



**NEW ROOTS  
CHARTER SCHOOL**

**2015-16 ACCOUNTABILITY  
PLAN**

**PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:  
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By Tina Nilsen-Hodges, Principal and Superintendent

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Tina Nilsen-Hodges, Principal and Superintendent, prepared this 2015-16 Accountability Progress Report on behalf of the school's Board of Trustees:

Trustee's Name	Board Position
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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 focuses on inspiring student engagement and learning with real-world interdisciplinary projects and community service. Inspired by the work of 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 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. An important dimension of the New Roots 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."

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 140 students enrolled during the 2015-2016 academic year, about 40% live in the Ithaca City School District and the rest come from the rural areas surrounding Ithaca.

Many New Roots students overcome significant obstacles on the road to college and career readiness. As of October 2015, 67% of our students were identified as having two or more life factors that put them at risk of academic failure. As of 2015 BEDS Day, 58% of the students enrolled in New Roots Charter School qualified for our free or reduced price lunch program, and 30% received special education services or had a 504 plan. This is twice the rate of economic need and three times the disability rate as neighboring Ithaca High School.

Because we only offer a high school program at this point in time, 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. 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.

Where our students start their New Roots journey makes us all the more excited to report strong graduation rates for the second year in a row, with 73% of the members of our 2012 cohort graduating in four years. Significantly, 70% of the students in the 2012 cohort qualified for free or reduced price lunch – and 81% of the qualifying students graduated in four years!

The performance of this cohort also provides evidence that students who start high school at New Roots are more likely to graduate in four years: 88% of the students from the 2012 cohort who started at New Roots as freshmen were successful in doing so. The fact that 88% of students who

## INTRODUCTION

started as freshman also qualified for free or reduced priced lunch makes this data even more encouraging.

New Roots students graduate from New Roots excited about college and prepared for success. Seventy percent of graduates were prepared to start college in Fall 2016, and 100% of graduates earned college credit as part of their educational experience at New Roots. One of our graduates began her studies in horticulture at Cornell University this month.

We are encouraged to see growing evidence that we offer an intellectually rigorous, college preparatory program for all students while providing for the academic needs of students who enter high school at a disadvantage. This year, evidence of our increasing success includes reaching the benchmark of 75% or more of students in all grades earning five or more credits, and a significant increase in the number of students who pass three Regents exams by the end of their second year in the cohort.

Utilizing the systems thinking approach that is at the heart of an education for sustainability, we are engaged in a constant process of reading feedback to improve our practice and our results, resulting in an organization that has evolved quickly to meet essential student performance goals. Learning from our experiences in 2015-2016, we have created an action plan that supports our upward trajectory in 2016-2017.

During our eighth year, we continued to develop and fine-tune our student support services, with new and sustained initiatives such as:

- Measures of Academic Progress (MAP) testing in the Fall and Spring
- 1:1 computer-to-student ratio
- Use of Google Classroom in all courses
- Learning lab study periods
- Certified reading and literacy specialist teaching English Language Arts in grades 9 and 10
- STAR (Students Taking Active Roles), a program that provides academic tutoring and support outside of regular school hours
- Use of data to monitor student performance and to evaluate the impacts of initiatives to improve student performance
- Use of Atlas curriculum mapping software for curriculum planning and oversight
- Use of Read 180 and Aleks programming to target instruction and practice at skill gaps in literacy and mathematics instruction
- A new pre algebra curriculum that differentiates instruction based on assessed needs
- Teacher and instructional leader performance goals related to instructional rigor and student performance on Accountability Plan measures
- A new required course sequence, College and Career Success Seminar, provides appropriate instruction and targeted support at each grade level

## INTRODUCTION

Now in our eighth year, New Roots Charter School has a well-developed academic program that integrates all key design elements with services that support all students in developing the capacity to grow academically. Our organizational structure provides for optimal supervision and support for all staff, including clear expectations and lines of accountability for achievement of our organization's goals. We have demonstrated our ability to achieve Accountability Plan goals that support students in graduating from high school and pursuing a college education in spite of the life challenges they face. We look forward to continued improvement and student achievement in the academic year ahead.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2011-12										43	45	57	29	174
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

## 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 2012 state Accountability Cohort consists of students who entered the 9<sup>th</sup> grade in the 2012-13 school year, were enrolled in the school on the state's annual enrollment-determination day (BEDS day) in the 2015-16 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>
2013-14	2010-11	2010	41	10	34
2014-15	2011-12	2011	38	7	41
2015-16	2012-13	2012	27	3	25

### 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. Prior to 2012-13, 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 (the 2008 cohort), students who have enrolled 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.

#### 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)
2013-14	2010-11	2010	34	11	45
2014-15	2011-12	2011	35	9	44
2015-16	2013-14	2012	25	5	30

#### 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)
2013-14	2009-10	2009	3	53	56
2014-15	2010-11	2010	3	42	45
2015-16	2011-12	2011	4	40	44

<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 Regents Exam in English Language Arts (Common Core) that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department defines the following pass levels: scoring 65 to meet the graduation requirement for a Regents diploma and 75 to meet the college and career readiness standard.<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

The 2012 cohort outperformed the 2011 cohort on this measure by thirteen percentage points, with 84% passing with a score of 75 or higher compared to 71% achieving this level from the 2011 cohort.

English Regents Passing Rate with a Score of 75  
by Fourth Year Accountability Cohort<sup>4</sup>

Cohort Designation	Number in Cohort	Percent Passing with a score of 75
2010	37	49%
2011	38	71%
2012	25	84%

### EVALUATION

The school exceeded the required measure by nearly twenty percentage points.

<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



## ADDITIONAL EVIDENCE

Seventy-seven percent of the members of the 2013 cohort have passed the Regents exam in English Language Arts (Common Core) with a grade of 65 or higher by the end of their third year in the cohort, and fifty-five percent passed with a grade of 75 or above. Nearly one-fourth of the students in the 2013 cohort will take the exam in 2016-2017.

English Regents Passing Rate with a score of 75 by Cohort and Year

Cohort Designation	2013-14		2014-15		2015-16	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2012	NA	NA	33	61%	25	84%
2013	NA	NA	NA	NA	31	55%
2014			NA	NA	38	NA
2015					NA	NA

### Goal 1: Absolute Measure (optional)

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 English Regents exam (Common Core) that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department defines the following pass levels: scoring 65 to meet the graduation requirement for a Regents diploma / 75 to meet the college and career readiness standard.<sup>5</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

Eighty-eight percent of students in the 2012 cohort passed with a score of 65 or higher. Ninety-six percent passed the exam when taking the IEP safety net into consideration. One hundred percent of the students who took the exam received a passing grade.

<sup>5</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.

English Regents Passing Rate with a Score of 65  
by Fourth Year Accountability Cohort<sup>6</sup>

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2010	37	87%
2011	38	89%
2012	25	88%

## EVALUATION

The school exceeded the measure.

## ADDITIONAL EVIDENCE

Seventy-seven percent of the students in the 2013 cohort passed the exam with a grade of 65 or higher by the end of their third year in the cohort, a rate ten percent higher than that of the 2012 cohort at the end of three years. Thirteen percent of the cohort will take the exam in 2016-2017.

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

Cohort Designation	2013-14		2014-15		2015-16	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2012	NA	NA	33	67%	25	88%
2013	NA	NA	NA	NA	31	77%
2014			NA	NA	NA	NA
2015					NA	NA

### 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.

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

## RESULTS

Sixty-seven percent of the students in the cohort identified as not proficient in the 8<sup>th</sup> grade passed the English Regents with a score of 75 or higher.

English Regents Passing Rate with a Score of 75 among Students  
Who Were Not Proficient in the 8<sup>th</sup> Grade by Fourth Year Accountability Cohort <sup>7</sup>

Cohort Designation	Number in Cohort	Percent Passing with a score of 75
2010	9	44%
2011	5	40%
2012	6	67%

## EVALUATION

The school met the measure, increasing the percentage of these students passing with a score of 75 or higher by 27 percentage points compared to the 2011 cohort.

## ADDITIONAL EVIDENCE

None.

### Goal 1: Absolute Measure (optional)

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on the 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 demonstrates the effectiveness of its English language arts program by enabling students who were not meeting proficiency standards in the eighth grade to meet the English requirement for graduation with a Regents diploma.

## RESULTS

Eighty-three percent of students who were not proficient in the 8<sup>th</sup> grade passed the English Regents exam with a score of 65 or higher by their fourth year in the accountability cohort.

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<sup>7</sup> Based on the highest score for each student on the English Regents exam

English Regents Passing Rate with a Score of 65 among Students  
Who Were Not Proficient in the 8<sup>th</sup> Grade by Fourth Year Accountability Cohort <sup>8</sup>

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2010	9	44%
2011	5	60%
2012	6	83%

## EVALUATION

The school exceeded the measure.

## ADDITIONAL EVIDENCE

None.

### 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 2015-16 English language arts AMO of **174**.

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

<sup>8</sup> Based on the highest score for each student on the English Regents exam

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 for the 2012 cohort was six points below the 2015-2016 language arts AMO.

### English Language Arts Accountability Performance Level (APL) For the 2012 High School Accountability Cohort

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
25	12%	8%	28%	52%

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 8 & + & 28 & + & 52 & = & 88 \\
 & & & & 28 & + & 52 & = & \underline{80} \\
 & & & & & & \text{APL} & = & 168
 \end{array}$$

## EVALUATION

The school did not meet the measure.

## ADDITIONAL EVIDENCE

Student performance on the Common Core English Regents exam has improved each year of the charter term. This year’s APL was impacted by students who passed the exam with a grade of 55 or higher due to the safety net provision.

**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 local school district.

## 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 school district results.<sup>9</sup>

<sup>9</sup> The New York State Report Card provides the district results for students scoring at or above 65.

## RESULTS

We do not have access to data that allows us to analyze these results at this time.

English Regents Accountability Performance Level (APL)<sup>10</sup>  
of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Charter School		School District	
	APL	Cohort Size	APL	Cohort Size
2010	135	37		
2011	169	38		
2012	168	25	N/A	N/A

## EVALUATION

N/A

## ADDITIONAL EVIDENCE

N/A

## SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL <sup>11</sup>

The school has been successful in meeting the career and college readiness standard for English Regents exam performance with the 2012 cohort at significantly higher levels than each of the two prior cohorts, with improvements of 10 to 20 percentage points each year. Taking IEP safety nets into account, 100% of the students in the 2012 cohort who took the Common Core English Regents exam passed, 96% of the accountability cohort. For the first time this year, the school exceeded both English Regents passing and college and career readiness measure for students who had not tested proficient in 8<sup>th</sup> grade. We continue to achieve four-year passing rates for the English Regents exam that are statistically similar to those of the school district that our school is located in

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<sup>10</sup> For an explanation of the procedure to calculate the school's APL, see page 31.

despite a student population with nearly three times the rate of poverty and twice the rate of learning disabilities.

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) 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) 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 local school district.	N/A

## ACTION PLAN

In 2015-2016, the school implemented Measures of Academic Progress (MAP) testing to identify students with low proficiency in reading, and a Read 180 instructional program to improve the literacy levels of students reading below grade level. We hired a teacher with dual certification in English language arts and literacy as our lower school English teacher and literacy specialist. We anticipate that these upstream, proactive measures will support our students' continued success in English language arts.

## GOAL 2: MATHEMATICS

### Goal 2: Mathematics

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

### 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 the Regents Algebra I (Common Core) 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 following pass levels: scoring 65 to meet the graduation requirement for a Regents diploma / scoring 80 or fully meeting Common Core expectations to meet the college and career readiness standard.<sup>12</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

Twenty percent of students in the 2012 cohort achieved a score of 80 or higher on a mathematics Regents exam.

Mathematics Regents Passing Rate with a Score of 80  
by Fourth Year Accountability Cohort<sup>13</sup>

<sup>12</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>13</sup> Based on the highest score for each student on the Mathematics Regents exam



## HIGH SCHOOL GOALS: MATHEMATICS

Cohort Designation	Number in Cohort	Percent Passing with a score of 80
2010	35	26%
2011	38	42%
2012	25	20%

### EVALUATION

The school did not meet the measure.

### ADDITIONAL EVIDENCE

Forty percent of students in the 2012 cohort passed a Regents exam in mathematics with a score of 78 or higher. The school is pacing students

Mathematics Regents Passing Rate with a score of 80 by Cohort and Year

Cohort Designation	2013-14		2014-15		2015-16	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2012	44	23%	33	21%	25	20%
2013	28	15%	29	21%	31	26%
2014			32	22%	38	8%
2015					24	13%

### Goal 2: Absolute Measure (optional)

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

### METHOD

The school administered the New York State Regents 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 following pass levels: scoring 65 to meet the graduation requirement for a Regents diploma / scoring 80 or fully meeting Common Core expectations to meet the college and career readiness standard.<sup>14</sup> This measure requires students in each Accountability Cohort to achieve the requisite

<sup>14</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.

## HIGH SCHOOL GOALS: MATHEMATICS

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

Ninety-two percent of students in the 2012 cohort passed a Regents exam in mathematics with a score of 65 or higher.

Mathematics 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
2010	35	86%
2011	38	92%
2012	25	92%

### EVALUATION

The school exceeded the measure by 17 percentage points.

### ADDITIONAL EVIDENCE

Fifty-eight of the members of the 2015 cohort have not taken a Regents examination in mathematics.

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

Cohort Designation	2013-14		2014-15		2015-16	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2012	44	68%	33	70%	25	92%
2013	28	25%	29	59%	31	68%
2014			32	31%	38	53%
2015					24	25%

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

## HIGH SCHOOL GOALS: MATHEMATICS

### 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) 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 who were identified as not proficient in the 8<sup>th</sup> grade scored 80 or higher on a Regents exam in mathematics by the end of their fourth year in the cohort.

Mathematics Regents Passing Rate with a Score of 80 among Students Who Were Not Proficient in the 8<sup>th</sup> Grade by Fourth Year Accountability Cohort <sup>16</sup>

Cohort Designation	Number in Cohort	Percent Passing with a score of 80
2010	NA	NA
2011	6	0%
2012	6	0%

### EVALUATION

The school did not meet the measure.

### ADDITIONAL EVIDENCE

None.

### Goal 2: Absolute Measure (optional)

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on the 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 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 graduation with a Regents diploma.

<sup>16</sup> Based on the highest score for each student on the Mathematics Regents exam

# HIGH SCHOOL GOALS: MATHEMATICS

## RESULTS

Eighty-three percent of students in the 2012 cohort identified as not proficient in the 8<sup>th</sup> grade passed a Regents exam in mathematics with a score of 65 or higher by the end of their fourth year in the cohort.

Mathematics Regents Passing Rate with a Score of 65 among Students Who Were Not Proficient in the 8<sup>th</sup> Grade by Fourth Year Accountability Cohort <sup>17</sup>

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2010	NA	NA
2011	6	67%
2012	6	83%

## EVALUATION

The school met the measure.

## ADDITIONAL EVIDENCE

The school's performance on this measure continues to improve from the baseline of 60% established by the 2009 cohort.

### 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 2015-16 mathematics AMO of 159.

<sup>17</sup> Based on the highest score for each student on the Mathematics Regents exam

## HIGH SCHOOL GOALS: MATHEMATICS

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.

### RESULTS

The school's APL is 43 points below the 2015-2016 mathematics AMO.

Mathematics Accountability Performance Level (APL)  
For the 2012 High School Accountability Cohort

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
25	8%	68%	20%	4%

$$\begin{array}{rcccccccc} \text{PI} & = & 68 & + & 20 & + & 4 & = & 92 \\ & & & & 20 & + & 4 & = & \underline{24} \\ & & & & & & \text{APL} & = & 116 \end{array}$$

### EVALUATION

The school did not meet the measure. Nearly three-fourths of the students in the cohort scored below a grade of 74.

### ADDITIONAL EVIDENCE

Our strategy for increased scores on Regents exams in mathematics include early identification of students, adoption of new pre algebra curriculum, and use of customized software to provide instruction and practice targeted to address gaps in skills and conceptual knowledge.

#### 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 local school district.

### 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 school district results.<sup>18</sup>

<sup>18</sup> The New York State Report Card provides the district results for students scoring at or above 65.

# HIGH SCHOOL GOALS: MATHEMATICS

## RESULTS

We do not have access to data that allows us to analyze these results at this time.

Mathematics Accountability Performance Level (APL)  
of Fourth-Year Accountability Cohorts by Charter School and School District<sup>19</sup>

Cohort	Charter School		School District	
	APL	Cohort Size	APL	Cohort Size
2010	140	35		
2011	137	38		
2012	116	25	N/A	N/A

## EVALUATION

N/A

## ADDITIONAL EVIDENCE

N/A

### Goal 2: Comparative Measure (optional)

Each year, the percent to 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.

## 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 school district results.<sup>20</sup>

## RESULTS

The percentage of the students in the school's 2012 cohort who passed a Regents exam in mathematics by the end of their fourth year in the cohort was six percentage points higher than that of the Ithaca City School District.

<sup>19</sup> See page 39 above for an explanation of the APL.

<sup>20</sup> The New York State Report Card provides the district results for students scoring at or above 65.

# HIGH SCHOOL GOALS: MATHEMATICS

## Mathematics Regents Passing Rate with a Score of 65 of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2010	87%	35	88%	425
2011	92%	38	86%	420
2012	92%	25	NA	NA

### EVALUATION

The school met the measure.

### ADDITIONAL EVIDENCE

None.

### SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL <sup>21</sup>

The school has increased the percentage of students passing a Regents exam in mathematics with a grade of 65 or higher from 79% to 92% over the past three years. For the first time in 2015-2016, we exceeded the measure for students identified as not proficient in 8<sup>th</sup> grade passing a Regents exam in mathematics with a grade of 65 or higher, with 83% of those students reaching that standard. Our passing rate for the 2012 cohort was higher than the Ithaca City School District's 2011 cohort passing rate. Forty percent of students in the 2012 cohort scored a 78 or higher on a mathematics Regents exam.

Type	Measure (Accountability Plan Prior to 2012-13)	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents mathematics exam by the completion of their fourth year in the cohort.	Achieved
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will did not score proficient on the 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	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 percent to students in the high school Accountability Cohort passing a New York State Regents mathematics exam with a score of 65 or above will exceed that of the high school Accountability Cohort from the local school district. (Using 2014-2015 school district results.)	Achieved

<sup>21</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

Type	Measure (Accountability Plan from 2012-13 or later)	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) 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) 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 school Accountability Cohort will exceed the APL of comparable students from the local school district. (Using 2015-2016 school district results.)	Did Not Achieve

### ACTION PLAN

In 2015-2016 the school implemented MAP (Measures of Academic Progress) testing to provide data for placement and differentiation of instruction. In response to student performance data, the school began using Aleks online instructional software with students in pre algebra, algebra, and geometry classes to help identify gaps in skills and knowledge and provide targeted instruction in these areas. Our early results are promising but no conclusive at this point in time.

The school will continue with these interventions in 2016-2017. The school has also adopted a new pre algebra curriculum, Core Focus on Math, a Common Core aligned curriculum that is differentiated based on students' conceptual knowledge and skill levels.



## 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 Physics. 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

Ninety-six percent of the students in the 2012 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>22</sup>

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2010	36	89%
2011	38	89%
2012	25	96%

## EVALUATION

The school exceeded the measure, and increased passing rates by 7% over the previous cohort's performance.

<sup>22</sup> Based on the highest score for each student on any science Regents exam

## HIGH SCHOOL GOALS: SCIENCE

### ADDITIONAL EVIDENCE

Ninety-four percent of the 2013 cohort passed a science Regents exam by the end of their third year in the cohort, and the 2014 cohort is less than 10 percentage points from meeting the measure in their first year of taking a science Regents exam.

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

Cohort Designation	2013-14		2014-15		2015-16	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2012	30	63%	33	76%	25	96%
2013	NA	NA	29	52%	31	94%
2014			NA	NA	38	66%
2015					NA	NA

### 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 local school district.

### 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 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

The school's performance exceeded that of the district by 11 percentage points.

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
2010	89%	36	93%	298
2011	89%	38	85%	420
2012	96%	25	NA	NA

### EVALUATION

The school met the measure.

### ADDITIONAL EVIDENCE

None.

## 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

Eighty-four percent of students in the 2012 cohort passed the U.S. History Regents exam with a score of 65 or higher 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>23</sup>

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2010	36	83%
2011	38	87%
2012	25	84%

## EVALUATION

The school met the measure.

<sup>23</sup> Based on the highest score for each student on a science Regents exam

## ADDITIONAL EVIDENCE

Sixty-eight percent of students in the 2013 cohort passed the U.S. History Regents exam by the end of their third year in the cohort, one percentage higher than the performance of the 2012 cohort at the end of their third year.

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

Cohort Designation	2013-14		2014-15		2015-16	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2012	NA	NA	33	67%	25	84%
2013	NA	NA	NA	NA	31	68%
2014			NA	NA	NA	NA
2015					NA	NA

### 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 local school district.

## 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 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

The percentage of the school's students in the 2012 cohort who passed with a grade of 65 or higher was 1 point higher than the district's.

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
2010	83%	36	NA	NA
2011	87%	38	83%	420
2012	84%	25	NA	NA

## EVALUATION

The school met the measure.

## 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

Eighty-four percent of the students in the 2012 cohort earned a score of 65 or higher 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>24</sup>

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2010	36	86%
2011	38	84%
2012	25	84%

## EVALUATION

The school met the measure.

## ADDITIONAL EVIDENCE

The 2013 cohort has already met the measure, with 84% passing with a score of 65 or higher. The 2014 cohort is within 10 points of meeting the measure after their first attempt at this exam at the end of their second year in the cohort. In comparison, the 2013 cohort had a 48% passing rate upon their first attempt at the end of their second year in the cohort.

<sup>24</sup> Based on the highest score for each student on a science Regents exam

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

Cohort Designation	2013-14		2014-15		2015-16	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2012	30	63%	33	61%	25	84%
2013	NA	NA	29	48%	31	84%
2014			NA	NA	38	66%
2015					NA	NA

**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 local school district.

**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 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**

The percentage of the school’s students passing the Global History exam by the end of their fourth year in the cohort exceeded the district’s by four percent.

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
2010	86%	36	91%	298
2011	84%	38	80%	420
2012	84%	25	NA	NA

**EVALUATION**

The school met the measure.

## NCLB

### Goal 4: NCLB

The school will make Adequate Yearly Progress.

#### Goal 4: 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 under the state’s No Child Left Behind (NCLB) accountability system.

### EVALUATION

The school met the measure.

### ADDITIONAL EVIDENCE

The school has met the measure during each year of the current accountability period.

NCLB Status by Year

Year	Status
2013-14	Good Standing
2014-15	Good Standing
2015-16	Good Standing





## GOAL 5: HIGH SCHOOL GRADUATION

### GOAL 5: HIGH SCHOOL GRADUATION

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

### Goal 5: 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.

### Promotion Requirements

New Roots students take a four-year sequence of courses in each core subject area. Ninth grade students are generally 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 Summer Program, Intensives Week, or online credit recovery courses. Other options for credit recovery may be determined by the school 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. 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 5 credits. Ten credits are necessary to

## HIGH SCHOOL GOALS: HIGH SCHOOL GRADUATION

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 a Regents diploma in New York State.

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 August. 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

Seventy-five percent of the students in the 2015 cohort and seventy-seven percent of the students in the 2014 cohort earned at least five credits toward graduation.

Percent of Students in First and Second Year Cohorts  
Earning the Required Number of Credits in 2015-16

Cohort Designation	Number in Cohort	Percent promoted
2014	39	77%
2015	24	75%

### EVALUATION

The school met this measure for this first time in its history, exceeding previous performance levels by 10 to 20 percentage points.

### ADDITIONAL EVIDENCE

None.

#### Goal 5: Absolute Measure (optional)

Each year, 75 percent of students in each 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 in each cohort to the next grade by the end of August.

### RESULTS

Seventy-five percent or more of the students in each of the four cohorts were promoted.

## HIGH SCHOOL GOALS: HIGH SCHOOL GRADUATION

Percent of Students Promoted by Cohort in 2015-16

Cohort Designation	Number in Cohort	Percent promoted
2012	25	88%
2013	31	81%
2014	39	77%
2015	24	75%

### EVALUATION

The school met the measure, with 75% or more of all four cohorts earning five or more credits in 2015-2016.

### ADDITIONAL EVIDENCE

None.

#### Goal 5: 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 2016, the 2014 cohort will have completed its second year.

### RESULTS

Fifty-one percent of students in the 2014 cohort passed three Regents exams by the end of their second year in the cohort.

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

Cohort Designation	Number in Cohort	Percent Passing Three Regents
2012	39	46%
2013	32	41%
2014	38	53%

### EVALUATION

The school did not meet the measure. However, the school increased the number of students passing three Regents exams by the end of the second year of the cohort by over 25% compared to the previous year.

# HIGH SCHOOL GOALS: HIGH SCHOOL GRADUATION

## ADDITIONAL EVIDENCE

None.

### Goal 5: 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 2012 cohort and graduated four years later and those who entered as members of the 2011 cohort and graduated five years later. At a minimum, these students have passed five Regents exams in English language arts, mathematics, science, U.S. History and Global History. Students have through the summer at the end of their fourth year to complete graduation requirements.

The school's graduation requirements appear above under the graduation goal's first measure pertaining to annual grade-by-grade promotion or credit accumulation.

## RESULTS

Seventy-three percent of the members of the 2012 cohort completed graduation requirements in four years. Seventy-eight percent of students in the 2011 cohort completed graduation requirements in five years.

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

Cohort Designation	Number in Cohort	Percent Graduating
2010	51	51%
2011	43	79%
2012	30	73%

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

Cohort Designation	Number in Cohort	Percent Graduating
2009	66	73%
2010	51	55%
2011	45	78%

## EVALUATION

The school did not meet the measure.

## ADDITIONAL EVIDENCE

The school has produced its highest four-year graduation rates in the last two years.

## HIGH SCHOOL GOALS: HIGH SCHOOL GRADUATION

Significantly, 70% of the students in the 2012 cohort qualified for free or reduced price lunch – and 81% of the qualifying students graduated in four years.

The performance of this cohort also provides evidence that students who start high school at New Roots are more likely to graduate in four years: 88% of the students from the 2012 cohort who started at New Roots as freshmen were successful in doing so. Eighty-eight percent of students who started as freshman also qualified for free or reduced priced lunch.

Our four-year graduation rates are now higher than New York’s statewide graduation rates for high schools that most closely match our demographic profile, and are approaching the statewide average of 78%. They also meet or exceed the average four-year graduation rates for other charter high schools in New York State. (Source: January 2016 presentation to the New York Board of Regents)

### Goal 5: 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 local school district.

## 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<sup>25</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 four-year graduation rate is 12 percentage points below the district’s for the 2011 cohort.

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

Cohort Designation	Charter School		School District	
	Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2010	51	51%	350	90%
2011	43	79%	360	85%
2012	30	73%	NA	NA

## EVALUATION

The school did not meet the measure.

<sup>25</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](#).

## ADDITIONAL EVIDENCE

None.

## SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

The school achieved a 73% four-year graduation rate for the 2012 cohort, and a 79% four-year graduation rate for the 2011 cohort. We were also proud to graduate a member of the 2009 cohort in June 2016! These graduation rates are ten percentage points or more below the graduation rates cited by the district, but they exceed those of districts with comparable rates of poverty and students with disabilities.

For the first time in our history, 75% or more of all four cohorts earned five credits or more towards graduation. The school improved its percentage of students passing three Regents exams by the end of their second year in the cohort by one-fourth.

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Total Graduation Cohort will pass their core academic subjects by the end of August and be promoted to the next grade.	Achieved
	(§) 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.	
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 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 local school district.	Did Not Achieve

## ACTION PLAN

Our four-year graduation rates are impacted by a variety of factors. These include small cohort size, students who enter after ninth grade with low credit accumulation, and rules such as the “one day” enrollment rule and the rule that marks a student who has entered a college program prior to the end of their fourth year in the cohort as a “drop out” if they have also passed the GED exam.

New Roots Charter School’s success in raising graduation rates despite these and other factors is due to the high degree of personal attention and intervention to support each and every student in graduating from high school in four years. As the number of students who enter New Roots as a

## HIGH SCHOOL GOALS: HIGH SCHOOL GRADUATION

freshman grows, we are increasingly in a position to provide early interventions that put students on track for success in meeting high school graduation requirements in four years.

## APPENDIX C: SUMMARY TABLES

Include the following section as a separate Accountability Plan goal following the NCLB goal.

### GOAL 6: COLLEGE PREPARATION

#### GOAL 6: COLLEGE PREPARATION

New Roots Charter School students will be prepared to succeed in college.

#### Goal 6: 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

Students in grade 10 did not take the PSAT exam in 2015-2016.

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

School Year	Number of Students in the 10 <sup>th</sup> Grade	Number of Students Tested	Critical Reading		Mathematics	
			School	New York State	School	New York State
2013-14	NA	NA	NA	NA	NA	NA
2014-15	NA	NA	NA	NA	NA	NA
2015-16	NA	NA	NA	NA	NA	NA

#### EVALUATION

N/A

#### ADDITIONAL EVIDENCE

N/A



## APPENDIX C: SUMMARY TABLES

### Goal 7: 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.

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 test takers in the given year.

### RESULTS

Students in grade 12 at New Roots scored higher than the state average in reading, but not 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	
			School	New York State	School	New York State
2013-14	32	9	600	496	516	514
2014-15	38	22	552	489	476	502
2015-16	25	14	527	489	449	502

### EVALUATION

The school did not meet the measure for mathematics, but did for reading.

### ADDITIONAL EVIDENCE

None.

The percent of graduating students that meets the state's aspirational performance measure ("APM"), currently defined as the percentage of students in a cohort who graduate with a score of 80 or better on a math Regents exam AND 75 or better on the English Regents exam, will exceed the statewide average.

### METHOD

Recognizing that remediation rates in New York's colleges are far too high, the Board of Regents has reviewed data showing the gap between high school expectations and college attainment. They reviewed data comparing the graduation rate for the 2005 cohort with the "college and career ready" graduation rate – defined as the percentage of students in the cohort who graduated with a score 80 or better on a math Regents exam and 75 or better on the English Regents exam. The Regents view these data as an important indicator of future student success. Students who

## APPENDIX C: SUMMARY TABLES

graduate high school – but do so with a score below 80 on a math Regents exam and below 75 on the English exam – are likely to require remediation in college.

### RESULTS

Twenty percent of graduates in the 2012 cohort met the aspirational performance measure.

Percent of Graduates Meeting the Aspirational Performance Measure<sup>26</sup>

Cohort	Charter School	Statewide <sup>27</sup>
2010		38.1
2011		40.0
2012	20%	N/A

### EVALUATION

The school did not meet the measure due to performance on mathematics Regents exams.

The percent of graduating students who graduate with a Regents diploma with Advanced Designation will exceed the local district.

### METHOD

In establishing measures to be used by schools, districts and parents to better inform them of the progress of their students, the Regents have also set as an additional aspirational measure of achievement the percent of graduating students who earned a Regents diploma with Advanced Designation (i.e., earned 22 units of course credit; passed seven-to-nine Regents exams with a score of 65 or above; and took advanced course sequences in Career and Technical Education, the arts, or a language other than English).

### RESULTS

Four percent of graduating students in the 2012 cohort received a Regents diploma with advanced designation. Historically, around 50% of students at Ithaca High School have received this designation.

Percent of Graduates with a Regents Diploma with Advanced Designation<sup>28</sup>

Cohort	Charter School	School District <sup>29</sup>
2010	NA	53%
2011	8%	45%
2012	4%	NA

<sup>26</sup> Schools can retrieve state 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](#).

<sup>27</sup> Statewide results for the 2011 cohort are not yet available.

<sup>28</sup> Schools can retrieve information about diplomas conferred 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](#).

<sup>29</sup> District results for the 2011 cohort are not yet available.

## APPENDIX C: SUMMARY TABLES

### EVALUATION

The school did not meet the measure.

### ADDITIONAL EVIDENCE

The Advanced Designation diploma is a challenging goal for many New Roots students due to the requirement for three mathematics Regents exams. Our action plan is to increase the percentage of students who are prepared to pursue this option over time through early interventions.

Each year, 75 percent of graduating students will demonstrate their preparation for college by passing an Advanced Placement (“AP”) exam, a College Level Examination Program (“CLEP”) exam or a college level course.

### METHOD

Students are encouraged to enroll in concurrent enrollment courses through Tompkins Cortland Community College and SUNY College of Environmental Science and Forestry in their third and fourth year of high school. Concurrent enrollment options include core subjects as well as electives.

### RESULTS

One hundred percent of New Roots graduates earned college credit while in high school.

Graduates Passing a Course Demonstrating College Preparation

Cohort	Number of Graduates	Percent Passing the Equivalent OF a College Level Course <sup>30</sup>
2010	26	77%
2011	33	97%
2012	22	100%

### EVALUATION

The school met the measure.

### ADDITIONAL EVIDENCE

Seventy-three percent of graduates received college credit for more than one class.

<sup>30</sup> Advanced Placement (AP) exam, a College Level Examination Program (CLEP) exam, or a college level course

## APPENDIX C: SUMMARY TABLES

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

### METHOD

We track information about students' college applications and post-high school plans in a spreadsheet and update by consulting with families and students throughout the school year as students applied and were accepted to college.

### RESULTS

Seventy percent of graduates in the 2012 cohort planned to matriculate to a college of their choice, including one who matriculated to Cornell University.

### EVALUATION

The school did not meet the measure.

### SUMMARY OF THE COLLEGE PREPARATION GOAL

One hundred percent of graduates from our 2012 cohort demonstrated their college readiness by earning college credit while in high school and completing applications for their chosen colleges. Seventy percent of graduates prepared to matriculate into college in Fall 2016. On average, students performed above the statewide average in literacy, although slightly below in the area of mathematics.

Type	Measure (Accountability Plan from 2012-13 or later)	Outcome
Comparative	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.	N/A
Comparative	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.	Did Not Achieve
	(§) The percent of graduating students that meets the state's aspirational performance measure (APM), currently defined as the percentage of students in a cohort who graduate with a score of 80 or better on a math Regents exam AND 75 or better on the English Regents exam, will exceed the statewide average.	Did Not Achieve
	(§) Each year, 75 percent of graduating students will demonstrate their preparation for college by passing an Advanced Placement (AP) exam, a College Level Examination Program (CLEP) exam or a college level course.	Achieved
	(§) Each year, 75 percent of graduating students will matriculate in a college or university in the year after graduation.	Achieved
	(§) Each year, 75 percent of graduating students will matriculate in a college or university in the year after graduation.	Did Not Achieve

### ACTION PLAN

The data reveals our school's success at supporting students in achieving their goal of graduating as well as inspiring them to see college as the next step in their life journey. In our second charter term, we have consistently exceeded the goal of 75% passing Regents exams required for graduation by the end of their fourth year in the cohort, often at rates comparable to or exceeding those of the Ithaca City School District. One hundred percent of our graduates in 2016 passed a course demonstrating college readiness, and seventy percent had a goal of college matriculation in their first year after graduation. Seventy-seven percent of graduates from the 2012 cohort qualified for free or reduced price lunch, a rate more than double the rate of poverty at Ithaca High School, used as a comparison in this report.

We anticipate that effective early interventions in literacy and mathematics will continue to support our upward trajectory in student success on measures related to these critical skills, increasing their capacity for success in college. In 2016-2017, we are also implementing a new required course series, College and Career Success Seminar 1-4, which provides appropriate instruction and targeted support at each grade level to ensure that students have the skills and knowledge to be successful in high school and ready for college and career upon graduation.