



New Roots Charter School

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Tina Nilsen-Hodges, Principal and Superintendent, and Seren Ozkan, Executive Projects Coordinator, prepared this 2024-25 Accountability Progress Report on behalf of the charter school's Board of Trustees:

Trustee's Name	Board Position	
	Office (e.g., chair, treasurer, secretary)	Committees (e.g., finance, executive)
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Millicent Clarke-Maynard	Trustee	Development
Dr. Roger Richardson	Trustee Emeritus	Personnel

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

SCHOOL OVERVIEW

New Roots Charter School is a small school that inspires student engagement and learning with real-world interdisciplinary projects and community service reflecting education for sustainability (EfS) standards. Informed by the work of the Cloud Institute for Sustainability Education, the State Education and Environment Roundtable, and Expeditionary Learning Schools, New Roots employs research-based best practices demonstrated to foster a positive school culture with high academic expectations for all students.

The school's mission is to support all students, regardless of educational and family background, to earn a Regents diploma and demonstrate readiness for higher education and a meaningful career. We are dedicated to educating 'solutionaries' for a sustainable future who thrive in an evolving economy.

New Roots serves a student population with a unique demographic profile and highly divergent skill levels entering high school. Our students come from a variety of urban, suburban, and rural areas and reside in up to 20 regional school districts surrounding the small upstate city of Ithaca, NY, which is home to Cornell University and Ithaca College.

Of the 115 students enrolled during the 2024-25 academic year as of BEDS Day, about half live in the Ithaca City School District and the rest reside in the rural areas surrounding Ithaca. In 2024-25, 59% of the students enrolled in New Roots Charter School were considered low-income, and approximately 39% received special education services or had a 504 plan. This percentage of economically disadvantaged students is nearly double that of Ithaca High School's most recently reported number, and the percentage of students with disabilities is almost twice as high as Ithaca High School's most recently available number.

Previously serving grades 9-12 only in its first 15 years of operation, New Roots received authorization in February 2025 to expand to offer a new middle school program. Beginning in the 2025-26 school year, New Roots will serve students grades 6-12.

New Roots has garnered notable awards and recognitions, both locally and nationally, since its inception. In 2017, the school was selected by the Green Schools National Network as one of the ten leading schools in our field, and began preparing to serve as a replication hub for other high schools across the nation.

In 2019, New Roots Charter School was recognized with a Best of Green Schools Award by the Green Schools National Network. The school's programs supporting student wellbeing and academic success during the COVID-19 school closure were featured in this organization's national newsletter, and school leader Tina Nilsen-Hodges was recognized for her leadership with a Best of Green Schools Award with a nomination in the Educator category.

In 2021, New Roots Charter School was recognized as a U.S. Department of Education Green Ribbon School, one of only five charter schools among 37 schools in the nation to receive this distinction.

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Now in its 16th year of serving students in the region, New Roots has established a strong track record of attracting grant funding for innovative and impactful programming in line with our school's mission. In June 2018, the regional director for the Department of Environmental Conservation (DEC) met with a team of teachers and administrators to develop ways for New Roots students to contribute to the DEC's priorities in our region. We were subsequently awarded a \$38,000 grant from the DEC to establish a three-year youth ecological restoration corps to further our Cayuga Wetlands Restoration Project. In collaboration with leaders from the Cayuga Nation, this project engages students in developing solutions to key water quality issues by using scientific and indigenous ecological knowledge in concert.

In 2022, the Park Foundation awarded New Roots a grant to pilot Roots of Success, an environmental literacy course. New Roots students earn college credit from Tompkins Cortland Community College, environmental literacy certification from the U.S. Department of Labor, and priority access to pre-apprenticeship programs upon course completion. A follow-up grant of \$50,000.00 to continue the pilot program was awarded in September 2024.

Also in 2023, the USDA Food and Nutrition Service awarded New Roots a competitive two-year, \$100,000.000 Farm to School grant to expand the size and capacity of the school farm, a three-acre agricultural space located at EcoVillage at Ithaca, featuring a school vegetable garden and a community-supported agriculture program featuring u-pick berries. In addition to expanding the size and capacity of the farm, the grant also aimed to boost local procurement efforts for the school's free Farm to School breakfast and lunch program, and increase education and internship opportunities for our students related to farming, local foods, and agriculture. While this grant concluded in June 2025, the school's farm continues to operate, providing organically grown produce to the school's lunch program and providing educational activities and field trips for students.

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.

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

In the 2024-25 school year, New Roots continued to expand its EarthForce green workforce development program under the direction of the school's new EarthForce Program Manager, Katie Church. EarthForce was established in 2023, when Tompkins County awarded New Roots a \$160,000.00 grant to establish a sustainable workforce development program for youth. This program was designed to engage low-income Tompkins County youth ages 12-18 in the development of workforce knowledge and skills necessary to obtain high-quality employment in the regional green economy. In 2024-25, the school continued to offer Roots of Success, an environmental literacy and green careers training program and a

key part of the EarthForce program, as a required course in collaboration with Cornell Cooperative Extension. Students earn 6 college credits and U.S. Department of Labor Environmental Literacy Certification for successful completion of the course, which provides orientation to key concepts and skills in each of the major sectors of the green economy. This program was offered with the renewed support of the Park Foundation in 2024-25.

New Roots also continued its agricultural education program at Kestrel Perch, the school's educational farm. In 2024-25, New Roots offered paid internships at the farm throughout the school year in collaboration with The Learning Web, a local organization that offers apprenticeships and mentoring for youth. Fifteen students completed farm internships during the 2024-25 school year across the fall, spring, and summer sessions.

New Roots also continued its community programming through the Youth Entrepreneurship Market, offered to students in grades 4-12, through a collaboration with Southside Community Center and the homeschooling community, to offer after school programming to young entrepreneurs.

New Roots also maintained its robust array of courses offered for college credit through the school's partnership with Tompkins-Cortland Community College's CollegeNow program. During the 2024-25 school year, New Roots faculty taught Chemistry, Energy & the Environment, Roots of Success, College Algebra, Statistics, Spanish II, US History & Government, Participation in Government, College Writing and Literature, Entrepreneurship, and Personal Money Management for college credit through the CollegeNow program. New Roots now offers 20 classes for college credit, at no cost to students. Most core classes for 11th and 12th grade students are now college credit-bearing. During the 2024-25 school year, the graduating class earned a total of 683 college credits. Each student averaged 18.4 college credits earned, with the top student earning 38 college credits by the end of high school. The school reviews its course offerings annually and continues to apply to offer additional courses based on course interest and faculty expertise and credentials in a given school year.

Now recognized in the local community as a hub for innovative educational initiatives, New Roots also embarked on several exciting partnerships in collaboration with local organizations and institutions during the 2024-25 school year. Notable partnerships included Ithaca Murals, Cornell University's Einhorn Center for Community Engagement, and Cornell University's Bronfenbrenner Center for Translational Research.

New Roots partnered with Ithaca Murals to produce a student-led and student-designed mural on the downtown Ithaca Commons through the Public Art and Community Connections elective held in the Spring 2025 semester. The mural, which represented students' vision of sustainability, community, and imagination, garnered significant community interest and received coverage in several local and regional news outlets.

During the 2024-25 school year, New Roots partnered with Cornell University's Einhorn Center for Community Engagement to host several interns through the Empire State Service Corps. New Roots also partnered with the GripTape Learning Challenge, a program of Cornell's Bronfenbrenner Center for Translational Research. A group of six New Roots students participated in the GripTape Learning

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Challenge, a highly competitive program in which selected students (“GripTape Challengers”) received a \$250 grant to pursue a project of their choosing and were paired with a mentor to guide them through the project. New Roots students’ projects ranged from designing a prosthetic hand, to launching a small upcycled sustainable fashion business, to learning welding, metalworking, and video animation.

In the areas of curriculum and school leadership, the school’s work with partner organizations the Cloud Institute for Sustainability Education and the Green Schools National Network solidified the documentation of curriculum and built capacity for establishing the position of Education for Sustainability Coordinator, an instructional coach who supports teachers in providing mission-aligned instruction and who coordinates interdisciplinary project work. The Education for Sustainability Coordinator serves on the Curriculum and Instruction Leadership Team with Dr. Laura Lamash, Instructional Coach, and Principal Tina Nilsen-Hodges, to plan and deliver high-quality, mission-aligned professional development to faculty in accordance with the professional development calendar.

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2022-23										16	42	33	25	116
2023-24										20	23	45	24	113
2024-25										16	29	29	41	115

HIGH SCHOOL COHORTS

ACCOUNTABILITY COHORT

The state’s Accountability Cohort consists specifically of students who are in their fourth year of high school after entering the 9th grade. For example, the 2021 state Accountability Cohort consists of students who first entered the 9th grade anywhere in the 2021-22 school year, were enrolled in the school on the state’s annual enrollment-determination day (BEDS day) in the 2024-25 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department’s SIRS Manual for more details about cohort eligibility and acceptable exit reasons: <http://www.p12.nysed.gov/irs/sirs/ht>)

Fourth-Year High School Accountability Cohorts					
Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in	Number Leaving	Number in Accountability

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			October of the Cohort's Fourth Year	During the School Year	Cohort as of June 30th
2022-23	2019-20	2019	18	0	18
2023-24	2020-21	2020	25	2	23
2024-25	2021-22	2021	43	2	41

TOTAL COHORT FOR GRADUATION

Students are also included in the Total Cohort for Graduation (referred to as the Graduation Cohort, Total Graduation Cohort, or Total Cohort interchangeably throughout this report) based on the school year they first enter the 9th grade at any school. The 2021 Total Cohort consists of all students, based on last enrollment record as of June 30, 2025, with a First Date of Entry into Grade 9 during the 2021-22 school year, regardless of their current grade level. The school may remove students from the Graduation Cohort if the school has discharged those students for an acceptable reason listed in the [SIRS manual](#), including but not limited to the following: if they transfer to another public or private diploma-granting program with documentation, transfer to home schooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S., or are deceased.

Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designatio n	Number of Students Graduated or Still Enrolled on June 30 th of the Cohort's Fourth Year (a)	Number of Students Who Left the School but Were Not Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2022-23	2019-20	2019	21	2	23
2023-24	2020-21	2020	23	4	27
2024-25	2021-22	2021	41	1	42

Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 th Grade Anywhe re	Cohort Designation	Number of Students Graduated or Still Enrolled on June 30 th of the Cohort's Fifth Year (a)	Number of Students Who Left the School but Were Not Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2022-23	2018-19	2018	43	4	47
2023-24	2019-20	2019	21	2	23

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2024-25	2020-21	2020	23	6	29
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PROMOTION POLICY

New Roots Charter School supports all students in working towards achievement of the Regents Diploma Requirements, as specified in State Education Commissioner Regulations, and as summarized below. Students must earn at least five credits to be promoted to the next grade level.

In accordance with the Commissioner's guidance for the 2024-25 school year, students were awarded credit for achieving course learning outcomes by demonstrating that they met standards assessed in the provided coursework.

	Advanced Regents Diploma		Regents Diploma	
<i>Subject</i>	<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
Total	24 minimum	8	22 minimum	5

Regents Examinations or equivalent: 5

Students must pass the following Regents Exams (or a state-approved equivalent):

- English Language Arts (1);
- One (1) in Social Studies (Global History and Geography II, or United States History & Government);
- One (1) in Mathematics (Integrated Algebra, Geometry, or Algebra 2/Trigonometry);
- One (1) in Science; and
- One (1) Pathway.

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.

Pathways

Arts Pathway: Students pursuing the Arts Pathway must complete an additional Arts course or sequence ending in a Department-approved pathway assessment, and must earn an acceptable score on the culminating NYSED-Approved Pathway Assessment in the Arts.

Career and Technical Education (CTE) Pathway: Students pursuing the CTE pathway must successfully complete a NYSED-approved CTE program, and the culminating 3-part technical assessment.

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

Civics Pathway: Students pursuing the Civics pathway must successfully complete the NYSED requirements for the Seal of Civic Readiness.

Individual Arts Assessment Pathway (IAAP): Students pursuing the Individual Arts Assessment Pathway must successfully complete a locally-determined three-unit sequence in the arts, and demonstrate through a portfolio of creative works that they have met the High School II Accomplished Performance Indicators in the New York State Learning Standards for the Arts.

Humanities Pathway: Students who pursue the Humanities Pathway must successfully complete an additional social studies or English language arts course culminating in a Regents Exam (or NYSED-Approved Regents Examination Alternative), and must earn an acceptable score on the corresponding Regents Exam (or NYSED-Approved Regents Examination Alternative).

STEM Pathway: Students pursuing the STEM Pathway must complete an additional science or mathematics course ending in a Regents (or NYSED-Approved Regents Examination Alternative), and must earn an acceptable score on the corresponding Regents Exam (or NYSED-Approved Regents Examination Alternative).

World Languages Pathway: Students pursuing the World Languages Pathway must complete adequate World Languages coursework (based on student proficiency), and must successfully complete the culminating NYSED-Approved Pathway Assessment in World Languages.

NYS Regents Exam Requirements

- 1) One English Language Arts Regents examination or NYSED-Approved Regents Examination Alternative;
- 2) One mathematics Regents examination or NYSED-Approved Regents Examination Alternative;
- 3) One science Regents examination or NYSED-Approved Regents Examination Alternative;
- 4) One Social Studies Regents examination or NYSED-Approved Regents Examination Alternative; and
- 5) One Pathway

Additional Requirements for Advanced Designation

In addition to successful completion of the appropriate units of credit, to earn a Regents diploma with advanced designation, students must pass two additional math assessments and one additional science assessment to include:

- 1) One English language arts Regents Examination or NYSED-Approved Regents Examination Alternative;
- 2) Three mathematics Regents Examinations or NYSED-Approved Regents Examination Alternatives;
- 3) One life science Regents Examination or NYSED-Approved Regents Examination Alternative;
- 4) One physical science Regents Examination or NYSED-Approved Regents Examination Alternative;
- 5) One social studies Regents Examination or NYSED-Approved Regents Examination Alternative; and
- 6) One pathway (see Multiple Pathways for more information).

Students must also complete one of the three sequence options:

- 1) two additional credits in World Languages (for a total of three credits) and the locally developed Checkpoint B World Languages Exam;
- 2) 5-unit sequence in the Arts, or
- 3) 5-unit sequence in Career and Technical Education (CTE).

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)
 - Foundations of Algebra
Algebra
 - Foundations of Geometry
Geometry
 - Algebra 2 / Trigonometry*
 - Statistics*
 - Personal Money Management*
 - Pre-Calculus*
 - Calculus*
- Science (3-4 credits required)
 - Earth System Science
 - Earth System Science II: Living Environment
 - Contemporary Science & Technology (Physics)*
 - Global Environmental Science*
 - Chemistry*
- Health and Wellness (2.5 credits required)
 - Physical Education (.5 credits/year = 2 credits)
 - Health (.5 credits)
 - Personal Wellness is a required course for Lower School students that meets requirements for Health credit.
- The Arts (1 credit required)
 - Studio Art
 - Various Art Options
 - Various Music Options
- Language Other Than English (1 credit required)
 - Spanish 1
 - Spanish 2
 - Spanish 3/4*
- Sequence Courses or Electives (3.5 credits required)
 - College and Career Success Seminar (up to 1 credit per year)
 - Interdisciplinary, place-based courses (credits vary by year)
 - Annually varied courses selections

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

Additional Requirements

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- 1) Career and College Success Seminar
- 2) Application to college
- 3) Senior Capstone Project
- 4) Graduation Portfolio
- 5) Service Learning hours
- 6) Roots of Success career readiness course

** 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, theater, and/or visual arts

GOAL 1: HIGH SCHOOL GRADUATION

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

Graduation Goal Measure 1 - Leading Indicator

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

Percent of Students in First and Second Year Cohorts
Earning the Required Number of Credits in 2024-25

Cohort Designation	Number in Cohort during 2024-25	Percent Promoted
2023	22	86%
2024	17	88%

Graduation Goal Measure 2 - Leading Indicator

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

As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams through at least 2021-22, some second-year cohorts may have had student waivers

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for examinations. Report the percentage of students who either passed or were exempted from at least three exams. In August of 2025, the 2023 Cohort will have completed its second year.

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

Cohort Designation	School Year	Number in Cohort	Percent Passing at Least Three Regents (including exemptions)
2021	2022-23	44	70%
2022	2023-24	22	55%
2023	2024-25	22	59%

Graduation Goal Measures 3 & 4 - 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.

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

Percent of Students in the Total Graduation Cohort who have Graduated After Four Years¹

Cohort Designation	School Year	Number in Cohort	Number who Graduated	Percent Graduating
2019	2022-23	23	21	91%
2020	2023-24	27	22	81%
2021	2024-45	42	39	93%

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

Cohort Designation	School Year	Number in Cohort	Number who Graduated	Percent Graduating
2018	2022-23	47	43	91%
2019	2023-24	23	21	91%
2020	2024-25	29	23	82%

Graduation Goal Measure 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 school district of comparison.

Percent of Students in the Total Graduation Cohort who

¹ These data reflect August graduation rates.

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Graduate in Four Years Compared to the District²

Cohort Designation	School Year	Charter School			School District	
		Number in Cohort	Number who Graduated	Percent Graduating	Number in Cohort	Percent Graduating
2019	2022-23	23	21	91%	402	87%
2020	2023-24	27	22	81%	369	86%
2021	2024-25	42	39	93%	369	86%

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

The school met and exceeded the measure regarding credits earned during the school year by students in the first and second year high school Total Graduation Cohorts. The school did not meet the measure regarding percentage of students passing at least 3 different Regents exams by the completion of the second year in the cohort. The school conducted an analysis of factors impacting the students who are not currently on track with their Regents examination requirements to determine action steps, which are outlined in the narrative sections that follow.

The school met and exceeded the graduation goal for the fourth year high school Total Cohort with a graduation rate of 93%. The school did not meet the goal of a 95% graduation rate for the fifth year Total Cohort, although there were very strong outcomes for the students within this cohort who persisted in attending New Roots.

The school met and exceeded the comparative measure, exceeding the local school district's graduation rate by 7 percentage points.

Type	Measure	Outcome
Leading Indicator	Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.	YES
Leading Indicator	Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.	NO
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate.	YES
Absolute	Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	NO

² Given that district results for the current year are generally not available at this time, for purposes of this report schools should include the district's 2023-24 results as a temporary placeholder for the district's 2024-25 results.

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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.	YES
Absolute	Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year.	N/A

EVALUATION OF THE GRADUATION GOAL

The school met the goal for credit accumulation in 2024-25 for the first and second year Total Cohorts, exceeding the goal by 13 percentage points and 11 percentage points for the first year and second year Total Cohorts, respectively. The school attributes these strong outcomes to schoolwide attendance policies that emphasize student accountability, weekly faculty and team meetings which provide dedicated time to review student data and develop plans for work completion and academic support, and structured times during the school year for students to make up missed class time or classwork with faculty support. These opportunities for students to make up class time or classwork include weekly Academic Support days in College and Career Success Seminar, Learning Labs scheduled during the last period of the school day, and Regents exam weeks.

The school fell short of the measure of 3 of 5 Regents exams completed by the Total Cohort's second year, with 59% of students in the 2023 cohort having passed at least 3 different Regents exams by the end of their second year in the cohort. However, the school increased its outcome on this measure by 4 percentage points over the previous school year. The school analyzed the Regents exam data for this cohort of students and found that of the students who had passed fewer than 3 Regents exams by the end of their second year in the cohort, nearly half of the students had an IEP or 504 plan. Additionally, over half of the students who passed fewer than 3 Regents exams were chronically absent during the 2024-25 school year, emphasizing the importance of class attendance to content mastery and exam outcomes. The school's Student Services Team will review and develop customized plans for each student during the 2025-26 school year to review each student's individual factors and develop a plan for the necessary supports to get the students academically on track to graduate by the fourth year.

All of the students who had not yet passed 3 Regents exams were invited to participate in a summer academic program at New Roots in August 2025. Students who did not pass their August 2025 Regents retakes have been scheduled for subject area learning labs in the Fall 2025 semester, led by content area teachers, to prepare for Regents exam retakes. The school has also changed its attendance policy in 2025-26 to require that students attend after school work sessions with teachers the day they return to school after an absence.

The school met the four-year graduation goal for the Total Cohort, exceeding the goal by 18 percentage points. The school attributes these graduation outcomes to strong college and career readiness programming, academic systems in place for student accountability and credit recovery, the school's Rise

to Thrive program which supports the school's at-risk student population, and the individualized support given to each student, which is a unique benefit of the school's small size and design.

The school did not meet the goal of a 95% graduation rate for the fifth year Total Cohort. However, of the students in the fifth year Total Cohort who persisted in attending New Roots, 100% of those students in the cohort graduated by August 2025. Of the six non-completers in the fifth year Total Cohort, the school received confirmation that one of the students earned a GED through a BOCES high school equivalency program, and another student is currently enrolled in a high school equivalency program to earn a GED.

ADDITIONAL CONTEXT AND EVIDENCE

None.

ACTION PLAN

The 2024-25 school year's data will be used to develop intervention plans for students who did not meet this benchmark to ensure that they are positioned to graduate in four years.

All students who have not yet passed 3 of 5 Regents exams were placed in corresponding Learning Labs in the fall 2025 semester to prepare for the Regents exam(s) which need to be reattempted for a passing score. These Learning Labs are led by subject area teachers, and the students enrolled are scheduled to reattempt the exams in the January 2025 administration.

The school will continue to provide multiple supports for students to complete coursework throughout the year to stay on track academically. Faculty and staff analyze academic data quarterly to identify students with incomplete or failing course grades, and these students are enrolled in academic support learning labs for targeted support with coursework. Additional opportunities for student credit completion or recovery include teacher office hours held during January Regents and midterm week; "Intensives Week," a designated week in May during which students participate in hands-on projects and local fieldwork in lieu of regular classes; and June Regents week. Any student who does not complete required coursework by the last day of school is required to continue to attend until they complete their courses, with some students required to attend in July and August as necessary.

The school will also continue to implement attendance policies which address the intersection of chronic absences from school and academic performance. The school's attendance policy requires students to complete attendance recovery for a course if more than 10% of classes were missed in a quarter. Students have opportunities to complete attendance recovery during Learning Labs, January Regents and midterm week, and June Regents week. With strong collaboration between teachers and the Dean of Students, the school saw robust rates of attendance recovery, leading to greater accountability for student attendance.

The school will also continue to maintain its academic performance through the Rise to Thrive program for students identified as at risk of academic failure, continuing the practices of monitoring all students' academic progress and performance data in weekly team data meetings, developing individualized intervention plans as needed, providing academic support for all students through the College and Career Success Seminar curriculum, and graduation cohort meetings led by the Dean of Students.

GOAL 2: COLLEGE PREPARATION

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

Our commitment is that every graduate of New Roots Charter School will leave high school with college acceptance and college credits, as well as a resume that will give them access to well-paid, meaningful employment in our region.

To support this goal, all students are enrolled in Career and College Success Seminar every year they attend New Roots. The four-year curriculum scope and sequence includes orientation to high school requirements and options; development of social, emotional, and academic skills; career exploration; documented post-high school planning; and the college and/or work application process. In their senior year, students are also enrolled in a senior seminar focusing on the senior capstone project and the college application process.

The school maintains a strong partnership with Tompkins Cortland Community College's CollegeNow Program to offer concurrent enrollment classes for college credit in grades 11 and 12. Students have the opportunity to earn over 30 credits with core course offerings such as College Writing, College Algebra, Physics, Chemistry, Technical Math, Statistics, Personal Money Management, Sustainable Food Systems, Spanish, Economics, US History, and Government classes. Our Senior Year Program Coordinator and Dean of Postsecondary Success work together to support all students in applying for college in the fall of their senior year. The Dean of Postsecondary Success provides further support for students in the area of career exploration and college readiness, including leading the senior seminar course.

With the establishment of the EarthForce program in 2023, New Roots Charter School is collaborating with Tompkins County, Cornell Cooperative Extension, and Tompkins Cortland Community College to develop pathways that lead directly from career-focused upper level courses to specific degree programs that will prepare them for a career of their choice that is in demand in the wider region.

College preparation and exploration events held this past year for 11th and 12th graders included organized tours of Tompkins Cortland Community College and SUNY Morrisville, and a field trip to a SUNY College Fair. PSAT and SAT School Day exams were also administered to 11th and 12th graders during the spring and fall of the 2024-25 school year. The school also hosted two popular Financial Aid Night events for students and families, one in the fall, and one in the spring. At these Financial Aid Night events, a financial aid representative from nearby Ithaca College gave an informative presentation and answered questions from the attendees about college financial aid. The school plans to host another financial aid event in the 2025-26 school year, given the success of the first two events held.

As part of the school's college and career programming, New Roots also offered a new Internship elective in the spring semester of the 2024-25 school year. Enrolled students attended workplace tours at a variety of locations locally and engaged in internships in community businesses and organizations. Student internship placements included working as a library assistant for the Durland Alternative Library

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at Cornell, learning product management at an organic cooperative market, accomplishing tasks as a general volunteer for Habitat for Humanity, and working as a music studio assistant intern.

To diversify its career exploration offerings in response to workforce trends and demands for skilled trades workers, New Roots also offered its first-ever Introduction to Trades course in 2024-25 in partnership with Historic Ithaca, Significant Elements, and Work Preserve. Four New Roots students completed this spring course, which provided them with a foundational understanding of essential skills and concepts needed for work in construction, carpentry, electrical work, plumbing, and other trades. Through hands-on activities and instruction, students learned safety procedures, tool handling, and basic construction techniques, giving them an introductory insight into potential careers in these fields or further studies in the building trades industry.

Building on previous years' alumni engagement and tracking efforts, New Roots staff also continued their alumni outreach during the 2024-25 school year. Staff members engaged in alumni efforts include Dr. Kris Erickson, Dean of Postsecondary Success, Senior Year Program Coordinator Sue Schwartz, Executive Projects Coordinator Seren Ozkan, and Community Engagement and Admissions Coordinator Katie Church. During the 2024-25 school year, this team sought to expand our available data regarding alumni outcomes by sending out an alumni newsletter, engaging alumni in the school's LinkedIn network, sending out requests for alumni profiles for the website and social media, and hosting the school's first-ever alumni reunion event in June 2025.

College Preparation Goal Measure 1 - Absolute

Each year, 75 percent of graduating students will demonstrate their preparation for college by at least one or some combination of the following indicators:

- Passing an Advanced Placement ("AP") exam with a score of 3 or higher;
- Earning a score of 4 or higher on an International Baccalaureate ("IB") exam;
- Passing a College Level Examination Program ("CLEP") exam;
- Passing a college level course offered at a college or university or through a school partnership with a college or university;
- Achieving the college and career readiness benchmark on the SAT;
- Earning a Regents diploma with advanced designation; or,
- A different school-created indicator approved by the Institute.

Percentage of the 2021 Total Cohort Graduates Demonstrating College Preparation by Indicator³

³ Schools use any method listed above, or any combination thereof, to demonstrate that at least 75 percent of graduates are prepared to engage in rigorous college level coursework. The school should select only those methods listed here that it uses to

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Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
Passing a college level course offered at a college or university or through a school partnership with a college or university	39	39	100%
Overall	39	39	100%

College Preparation Goal Measure 2 - Absolute

Each year, the College, Career, and Civic Readiness Index (“CCCRI”) for the school’s Total Cohort will exceed the Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

Schools are not required to report attainment of this measure for 2024-25. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information. The Institute may use these data for its evaluation of the school’s goal attainment when data become available.

College Preparation Goal Measure 3 - Comparative

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

Schools are not required to report attainment of this measure for 2024-25. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information. The Institute may use these data for its evaluation of the school’s goal attainment when data become available.

College Preparation Goal Measure 4 - Absolute

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

demonstrate the college readiness of its students and eliminate those that it will not. For instance, high schools that do not deliver an IB Program as part of their high school design do not report on the IB option.

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Matriculation Rate of Graduates by Year⁴

Cohort	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year (b)	Matriculation Rate = [(b)/(a)]*100
2019	2022-23	21	12	57%
2020	2023-24	22	14	67%
2021	2024-25	39	27	69%

SUMMARY OF THE COLLEGE PREPARATION GOAL

The school has continued its strong track record of college preparation for all graduating students, with 100% earning college credits for one or more courses while in high school. The school also saw a 2 percent gain in the percentage of students intending to matriculate in college the year after high school in 2024-25, building on the previous year's upward trend.

Type	Measure	Outcome
Absolute	Each year, 75 percent of graduating students will demonstrate their preparation for college by one or more possible indicators of college readiness.	YES
Absolute	Each year, the CCCRI for the school's Total Cohort will exceed that year's state MIP set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the school's CCCRI for the Total Cohort will exceed that of the district's Total Cohort.	N/A
Absolute	Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.	NO

EVALUATION OF THE COLLEGE PREPARATION GOAL

All New Roots students are required to take courses for college credit and apply for college to meet high school graduation requirements. This has been an effective practice that supports all students in meeting the standards expressed in our Accountability Plan. The school also maintained its robust portfolio of dual enrollment college credit courses in partnership with Tompkins Cortland Community College's CollegeNow Program. Most of the core classes for 11th and 12th grade students are now college credit-bearing. Our top-earning Class of 2025 student graduated high school with 38 college credits

⁴ Schools should update and confirm data for Cohorts who graduated prior to 2024-25 and provide preliminary matriculation data for 2021 Cohort. It may be necessary for schools to provide updated data to the Institute when National Student Clearinghouse or other data sources become available later in the school year.

through TC3's CollegeNow program, at no cost. The average number of college credits earned per student in the Class of 2025 was 18.4.

The school continues to work on developing systems for collecting data to inform our understanding of students' post high school choices. All students complete a documented post-high school plan as part of their 12th grade Career and College Success Seminar curriculum. Additionally, we administered a survey to graduating seniors in the spring of 2025 to gather data on post-high school plans, including college acceptances received, college matriculation status, any scholarships or awards received, and alternate plans if not intending to matriculate in a program immediately after high school or if planning to enter the workforce right after high school. We subscribe to the National Student Clearinghouse, and communicate regularly with alumni via email and online platforms to gather information about post-high school activities. We also receive alumni updates through Merit, which notifies schools about achievements earned by alumni in their network, such as Dean's List honors.

Of the 69% of graduates who planned to matriculate in a 2 or 4-year program immediately after high school, intended majors of study represented a wide array of career pathways, including biomedical engineering, mechanical engineering, computer science, nutritional sciences, marine biology, psychology, writing, art, business, and library science. Class of 2025 graduates received a combined total of \$2,776,000.00 in financial awards and scholarships, a notable amount for a group of 39 graduates. While this college matriculation rate is 6 percentage points short of the goal, the school increased its percentage of students planning to matriculate in college the year following graduation by 2 percent. This data was collected from student surveys with documentation updated by student reports as needed.

Students who did not plan to matriculate in a 2 or 4-year program immediately after high school indicated plans to take a gap year, enter the workforce directly after high school, or enroll in vocational programs such as trade school or cosmetology programs.

ADDITIONAL CONTEXT AND EVIDENCE

None.

ACTION PLAN

In the upcoming 2025-26 school year, the school plans to continue offering a robust array of college and career readiness programs for students, including college tours and fairs, career and internship exploration opportunities and activities, guest speakers, college credit courses through TC3 CollegeNow, and PSAT and SAT School Day exams. The school will offer the Introduction to Trades course again in the 2025-26 school year based on the success of its pilot program this past year.

Recognizing that the majority of New Roots students are considered economically disadvantaged, the school will also continue to provide college awareness and readiness resources for this student population, including financial aid information, scholarship information, and announcements about special programs and opportunities available to low-income students.

Through its EarthForce program, the school will continue to educate students about specific associates degree programs and microcredentials that will allow them to continue studies of interest at Tompkins Cortland Community College, with accelerated progress due to college credits earned through CollegeNow. Our College and Career Program Coordinator has experience developing internship programs to enhance workforce readiness for all students and is developing partnerships with local offices and organizations to develop internship opportunities for our students. Our goal is for every student to graduate from high school with college credits, acceptance to a college of their choice, and a resume that demonstrates their qualifications for an entry-level, living wage job.

GOAL 3: ENGLISH LANGUAGE ARTS

Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

BACKGROUND

Our four-year curriculum scope and sequence for English Language Arts is aligned with Common Core and Education for Sustainability standards, and emphasizes interdisciplinary, real-world projects, reading literature, and meaningful application of writing skills. We implement a sustained silent reading practice across all grade levels as a counterbalance to factors that have led to the national decline in reading fiction or nonfiction books among teenagers, as sustained silent reading supports comprehension, speed, and fluency.

During the 2024-25 school year, Dr. Eleanor Griggs, who joined our faculty in the 2023-24 school year, continued to teach 9th and 10th grade courses in the English Department at New Roots. Dr. Griggs taught our 9th and 10th grade English Language Arts and Literary Studies courses, as well as Creative Writing elective classes. Veteran New Roots teacher Sue Schwartz continued to teach our upper level Academic Writing & Literature and College Writing & Literature courses for 11th and 12th graders, respectively.

HIGH SCHOOL ELA

High School ELA Measure 1 - Absolute

Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on the Regents Exam in English

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Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.⁵

Percent Scoring at Least Level 4 on Regents English Common Core Exam by Fourth Year Accountability Cohort⁶

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2019	2022-23	18	0	12	67%
2020	2023-24	23	0	20	87%
2021	2024-45	41	0	31	76%

High School ELA Measure 2 - Absolute

Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

Percent Scoring at Least Level 3 on Regents English Common Core Exam by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2019	2022-23	18	0	17	94%

⁵ Cohort Regents attainment in all subjects is based on students' highest score regardless of the number of times a student sat for the exam.

⁶ Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 some students who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 4 among the students who sat for the exam.

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2020	2023-24	23	0	22	96%
2021	2024-25	41	0	34	83%

High School ELA Measure 3 - Absolute

Each year, the Performance Index (“PI”) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state’s Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

Schools are not required to report attainment of this measure for 2024-25. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information. The Institute may use these data for its evaluation of the school’s goal attainment when data become available.

High School ELA Measure 4 - Comparative

Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. In order to meet or exceed Common Core expectations, a student must achieve a Performance Level 4 or 5. Given that students may take Regents exams up through the summer of their fourth year, the school presents the most recently available school district results.

Percent Scoring at Least Level 4 or Higher on Regents Exam in English Language Arts
by Fourth Year Total Cohort by Charter School and School District

Cohort Designation	Charter School		School District	
	Percent Level 4 or 5	Number in Cohort	Percent Level 4 or 5	Number in Cohort
2019	57%	23	73%	300
2020	75%	27	66%	294
2021	76%	42	66%	294

High School ELA Measure 5 - Comparative

Each year, the percent of students in the high school Total Cohort at least partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.

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METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. In order to at least partially meet Common Core expectations, a student must achieve a Performance Level 3 or higher (i.e. scoring at least 65). Given that students may take Regents exams up through the summer of their fourth year, the school presents the most recently available school district results.

Percent Scoring at Least Level 3 or Higher on Regents Exam in English Language Arts
by Fourth Year Total Cohort by Charter School and School District

Cohort Designation	Charter School		School District	
	Percent Level 3 or Higher	Number in Cohort	Percent Level 3 or Higher	Number in Cohort
2019	87%	23	90%	300
2020	82%	27	82%	294
2021	83%	42	82%	294

High School ELA Measure 6 - Comparative

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

Schools are not required to report attainment of this measure for 2024-25. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information. The Institute may use these data for its evaluation of the school's goal attainment when data become available.

High School ELA Measure 7 - Growth

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will meet the college and career readiness standard (currently scoring at Performance Level 4 and fully meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

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

Percent Achieving at Least Performance Level 4 on Common Core exam among Students
Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort

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Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2019	2022-23				
2020	2023-24				
2021	2024-25				

High School ELA Measure 8 - Growth

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

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

Percent Achieving at Least Performance Level 3 on Common Core exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2019	2022-23				
2020	2023-24				
2021	2024-25				

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

The school exceeded the absolute measures for performance on the English Language Arts Regents exam, with 76% of students performing at or above Level 4 and 83% of students performing at Level 3 or above.

The school exceeded the measures for the comparative goals, with 76% of the total cohort scoring at a Level 4 or higher, and 83% scoring at a Level 3 or higher.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or	YES

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	above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	YES
Absolute	Each year, the Performance Index (PI) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	YES
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	YES
Comparative	Each year, the Performance Index (PI) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	YES
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	N/A
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	N/A

EVALUATION OF HIGH SCHOOL ELA GOAL

The school exceeded the measure of students in the accountability cohort scoring at or above Level 4 on the English Language Arts Regents exam by 11 percentage points. The school exceeded the measure of students scoring at or above Level 3 by 3 percentage points.

The school also exceeded the comparative measures for the English Language Arts goal. The school's percentage of students scoring at a Level 4 or higher on the English Language Arts Regents exam exceeded the local school district of comparison by ten percentage points. The school's percentage of students scoring at a Level 3 or higher on the English Language Arts Regents exam exceeded the district of comparison by one percentage point.

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Analysis of student performance for the English Language Arts Regents exam by student subgroups indicated several notable outcomes. Namely, 71% of economically disadvantaged students scored at Level 4 or higher on the English Language Arts Regents exam, 6 percentage points higher than the goal for all students. 100% of Hispanic, Asian, Asian/Pacific Islander, and Native Hawaiian/Other Pacific Islander students scored at Level 4 or higher on the exam.

ADDITIONAL CONTEXT AND EVIDENCE

None.

ACTION PLAN

The school will continue to monitor the implementation and outcomes of established curriculum that emphasizes development of literacy skills across the curriculum, targeted intervention for identified students, and English coursework that is aligned with the ELA Regents exam in grades 9-11. The school will continue to implement the Measures of Academic Progress (MAP) assessment internally to identify students' literacy levels and to track students' growth.

GOAL 4: MATHEMATICS

Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

BACKGROUND

At New Roots, a mathematics assessment is administered to all students upon entry to help determine the best math course placement. This process is supervised by a veteran mathematics teacher who serves as department chair. Freshmen who do not demonstrate the knowledge and skills necessary for Algebra are assigned to a Foundations of Algebra course in their first semester.

The school has adopted the e-mathinstruction curriculum to prepare students for the Algebra, Geometry, and Algebra 2 Regents examinations. The school also offers courses such as Statistics, Personal Money Management, Technical Math, Precalculus, and Calculus aligned with Tompkins Cortland Community College's curriculum to students in grades 11 and 12 for college credit.

Interdisciplinary anchor projects include real-world applications of mathematics skills learned at each grade level.

HIGH SCHOOL MATHEMATICS

High School Math Measure 1 - Absolute

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Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on a Regents exam in mathematics. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.

Percent Scoring at Least Level 4 on a Regents Mathematics Common Core Exam
by Fourth Year Accountability Cohort

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2019	2022-23	18	15	2	67%
2020	2023-24	23	7	2	13%
2021	2024-25	41	0	11	27%

High School Math Measure 2 - Absolute

Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on a Regents Exam in mathematics. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

Percent Scoring at Least Level 3 on a Regents Mathematics Common Core Exam
by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2019	2022-23	18	15	2	67%

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2020	2023-2 4	23	7	14	88%
2021	2024-2 5	41	0	30	73%

High School Math Measure 3 - Absolute

Each year, the Performance Index (“PI”) on the Regents mathematics exam of students completing their fourth year in the Accountability Cohort will meet the state’s Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

Schools are not required to report attainment of this measure for 2024-25. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information. The Institute may use these data for its evaluation of the school’s goal attainment when data become available.

High School Math Measure 4 - Comparative

Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. In order to meet or exceed Common Core expectations, a student must achieve a Performance Level 4 or 5. Given that students may take Regents exams up through the summer of their fourth year, the school presents the most recently available school district results.

Percent Scoring at Least Level 4 or Higher on a Regents Mathematics Exam
by Fourth Year Total Cohort by Charter School and School District

Cohort Designation	Charter School		School District	
	Percent Level 4 or 5	Number in Cohort	Percent Level 4 or 5	Number in Cohort
2019	9%	23	46%	300
2020	7%	27	45%	294
2021	27%	42	45%	294

High School Math Measure 5 - Comparative

Each year, the percent of students in the high school Total Cohort at least partially meeting Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.

METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. In order to at least partially meet Common Core expectations, a student must achieve a Performance Level 3 or higher (i.e. scoring at least 65). Given that students may take Regents exams up through the summer of their fourth year, the school presents the most recently available school district results.

Percent Scoring at Least Level 3 or Higher on Mathematics Regents Exam
by Fourth Year Total Cohort by Charter School and School District

Cohort Designation	Charter School		School District	
	Percent Level 3 or Higher	Number in Cohort	Percent Level 3 or Higher	Number in Cohort
2019	17%	23	62%	300
2020	54%	27	71%	294
2021	71%	42	71%	294

High School Math Measure 6 - Comparative

Each year, the Performance Index ("PI") in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.

Schools are not required to report attainment of this measure for 2024-25. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information. The Institute may use these data for its evaluation of the school's goal attainment when data become available.

High School Math Measure 7 - Growth

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will meet the college and career readiness standard (currently scoring at Performance Level 4 and fully meeting Common Core expectations on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

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

Percent Achieving at Least Performance Level 4 on a Mathematics Regents Exam among Students
Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort

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Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2019	2022-23				
2020	2023-24				
2021	2024-25				

High School Math Measure 8 - Growth

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

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

Percent Achieving at Least Performance Level 3 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2019	2022-23				
2020	2023-24				
2021	2024-25				

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

The school fell short of the absolute measures for the Mathematics goal.

However, the school achieved several increases in outcomes as compared to the previous year.

The school fell short of the comparative measure regarding students scoring at a Level 4 or higher, but the school matched the district of comparison on the second comparative measure regarding students scoring at a Level 3 or higher.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or	NO

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	above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	NO
Absolute	Each year, the Performance Index (PI) in mathematics of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	NO
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	NO
Comparative	Each year, the Performance Index (PI) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	N/A
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	N/A

EVALUATION OF THE HIGH SCHOOL MATHEMATICS GOAL

The school fell short of the absolute measures, with 27% of students in the Accountability Cohort scoring at Level 4 or higher on a Mathematics Regents exam, and 73% scoring at Level 3 or higher.

However, the school increased the percentage of students scoring at Level 4 or higher on their Mathematics Regents exams by 14 percentage points compared to the previous year.

Additionally, the school notes that 7 of the students in the 2021 accountability cohort who did not score at a Level 3 or higher on their Mathematics Regents exams earned scores between 50-64 that qualified and were approved for a Special Appeal during NYSED's June 2022-August 2023 Regents Special Appeal window. While these students did not earn a Level 3 or higher on their Mathematics exams, their scores did count towards their Regents diploma graduation requirements, per NYSED.

The school fell short of the comparative measure regarding students scoring at a Level 4 or higher, with 27% of students scoring at this Level on the Mathematics Regents. However, the school increased its performance by 20 percentage points over the previous year. The school matched the district of comparison on the second comparative measure, with 71% of students at both districts scoring at Level 3 or higher on the Mathematics Regents. The school also achieved an increase in the percentage of students in the Total Cohort who earned at a Level 3 or higher by seventeen percent as compared to the previous year.

ADDITIONAL CONTEXT AND EVIDENCE

As the only charter high school in our region, New Roots attracts students from disparate educational backgrounds. Students may have attended middle school in one of up to 20 local districts, attended school out of the state or country, engaged with a homeschooling mathematics program, or learned mathematics online. As a result, many students have widely divergent preparation for high school mathematics courses. The first two years of mathematics instruction is focused on identifying and addressing gaps in knowledge or skills to support the student in demonstrating proficiency on the Algebra Regents exam, with students scheduled for mathematics instruction 80 minutes per day. Not surprisingly, the disparities in freshman preparation for high school makes planning for instruction challenging, and instructional time is lost at the start of each school year as teachers seek to orient and adjust to student needs.

Students who experience significant challenges with mathematics in their early years of high school may be less motivated to continue with traditional mathematics courses in grades 11 and 12, opting instead for courses with applied, real-world projects such as Statistics and Personal Money Management in their junior and senior years, subjects for which there are no Regents exams offered, and thus no opportunity to demonstrate growth through this measure. The school continues to monitor mathematical knowledge and skills using the Measures of Academic Progress (MAP) mathematics test.

In February 2025, along with receiving a five-year charter renewal, New Roots received approval to add a new middle school program for grades 6-8 beginning in the 2025-26 school year. The vertical alignment between our middle school and high school curriculum will help our students achieve the goal of meeting critical academic benchmarks by creating a logical learning sequence to support their success on these high-stakes exams starting in their middle school years. Stronger skills in math and literacy would give New Roots students a distinct advantage entering high school. Direct knowledge of students' level of preparation would give their teachers the ability to plan ahead for each student's unique needs, providing another advantage for students. Often students who enter New Roots in grade 9 are ill prepared to succeed in high school because of gaps in their core mathematics and literacy skills.

During the 2024-25 school year, strategies to improve math outcomes included scheduling students who needed to retake Math Regents exams into weekly Math Regents prep learning labs, and holding a summer academic program in Summer 2025 in which content area teachers provided Regents prep support to students retaking exams in August.

ACTION PLAN

As described above, as part of a longer-term solution, the school will be adding middle school grades in 2025-26 to provide our students with a high-quality foundational mathematics education before they enter high school. In the short term, the Board has directed the mathematics team to develop a strategy for increasing the percentage of students who achieve a Level 4 score or higher during each exam administration through targeted skill development and assignment to mathematics learning labs.

Additionally, the school will continue to reinforce mathematics skills relevant to the Regents exam through interdisciplinary, real-world application. Lastly, the school will take a holistic approach to support students who are underperforming in math and who have other factors at play, such as chronic absenteeism from school. Interventions to help support attendance or other relevant life factors will also be employed as part of the school's overall strategy for improving outcomes in math or other subject areas.

GOAL 5: SCIENCE

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.

BACKGROUND

The New Roots Charter School science department has been led by veteran New York State Master Teacher David Streib for over a decade. Under David's leadership, science teachers work in partnership with mathematics teachers to provide a robust, inquiry-oriented learning experience emphasizing real-world, interdisciplinary labs and projects with the theme of ecological sustainability and climate change in keeping with the school's mission and vision.

In August of 2024, we welcomed science teacher Elisa Collins Zinda as a new staff member to our Science Department. In 2024-25, Elisa taught Earth Systems Science I and Earth Systems Science II. Nicole Sly, who joined the New Roots faculty in 2023-24, taught upper school science classes including Chemistry and Energy and the Environment.

HIGH SCHOOL SCIENCE

High School Science Measure 1 - Absolute

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,

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Life Science: Biology, and Chemistry. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort.

Science Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2019	2022-23	18	16	2	100%
2020	2023-24	23	3	18	90%
2021	2024-25	41	2	33	85%

High School Science Measure 2 - Comparative

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

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 exams up through the summer of their fourth year, the school presents most recently available district results.

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

Cohort Designation	Charter School		School District	
	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort
2019	13%	23	65%	300
2020	75%	27	48%	294
2021	83%	42	48%	294

SUMMARY OF THE HIGH SCHOOL SCIENCE GOAL

The school exceeded the absolute measure for performance on the Science Regents exam.

The school also exceeded the local school district of comparison for the comparative measure.

Type	Measure	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 science exam by the completion of their fourth year in the cohort.	YES

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Comparative	Each year, the percent of students in the high school Total Cohort passing a Regents science exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.	YES
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EVALUATION OF THE HIGH SCHOOL SCIENCE GOAL

The school exceeded the absolute measure by 10 percentage points, with 85% of students passing a Science Regents exam. Notably, analysis of student sub-group performance revealed that 80% of Black students passed a Science Regents exam, exceeding the measure by 5 points, and 100% of Hispanic, Asian, Asian/Pacific Islander, and Native Hawaiian/Other Pacific Islander students passed a Science Regents exam, exceeding the measure by 25 points. Additionally, 81% of economically disadvantaged students passed a Science Regents exam, exceeding the measure by 6 points.

The school also exceeded the comparative measure for the Science goal. In the total cohort, 83% of students passed a Science Regents exam, exceeding the local school district's performance by 35 percentage points.

Effective practices that contribute to strong performance on science Regents exams include inquiry-oriented labs, applied projects with real-world relevance, the alignment of interdisciplinary anchor projects and Education for Sustainability standards with the Living Environment exam, and a two-year course in Earth Systems Science that emphasizes learning about Earth as a holistic system that supports the biosphere. Emphasis on science skills, scientific process, and literacy skills across the disciplines also support student success on science Regents exams.

ADDITIONAL CONTEXT AND EVIDENCE

The school has consistently demonstrated strong performance on this measure. The school attributes this to our mission-aligned science curriculum, hands-on learning opportunities that bring science to life, long-term leadership of a New York State master teacher, and strong faculty members recently joining the science department.

ACTION PLAN

To sustain our strong performance in this area, the school will continue to focus on ensuring faithful implementation of the school's exemplary science curriculum through coaching and professional development of newer teachers who join our faculty.

GOAL 6: SOCIAL STUDIES

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

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BACKGROUND

New Roots Charter School students are enrolled in a four-year social studies curriculum featuring cross-disciplinary anchor projects that reinforce course content and themes. Students take two years of Global Studies followed by U.S. History in the junior year, and Sustainable Economics and Participation in Government in the senior year.

In 2024-25, Jay Skelton joined the New Roots faculty as our lower school (grades 9-10) Global Studies teacher, and Connor Reynolds joined the New Roots faculty as our upper school (grades 11-12) US History, Economics, and Participation in Government teacher.

Social Studies Measure 1 - Absolute

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. These measures require students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort.

U.S. History Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2019	2022-23	18	16	1	50%
2020	2023-24	23	0	21	91%
2021	2024-25	41	0	32	78%

Social Studies Measure 2 - Comparative

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

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

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

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

Cohort Designation	Charter School		School District	
	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort
2019	4%	23	29%	300
2020	75%	27	84%	294
2021	79%	42	84%	294

Social Studies Measure 3 - Absolute

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

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. These measures require students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort.

Global History Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2019	2022-23	18	15	2	67%
2020	2023-24	23	1	21	95%
2021	2024-25	41	2	32	82%

Social Studies Measure 4 - Comparative

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

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

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

Cohort Designation	Charter School		School District	
	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort
2019	13%	23	6%	300
2020	82%	27	85%	294
2021	83%	42	85%	294

SUMMARY OF THE SOCIAL STUDIES GOAL

The school exceeded the absolute measures for the Social Studies goal.

The school came close to meeting the local school district of comparison for the comparative measure.

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State U.S. History Regents exam by the completion of their fourth year in the cohort.	YES
Comparative	Each year, the percent of students in the high school Total Cohort passing the U.S. History Regents exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.	NO
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Global History Regents exam by the completion of their fourth year in the cohort.	YES
Comparative	Each year, the percent of students in the high school Total Cohort passing the Global History Regents exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.	NO

EVALUATION OF THE SOCIAL STUDIES GOAL

The school exceeded the absolute measure by 3 percentage points for the U.S. History exam and 7 percentage points for the Global Studies exam. Notably, among student sub-groups, 81% of economically disadvantaged students in the cohort passed the Global Studies exam, six points higher than the goal for all students for the measure. Our emphasis on literacy across the curriculum contributes to student preparation to take these exams successfully.

The school came close to meeting the local school district on the comparative measure, with 79% of students in the total cohort passing the U.S. History Regents exam, 5 percentage points behind the local school district, and 83% of students in the total cohort passing the Global Studies Regents exam, compared to 85% of students in the local school district. However, the school increased its performance on the U.S. History Regents exam by 4 percentage points compared to the previous year, and increased its outcomes on the Global Studies Regents exam by one percentage point over the previous year.

ADDITIONAL CONTEXT AND EVIDENCE

None.

Action Plan

New Roots Charter School will continue to emphasize interdisciplinary projects, content area literacy instruction, local history, and community-based learning to render social studies relevant and meaningful to students in order to support their investment in academic achievement in this area. New faculty will receive coaching and professional development to support their implementation of curriculum.

GOAL 7: ESSA

ESSA Measure 1

Under the state's ESSA accountability system, the school is in good standing: the state has not identified the school for comprehensive or targeted improvement.

Because *all* students are expected to meet the state's performance standards, the federal statute stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. As New York State, like all states, is required to establish a specific system for making these determinations for its public schools, charter schools do not have latitude in establishing their own performance levels or criteria of success for meeting the ESSA accountability requirements. Each year, the state issues School Report Cards that indicate a school's status under the state accountability system. More information on assigned accountability designations and context can be found [here](#).

Accountability Status by Year

Year	Status
2022-23	Local Support and Improvement (formerly known as Good Standing)
2023-24	Local Support and Improvement (formerly known as Good Standing)
2024-25	Local Support and Improvement (formerly known as Good Standing)

ADDITIONAL CONTEXT AND EVIDENCE

The school has maintained its Local Support and Improvement (Good Standing) status since its inception.

