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

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

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

## Including dance, music, theatre, and/or visual arts

## APPENDIX B: SUMMARY TABLES

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

Mathematics, Science, and Technology (MST): A commencement-level course in technology education may be used as the third unit of credit in science or mathematics, but not both. Also, students may meet the learning standards in technology either in a technology education course or through an integrated course combining technology with mathematics and/or science.

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

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

### Graduation Requirements

#### Distribution of Units of Credit

*(all courses listed are 1 credit unless otherwise noted)*

- English Language Arts (4 credits required)
  - English Language Arts
  - Literary Studies
  - Academic Writing and Literature
  - College Literature and Writing\*
- Social Studies (4 credits required)
  - Global I
  - Global II
  - U.S. History & Government
  - Participation in Government (.5 credits)
  - Economics (.5 credits)
- Mathematics (3-4 credits required)
  - Mathematical Reasoning I: Problem Solving
  - Mathematical Reasoning II: Algebra
  - PreAlgebra
  - Geometry
  - Algebra 2 / Trigonometry
  - Statistics\*
  - Business Math
  - Pre-Calculus\*
  - Calculus\*

#### NYS Regents Exam Requirements

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

#### Additional Requirements for Advanced Designation

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

#### Additional Requirements

- 1) PSAT
- 2) SAT or ACT
- 3) Application to college
- 4) Senior Capstone Project
- 5) Two completed Intensive courses/year
- 6) Graduation Portfolio
- 7) Service Learning hours

## APPENDIX B: SUMMARY TABLES

- Science (3-4 credits required)
  - Earth System Science
  - Earth System Science: Living Environment
  - Contemporary Science & Technology
  - Global Environmental Science\*
  - Chemistry\*
- Health and Wellness (2.5 credits required)
  - Physical Education (.5 credits/year = 2 credits)
  - Health (.5 credits)
  - Personal Wellness is a required course for Lower School students. Both health and physical education credits are awarded for successful completion of this class.
- The Arts (1 credit required)
  - Studio Art
  - Painting\*
  - Various Music Options
- Language Other Than English (1 credit required)
  - Spanish 1
  - Spanish 2
  - Spanish 3/4\*
- Sequence Courses or Electives (3.5 credits required)
  - Crew advisory (.25 credits/year = 1 credits)
  - Interdisciplinary, place-based Learning Expeditions (credits vary by year)
  - Annually varied courses selections

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

### Goal 6: Absolute Measure

Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.

### METHOD

This measure serves as a leading indicator of the performance of high school cohorts and examines their progress toward graduation based on annual credit accumulation. The measure requires that, based on the school's promotion requirements, the school will promote 75 percent of its students in each cohort to the next grade by the end of August OR that 75 percent of the first and second year high school Total Graduation Cohorts will earn the requisite number of credits.

### RESULTS

77% of members in the 2016 cohort and 77% of members in the 2015 cohort earned five or more credits in 2016-2017.

## APPENDIX B: SUMMARY TABLES

### Percent of Students in First and Second Year Cohorts Earning the Required Number of Credits in 2016-17

Cohort Designation	Number in Cohort	Percent promoted
2015	29	83%
2016	26	80%

### EVALUATION

The school met the measure.

### ADDITIONAL EVIDENCE

None.

### Goal 6: Absolute Measure (additional)

Each year, 75 percent of students identified as being at risk of academic failure will earn at least four credits towards graduation.

### RESULTS

On average, 90% of students at risk of academic failure in each of the four accountability cohorts earned at least four credits in 2016-2017.

### Percent of Students Earning the Required Number of Credits in 2016-17

Cohort Designation	Number at risk in cohort	Percent earning four or more credits
2013	16	88%
2014	18	89%
2015	11	91%
2016	15	93%

### EVALUATION

The school met the measure.

### ADDITIONAL EVIDENCE

None.

## APPENDIX B: SUMMARY TABLES

### Goal 6: Absolute Measure

Each year, 75 percent of students in the second year high school Total Graduation Cohort will score 65 on at least three different New York State Regents exams required for graduation.

### METHOD

This measure serves as a leading indicator of the performance of high school cohorts and examines their progress towards graduation based on Regents exam passage. The measure requires that 75 percent of students in each cohort have passed at least three Regents exams by their second year in the cohort. In August of 2017, the 2015 cohort will have completed its second year.

### RESULTS

63% of students in the 2015 cohort scored at least a 65 on at least three different Regents exams.

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

Cohort Designation	Number in Cohort	Percent Passing Three Regents
2013	32	41%
2014	38	53%
2015	27	63%

### EVALUATION

The school did not meet the measure.

### ADDITIONAL EVIDENCE

88% of students in the 2015 cohort who took at least three different Regents exams earned a passing grade for the exams.

### Goal 6: Absolute Measure

Each year, 75 percent of students identified as being at risk of academic failure in the second year of high school will score proficient on at least different New York State Regents exams required for graduation.

## APPENDIX B: SUMMARY TABLES

### 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 2017, the 2015 cohort will have completed its second year.

### RESULTS

68% of students in the 2015 cohort who are at risk of academic failure passed at least two different exams by the end of their second year in the cohort.

Percent of At Risk Students in their Second Year Passing Two Regents Exams by Cohort

Cohort Designation	Number at risk in cohort	Percent Passing Two Regents
2015	12	58%

### EVALUATION

The school did not meet the measure.

### ADDITIONAL EVIDENCE

None.

### Goal 6: Absolute Measure

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

### METHOD

This measure examines students in two high school Graduation Cohorts: those who entered the 9<sup>th</sup> grade as members of the 2013 cohort and graduated four years later and those who entered as members of the 2012 cohort and graduated five years later. At a minimum, these students have passed five Regents exams required for high school graduation in English language arts, mathematics, science, U.S. History and Global History or met the requirements for the 4+1 pathway to graduation.<sup>16</sup> Students have through the summer at the end of their fourth year to complete graduation requirements.

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<sup>16</sup> The state's guidance for the 4+1 graduation pathway can be found here:

<http://www.p12.nysed.gov/ciai/multiple-pathways/>.

## APPENDIX B: SUMMARY TABLES

The school's graduation requirements appear above.

### RESULTS

66% of students in the 2013 cohort graduated after four years in the cohort. 82% of students in the 2012 cohort graduated after five years in the cohort.

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

Cohort Designation	Number in Cohort	Percent Graduating
2011	43	79%
2012	30	73%
2013	32	64%

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

Cohort Designation	Number in Cohort	Percent Graduating
2010	51	55%
2011	45	78%
2012	30	80%

### EVALUATION

The school did not meet the measure.

### ADDITIONAL EVIDENCE

58% of students from the 2013 cohort who did not graduate in four years are enrolled at New Roots in the 2017-2018 school year. The school is successful in retaining students who are not able to graduate in four years and supporting them in persisting towards achieving the goal of graduation.

#### Goal 6: Comparative Measure

Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.

### METHOD

The school compares the graduation rate of students completing their fourth year in the charter school's Total Graduation Cohort to that of the respective cohort of students in the school district

## APPENDIX B: SUMMARY TABLES

of comparison<sup>17</sup>. Given that students may take Regents exams through the summer of their fourth year, district results for the current year are generally not available at this time.

### RESULTS

The school's graduation rate is 20% lower than the district's.

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

Cohort Designation	Charter School		School District	
	Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2011	43	79%	364	87%
2012	30	73%	339	86%
2013	33	64%	N/A	N/A

### EVALUATION

The school did not meet the measure.

### ADDITIONAL EVIDENCE

None.

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<sup>17</sup> Schools can retrieve district level graduation rates from the SED's Information and Reporting Services office. News releases and an Excel workbook containing these data are available from the [IRS Data Release webpage](#).

## APPENDIX B: SUMMARY TABLES

### Goal 1: Additional 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 high school graduation cohort of a high school in New York State with similar demographics in regards to percentages of students receiving free or reduced lunch prices and students receiving special education service.

#### METHOD:

The school compares the graduation rates with a high school located in upstate New York with similar demographics in identified areas. The school identified for comparison in the 2016-2017 school year is Nottingham High School in Syracuse, NY. 18% of Nottingham's student body is identified as students with disabilities, and 74% are economically disadvantaged.

#### RESULTS

The school was two points below the comparison school's graduation rate of 66%.

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

Cohort Designation	Charter School		Nottingham High School	
	Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2011	43	79%	273	62%
2012	30	73%	313	66%
2013	33	64%	n/a	n/a

#### EVALUATION:

The school did not meet the measure.

## APPENDIX B: SUMMARY TABLES

### SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

New Roots was awarded a charter based on the strengths of our research-based

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.	Achieved
Absolute	Each year, 75 percent of students identified as being at risk of academic failure will earn at least four credits towards graduation.	Achieved
Absolute	Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.	Did not achieve
Absolute	Each year, 75 percent of students identified as being at risk of academic failure in the second year of high school will score proficient on at least two different New York State Regents exams required for high school.	Did not achieve
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort and 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	Did not achieve
Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.	Did not achieve
Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from a high school in New York State with similar demographics in regards to poverty and special education rates.	Did not achieve

### ACTION PLAN

To increase the percentage of students who are ready to graduate in four years, the school will continue to develop programming to support students who wish to use the CDOS pathway, including expanded internship opportunities. As part of this initiative, we are seeking to expand our training for the “green trades” and to create pathways for students to continue their education in these areas at our local community college.

We are also embarking on a three-year professional development plan as a member of the Green Schools National Network’s Catalyst Network as we prepare to become a replication hub. Our focus will be on increasing student engagement through improved instruction that is consistent with the school’s mission and vision.

Another promising initiative we are implementing in 2017-2018 is graduation coaching, which provides counseling and support for family engagement for students whose inconsistent

## APPENDIX B: SUMMARY TABLES

attendance puts them at risk of not graduating. Identified students are counseled and monitored by the Dean of Student Life, who is trained as a social worker.

In 2017-2018, we will continue to work on developing systems for collecting data related to our new accountability measures and initiatives.

### GOAL 7: PREPARATION FOR COLLEGE AND CAREER SUCCESS

#### GOAL 7: COLLEGE PREPARATION

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

#### Goal 7: Absolute Measure

100% of New Roots graduates will have an educational and/or vocational post high school plan.

#### METHOD

New Roots students prepare an educational and vocational post high school plan during College and Career Success Seminar, a course required for graduation.

#### RESULTS

92% of graduates prepared an educational and vocational post high school plan.

#### EVALUATION

The school did not meet the measure.

#### ADDITIONAL EVIDENCE

The two students who did not complete a plan were not attending College and Career Success Seminar at the time students developed their plans. The school has put mechanisms in place to ensure that all students complete a written post high school plan.

#### Goal 7: Absolute Measure

75% of students identified as at risk of academic failure will earn the Career Development and Occupational Studies (CDOS) pathway to graduation.

#### METHOD

The school prepares students to meet the standards for this pathway through College and Career Success Seminar, a requirement for all students, combined with an internship in an area of vocational interest.

## APPENDIX B: SUMMARY TABLES

### RESULTS

There are no results to report for the 2016-2017 school year.

### EVALUATION

Meeting standards for this graduation pathway is a multi-year process. Our program was in its first year of development in 2016-2017.

### ADDITIONAL EVIDENCE

None.

#### Goal 7: Absolute

Each year, 75 percent of graduating students will earn college credit for one or more courses while enrolled in high school.

### METHOD

All students are enrolled in one or more courses bearing college credit during their junior or senior year.

### RESULTS

96% of graduates passed one or more college level courses.

Graduates Passing a Course Demonstrating College Preparation

Cohort	Number of Graduates	Percent Passing the Equivalent of a College Level Course <sup>18</sup>
2011	33	97%
2012	22	100%
2013	24	96%

### EVALUATION

The school met the measure.

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<sup>18</sup> Advanced Placement (AP) exam, a College Level Examination Program (CLEP) exam, or a college level course

## APPENDIX B: SUMMARY TABLES

### ADDITIONAL EVIDENCE

None.

#### Goal 7: Absolute

75 percent of students identified as being at risk of academic failure will demonstrate academic persistence, defined as engaging in credit recovery, retaking a course, or retaking a Regents exam.

### METHOD

All students are offered credit recovery opportunities and encouraged to retake required courses and Regents exams if they do not earn credit on their initial attempt(s).

### RESULTS

76% of students identified as being at risk of academic failure engaged in credit recovery activities.

### EVALUATION

The school met the measure.

### ADDITIONAL EVIDENCE

None.

### SUMMARY OF THE COLLEGE AND CAREER PREPARATION GOAL

The school met or substantially met its college and career preparation goals in 2016-2017. Nearly 100% of graduates had a written post high school plan and earned college credit while in high school. 75% of students at risk of academic failure demonstrated academic persistence.

Type	Measure	Outcome
Absolute	100% of New Roots graduates will have an educational and/or vocational post high school plan.	Did not achieve
Absolute	75% of students identified as being at risk of academic failure will earn the Career Development and Occupational Studies (CDOS) pathway to graduation.	N/A
Absolute	75% of New Roots graduates will earn college credit for one or more courses while enrolled in high school.	Achieved
Absolute	75% of students identified as being at risk of academic failure will demonstrate academic persistence, defined as engaging in credit recovery, retaking a course, or retaking a Regents exam.	Achieved

### ACTION PLAN

The school will continue to develop programming that supports students in using Career Development and Occupational Studies (CDOS) pathway to graduation, and strengthen monitoring systems to ensure that all students complete a written educational and vocational plan by graduation.