

I. SCHOOL INFORMATION AND COVER PAGE

Created Thursday, July 11, 2013

Updated Thursday, August 01, 2013

Page 1

1. SCHOOL NAME

(Select School name from dropdown menu; BEDS # appears first)

610600860944 NEW ROOTS CS

2. CHARTER AUTHORIZER

SUNY-Authorized Charter School

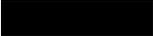
3. DISTRICT / CSD OF LOCATION

Ithaca

4. SCHOOL INFORMATION

PRIMARY ADDRESS	PHONE NUMBER	FAX NUMBER	EMAIL ADDRESS
116 N. Cayuga Street, P.O. Box 936, Ithaca, NY 14851	607-882-9220	607-882-9230	info@newrootsschool. org

4a. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES

4a. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES Contact Name	Tina Nilsen-Hodges
4a. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES Title	Principal
4a. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES Emergency Phone Number (###-###-####)	

5. SCHOOL WEB ADDRESS (URL)

www.newrootsschool.org

6. DATE OF INITIAL CHARTER

2009-02-01 00:00:00

7. DATE FIRST OPENED FOR INSTRUCTION

2009-09-01 00:00:00

8. TOTAL NUMBER OF STUDENTS ENROLLED IN 2012-13 (as reported on BEDS Day)

(as reported on BEDS Day)

9. GRADES SERVED IN SCHOOL YEAR 2012-13

Check all that apply

 9

 10

 11

 12**10. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?**

Yes/No	Name of CMO/EMO
No	

11. FACILITIES

Will the School maintain or operate multiple sites?

No, just one site.

12. SCHOOL SITES

Please list the sites where the school will operate in 2013-14.

	Physical Address	Phone Number	District/CSD	Grades Served at Site	School at Full Capacity at Site	Facilities Agreement
Site 1 (same as primary site)	116 N. Cayuga Street, P.O. Box 936, Ithaca NY 14851	607-882-9220	ITHACA CITY SD	9-12	No	Rent/Lease

Site 2

Site 3

12a. Please provide the contact information for Site 1 (same as the primary site).

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Tina Nilsen-Hodges	[REDACTED]	[REDACTED]	[REDACTED]
Operational Leader	Sabrina Johnston	[REDACTED]		[REDACTED]

Compliance Contact

Complaint Contact

14. Were there any revisions to the school's charter during the 2012-2013 school year? (Please include both those that required authorizer approval and those that did not require authorizer approval).

Yes

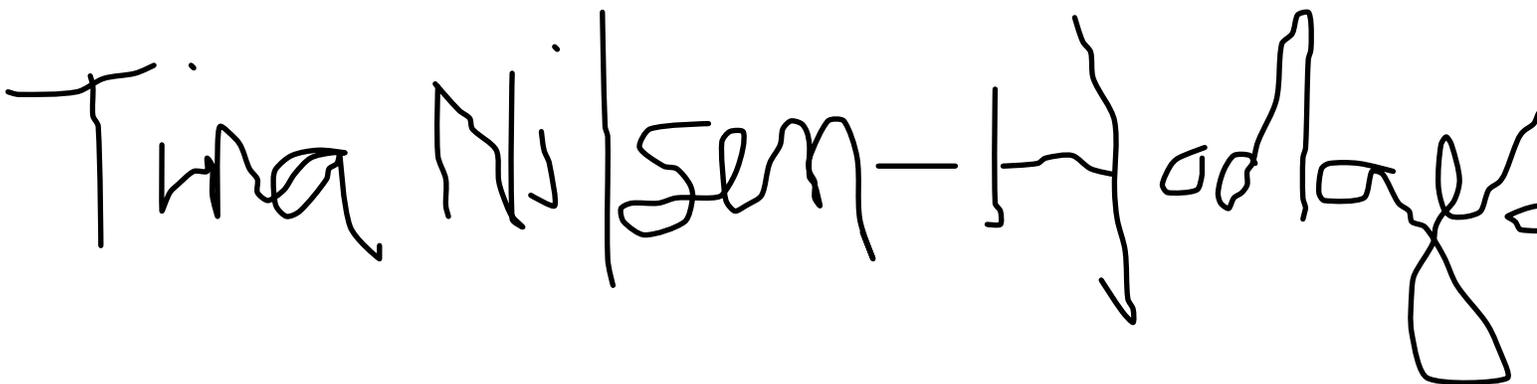
15. Summary of Charter Revisions

	Category (Select Best Description)	Specific Revision (150 word limit)	Date Approved by BOT (if applicable)	Date Approved by Authorizer (if applicable)
1	Change in Bylaws	change in language of by-laws to reflect elimination of all non-voting ex-officio trustee positions except that of Principal.	June 27, 2013	
2				
3				
4				
5				

16. Our signatures below attest that all of the information contained herein is truthful and accurate and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, regulations, and rules. We understand that if any information in any part of this report is found to have been deliberately misrepresented, that will constitute grounds for the revocation of our charter. Check **YES** if you agree and use the mouse on your PC or the stylus on your mobile device to sign your name).

• Yes

Signature, Head of Charter School



Signature, President of the Board of Trustees

Jason Hamilton

Thank you.



**New Roots Charter School
CHARTER SCHOOL**

**2012-13 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 16, 2013

By Tina Nilsen-Hodges, Principal and Superintendent

116 North Cayuga Street Ithaca, NY 14850
P.O. Box 936 Ithaca, NY 14851
(607) 882-9220

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

Trustee's Name	Board Position
Dr. Jason Hamilton	Chairman of the Board
Dr. Peter Bardaglio	Vice Chairman
Dr. Granger Macy	Treasurer
Dr. Synnøve Heggøy	Secretary
Dr. Roger Richardson	Chairman, Personnel Committee
Jen Bokaer-Smith	Trustee
Conrad Metcalf	Trustee
Kathleen Torello	Trustee
Tina Nilsen-Hodges	Principal, ex-officio trustee
Michael Petkov	Student, ex-officio trustee
Vacancy in 2012-2013	Parent, ex-officio trustee
Audrey Southern	Staff, ex-officio trustee

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

INTRODUCTION

New Roots Charter School opened its doors in September 2009 to grades nine and ten. We expanded to offer an 11th grade program to the 2008 cohort the following year, and the next year we added a Senior Year Program and celebrated our first graduating class. The approximately 190 students enrolled in the 2012-2013 academic year came from 17 home districts, with just 40% residing in the Ithaca City School District, and several travelling up to an hour each way to and from school. Approximately 53% of the students enrolled in New Roots Charter School in our fourth year of operation qualified for our free or reduced price lunch program, and 19% received special education services.

New Roots Charter School's emphasis is creating a learner-centered, responsive small school setting emphasizing real-world interdisciplinary learning projects and opportunities for community service and engagement. Grounded in extensive professional development provided by the State Education and Environment Roundtable, Expeditionary Learning Schools, and the Cloud Institute for Sustainability Education in our early years, New Roots employs research-based "best practices" demonstrated to foster a positive school culture with high academic achievement for all students. The school's mission is to support all students, regardless of educational and family background, to earn a Regents diploma and demonstrate readiness for higher education. An important dimension of our mission is to create a model of secondary education that integrates the curriculum standards and methods of education for sustainability with practices that support educational equity. Our slogan is, "Growing Students for a Just and Sustainable Future."

The New Roots program is designed to support all students in moving towards achieving their academic potential through the "environment as an integrating context for education" approach to learning developed by the State Education and Environment Roundtable. Our core academic classes are designed to meet standards developed by the Cloud Institute for Sustainability Education, with themes explored in more depth during weekly 90- to 180-minute interdisciplinary seminars, science labs, and service learning projects. In our inaugural year, New Roots contracted with Expeditionary Learning Schools to provide on-site professional development for our staff. The goal was to create shared understanding and skill among staff in implementing a rigorous, inquiry-based, interdisciplinary model of learning that includes community-based learning projects, active classroom learning, mastery-based grading, and advisory groups. During subsequent school years, we have continued to focus on professional development in these areas, drawing on local and national resources as we build leadership capacity internally to train and coach the teachers who are joining us as our school grows.

New Roots students have expressed being attracted to the school for a wide variety of reasons, including our mission of education for sustainability and social justice, desire for greater academic challenge, the greater personal attention offered by a small school setting, and desire for a "fresh start" in school. Statistical analysis comparing Terra Nova and Regents test scores clearly reveals that New Roots serves a student population with highly divergent skill levels entering high school. For instance, 31% of the 2011 cohort entered high school performing below grade level in reading, and 47% entered high school performing below grade level in mathematics. These students are

grouped in heterogeneous classes with peers who have entered high school with more advanced skills, with all students offered equal access to Honors Program enrichment activities.

Many New Roots students overcome significant obstacles on the road to college and career readiness. Because we only offer a high school program, we must work to quickly close achievement gaps developed throughout elementary and middle school with students who express little confidence of graduating from high school or attending college. Many of these students come to us in 10th or 11th grade, further limiting the time available to address academic issues. As illustrated in the table below, 62% or more students in any given cohort enter New Roots with one or more demographic or academic risk factors known to impact academic achievement, from poverty and ethnicity to a history of credit deficiency or poor attendance.

Cohort Risk Factor Profile

Cohort Designation	Total # of Students	% with at least 1 risk factor	% SPED or 504
2008	32	84%	31%
2009	53	62%	30%
2010	53	81%	21%
2011	47	68%	21%
2012	38	74%	26%

Students are identified as having a risk factor if they have special education needs (including students with 504s), are at poverty levels, are a student of color, are in foster care, came in with low 8th grade test scores, and/or if they have had some traumatic experience that we know about (death of a parent, history of exposure to violence, etc). Note that the entire graduation cohort, not just the accountability cohort, was used for this calculation.

The cumulative and combined impact of students at risk of academic failure entering New Roots after spending one or more years in high school elsewhere is evident in our evaluation of our 2009 cohort data. We are encouraged that our results for key accountability measures are close to or above the established 75% benchmark. In an accountability cohort of 53 and a graduation cohort of 66, however, just a few students can have a significant impact, particularly given that students are now counted as part of the graduation cohort if they spend one day or more at a high school.

Another factor in our process of data analysis is the significant challenge faced by our administrative staff in collecting and tracking accurate information about the academic history of students who have attended multiple high schools, have been homeschooled, and/or have moved to Ithaca from out of state. In our first year of operation, when the majority of our 2009 cohort entered high school, many of the district schools in our region refused to send transcripts. We have discovered errors and omissions in the records received, and have experienced discrepancies in translating between hard copies, our student information system, and the Institute’s required Data Workbook. Additionally, accepting students who have spent several years in high school prior to attending New Roots has, in several cases, meant changing the size of a graduation cohort after most of the cohort graduated! For instance, two students who began high school in Fall 2008 first enrolled at New Roots during the 2012-2013 school year, impacting graduation rates for the 2008 cohort. As changes in cohort enrollment and student records may impact percentages reported from one reporting period to the next, data reported are verified as accurate to the best of staff’s

knowledge as of the date of report submission. Any subsequent changes in student information that impact data are documented and reflected in reports from the date of change or discovery forward.

We are encouraged to see that the evidence suggests that we can offer an intellectually rigorous, college preparatory program for all students while providing for the academic needs of students who enter high school at a disadvantage. Utilizing the systems thinking approach that is at the heart of an education for sustainability, we are engaged in a constant process of reading feedback to improve our practice and our results, resulting in an organization that has evolved quickly to meet essential student performance goals. Learning from our experiences in 2012-2013, we have created an action plan that supports our upward trajectory in 2013-2014.

The foundation of our program is the key design elements described in our charter:

- education for sustainability as an integrated principal for applied disciplinary studies,
- community-based learning,
- small school design, and
- a college preparatory curriculum.

Essential elements of this design include:

- Curriculum for sustainability education that integrates standards developed by the Cloud Institute for Sustainability Education and consistent with the Environment as Integrating Context model developed by the State Education and Environment Roundtable, a rigorous, inquiry-based, interdisciplinary model of learning that includes community-based projects and active classroom learning.
- Pedagogical strategies and practices implemented in Expeditionary Learning Schools, including:
 - advisory classes called “crew”
 - mastery-based learning and assessment
 - literacy across the disciplines practices
- Features of successful small schools, including grade-level team meetings for personalizing supports for struggling students
- A special education program with consultant teacher, resource room, and testing accommodation supports
- A restorative justice orientation to student discipline.

During our fourth year, we continued to develop and fine-tune our student support services, renaming this team the “empowerment” team to emphasize that the goal is increased student agency and responsibility for their own learning, behavior, and growth. These changes included:

- Addition of the role of an Associate Principal charged with general instructional oversight for core academic classes as well as the “empowerment” program, including and especially services for at-risk students such as Response to Intervention (RtI) interventions, counseling, and special education

- Focusing the work of the Dean of Conduct and Culture on the cultivation of self-discipline in students, and ensuring that all staff are training in restorative justice practices
- Adding a college counselor to focus exclusively on supporting the college application process, and refocusing the college program coordinator's job description on instructional coaching, curriculum design, and academic interventions
- Focusing the Academic Intervention Specialist's job description on attendance monitoring and support to provide "upstream" intervention for students at risk of academic failure due to attendance issues

These changes supported program enhancements that included:

- Dramatically increased time for instructional leadership and coaching of teachers, with Associate Principal and Program Coordinator sharing teacher supervision and evaluation with the Principal
- An improved Response to Intervention (RtI) process
- Weekly meetings of our "empowerment" team to coordinate counseling services, disciplinary interventions, special education, and RtI plans
- Staff-wide training and development of positive behavioral intervention systems, refocusing our three-tiered response to student behavior
- Introduction of mindfulness and relaxation techniques to foster student focus and ownership of their learning process
- Further development of advisory group curriculum that teaches good study skills and habits of work and learning ("HOWLS")
- Addition of an After School Program, and maintenance of Saturday School and Summer School.

As we enter our fifth year, we have further increased instruction time in core subject areas and the opportunity for all students to derive maximum benefit from our key design elements with the addition of a place-based "learning expedition" course at all grade levels. We have also added another .5 FTE instructional leader and program coordinator to support focused coaching and supervision of mathematics and science teachers, and the development of place-based projects. Our Academic Leadership Team has been expanded to include teacher leadership in the areas of special education, literacy, mastery-based learning, and data-driven instruction. With the integration of school-wide sustained silent reading, we continue to promote a culture that values literacy.

With one year remaining in our first charter term, New Roots Charter School has a well-developed academic program that integrates all key design elements with services that support all students in developing the capacity to grow academically. Our organizational structure provides for optimal supervision and support for all staff, including clear expectations and lines of accountability for achievement of our organization's goals. We have demonstrated our ability to achieve Accountability Plan goals amid the many challenges of our start up years. We are excited to see what our students will accomplish in the year ahead.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2009-10	n/a	60	42	n/a	n/a	102								
2010-11	n/a	30	52	32	n/a	114								
2011-12	n/a	43	45	57	29	174								
2012-13	n/a	42	49	43	53	191								

High School Cohorts

Accountability Cohort

The state's Accountability Cohort consists specifically of students who are in their fourth year of high school after the 9th grade. For example, the 2009 state Accountability Cohort consists of students who entered the 9th grade in the 2009-10 school year, were enrolled in the school on the state's annual enrollment-determination day (BEDS day) in the 2012-13 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department's website for their accountability rules and cohort definitions:

<http://www.emsc.nysed.gov/irts/accountability/home.shtml>)

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

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 October of the Cohort's Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30 th
2010-11	2007-08	2007	n/a	n/a	n/a
2011-12	2008-09	2008	38	7	31
2012-13	2009-10	2009	53	4	49

Total Cohort for Graduation

Students are included in the Total Cohort for Graduation also based on the year they first enter the 9th grade. Prior to 2011-12, students who have enrolled at least five months in the school after entering the 9th grade are part of the Total Cohort for Graduation; as of 2011-12 (the 2008 cohort), students who have enrolled only one day in the school after entering the 9th grade are part of the school's Total Cohort for Graduation Cohort. If the school has discharged students for one of the following acceptable reasons, it may remove them from the graduation cohort: if they transfer to another public or private diploma-granting program with documentation, transfer to home

schooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S. or die.

Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30 th of the Cohort's Fourth Year (a)	Additional Students Still in Cohort ¹ (b)	Graduation Cohort (a) + (b)
2009-10	2006-07	2006	n/a	n/a	n/a
2010-11	2007-08	2007	n/a	n/a	5
2011-12	2008-09	2008	26	8	34
2012-13	2009-10	2009	49	15	64

Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30 th of the Cohort's Fifth Year (a)	Additional Students Still in Cohort ² (b)	Graduation Cohort (a) + (b)
2010-11	2006-07	2006	n/a	n/a	n/a
2011-12	2007-08	2007	n/a	n/a	n/a
2012-13	2008-09	2008	4	32	36

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

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

ENGLISH LANGUAGE ARTS

Goal 1: Absolute Measure

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

(S) Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career ready standard (currently scoring 75 on the New York State Regents English exam) by the completion of their fourth year in the cohort.

Method

The school administered the New York State Regents Comprehensive English exam that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department defines the following pass levels: scoring 65 to meet the graduation requirement for a Regents diploma; and scoring 75 to meet the college and career readiness standard.³ This measure examines the percent of the Accountability Cohort that passed the exam by the completion of their fourth year in the cohort. Students have until the summer of their fourth year to do so.

Results

The school met the measure.

**English Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort⁴**

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2007	n/a	n/a
2008	32	97%
2009	53	77%

Evaluation

The school exceeded the measure by two percentage points, with 77% of students in the 2009 cohort passing the exam by the end of their fourth year in the cohort.

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

⁴ Based on the highest score for each student on the English Regents exam

Additional Evidence

The performance of the 2010 cohort suggests that the school is on track to meet this measure, with 67% of students earning a passing grade as of August 2013. This is a slightly higher rate of passing than that of the 2009 cohort as of their third year in the cohort.

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

Cohort Designation	2010-11		2011-12		2012-13	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2009	n/a	n/a	49	65%	53	77%
2010			n/a	n/a	43	67%
2011						
2012						

Goal 1: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will did not score proficient on the New York State 8th grade English language arts exam will score at least 65 on the New York State Regents English exam by the completion of their fourth year in the cohort.

Method

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

Results

The school did not meet the measure.

English Regents Passing Rate with a Score of 65 among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ⁵

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2007	n/a	n/a
2008	3	100%
2009	7	43%

⁵ Based on the highest score for each student on the English Regents exam

Evaluation

For the seven students identified as not proficient in 8th grade by this method, only three of seven students passed the English Regents exam.

Additional Evidence

The school has received 8th grade scores from districts for only 60% of the students in the 2009 cohort, despite repeated attempts by our counselors to gather this information. Additionally, a significant number of students were homeschooled, or attended middle school in states other than New York.

A review of Terra Nova exam data reveals that 31% of students in the 2009 cohort that we have data for at the time of their entry to New Roots tested below an NCE of 50 on the reading section of the exam. Seventy-three percent of these students passed the Regents English exam by the end of their fourth year in the cohort.

Goal 1: Absolute Measure

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

Method

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

http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver_REVISED.pdf

The AMO continues to be its basis for determining if schools are making satisfactory progress toward the annual goal. To achieve this measure, all tested students in the Accountability Cohort must have an Accountability Performance Level (APL) that equals or exceeds the 2012-13 English language arts AMO of **163**.

The APL is calculated by adding the sum of the percent of students in the Accountability Cohort at Levels 2 through 4 to the sum of the percent of students at Level 3 and 4. Thus, the highest possible APL is 200. The Regents exams are scored on a scale from 0 to 100; 0 to 64 is Level 1, 65 to 74 is Level 2, 75 to 89 is Level 3, and 90 to 100 is Level 4.

Results

The school did not meet this measure.

English Language Arts Accountability Performance Level (APL) For the 2009 High School Accountability Cohort

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
53	8/53 = 15%	4/53 = 8%	26/53 = 49%	15/53 = 28%

$$\begin{array}{rcccccccc} \text{PI} & = & 8 & + & 49 & + & 28 & = & 85 \\ & & & & 49 & + & 28 & = & \underline{77} \\ & & & & & & \text{APL} & = & \mathbf{162} \end{array}$$

Evaluation

The school achieved an Accountability Performance Level of 162, one point lower than the AMO of 163.

Additional Evidence

Comparing the performance of the 2008 and 2009 cohorts, the number of students performing at level 4 remained constant (28%) but the percentage of students performing at level 3 dropped by 20 points (69% v. 49%).

Goal 1: Comparative Measure

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

Method

The school compares the performance of students in their fourth year in the charter school Accountability Cohort to that of the respective cohort of students in the local school district. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.⁶

Results

Data is not yet available for the Ithaca City School District's 2009 cohort. Comparing performance to the district's 2008 cohort, the school did not meet the measure.

⁶ The New York State Report Card provides the district results for students scoring at or above 65. The New York State Accountability Report provides the district results for students scoring at or above 75.

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

Cohort	Charter School		School District ⁷	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2007	n/a	n/a	84%	423
2008	97%	32	84%	425
2009	77%	54	N/A	N/A

Evaluation

The school’s 2009 cohort achieved a 77% passing rate. The ICSD 2008 cohort’s passing rate was 84%.

Additional Evidence

None.

Goal 1: OPTIONAL Comparative Measure

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

Method

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

During the 2012-2013 school year New Roots enrolled students from 17 different districts. To calculate the composite score for the various data points each district was weighted using the percentage that particular district represented in the overall New Roots student population.

Results

Data is not yet available for the 2009 cohorts from regional district high schools. Comparing performance to the 2008 cohort, the school does not appear to have met the measure.

⁷ District results for the 2009 cohort are not yet available.

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

Cohort	Charter School		Composite District ⁸	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2007	n/a	n/a	82%	n/a
2008	97%	32	83%	n/a
2009	77%	54	N/A	N/A

Evaluation

The school’s 2009 cohort achieved a 77% passing rate. The composite regional 2008 cohort’s passing rate was 83%.

Additional Evidence

None.

Goal 1: OPTIONAL Comparative Measure

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

Method

The school compares the performance of students in their fourth year in the charter school Accountability Cohort to that of the respective cohort of students in a school district with comparable demographics. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.⁹

Results

While 2009 cohort data from the Nottingham High School is not yet available, based on comparison with 2008 cohort results the school appears to have met this measure.

⁸ District results for the 2009 cohort are not yet available.

⁹ The New York State Report Card provides the district results for students scoring at or above 65. The New York State Accountability Report provides the district results for students scoring at or above 75.

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

Cohort	Charter School		Nottingham HS	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2007	n/a	n/a	57%	366
2008	97%	32	55%	348
2009	77%	54	n/a	n/a

Evaluation

The school’s 2009 cohort achieved a 77% passing rate, and Nottingham High School’s 2008 cohort’s passing rate was 55%.

Additional Evidence

None.

Goal 1: OPTIONAL Absolute Measure

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

Method

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

Results

The school did not meet this measure.

Average NCE for Spring 2013 Terra Nova Testing for Reading

Grade	% of students tested with a score above 50 NCE
9 th	61%
10 th	66%
11 th	54%
12 th	66%

Evaluation

Approximately two-thirds or fewer students at each grade level achieved an NCE of 50 or higher.

Additional Evidence

None.

(§) Goal 1: Growth Measure

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

Method

In order to effectively compare the first to the second year's growth for the 2011 cohort, students who sat for both exams were used for this calculation. Although there are currently 43 students in the 2011 cohort, only 27 of these students were New Roots students for their first and second year and also sat for the exam. The figures above for the 2011 cohort represent 63% of the cohort.

Results

The school met this measure.

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

Cohort Designation	Number in Cohort	Average NCE			Target Achieved
		First Year Baseline	Second Year Target	Second Year Result	
2008	32	50.8	50.8+	62.9	YES
2009	49	54.3	54.3+	60.0	YES
2010	37	60.7	60.7+	63.1	YES
2011	43	68.4	68.4+	69.0	YES
2012	25	54.9	54.9+	n/a	n/a

Evaluation

Students in the 2011 cohort showed an increase in their average NCE from 60.7 to 63.1. This is consistent with second year results from all previous year cohorts.

Additional Evidence

The school also met this goal in 2010-2011 and 2011-2012.

Summary of the High School English Language Arts Goal¹⁰

Consistent with the performance of the 2008 cohort, New Roots Charter School achieved the absolute measure of 75 percent of students scoring at least 65 on the New York State Regents English exam. This cohort did not, however, exceed the passing rates of our local and regional school districts. The school’s Accountability Performance Level was one point below the AMO. Terra Nova data demonstrates gains in the 2011’s average NCE, but only about two-thirds of students are testing at or above an NCE of 50.

Type	Measure	Outcome
Absolute Measure	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents English exam by the completion of their fourth year in the cohort.	Achieved
Absolute Measure	Each year, 75 percent of students in the high school Accountability Cohort who scored at Level 1 or 2 on their New York State 8th grade English language arts exam will score at least 65 on the New York State Regents	Did Not Achieve
Absolute Measure	Each year, the Performance Index (PI) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.	Did Not Achieve
Optional Measure	Each year, 75 percent of students in grades 9-12 will perform at an average NCE of 50 on the Terra Nova exam (or another norm referenced test) for reading.	Did Not Achieve
Comparative Measure	Each year, the percent of students in the high school Accountability Cohort passing the English Regents exam with a score of 65 or above will exceed that of a comparable cohort of all students from the Ithaca City school district.	Did Not Achieve
Optional Measure	Each year, the percent of students in the high school Accountability Cohort passing the English Regents exam with a score of 65 or above will exceed that of a comparable COMPOSITE score, calculated by a formula that weights representative school district scores from the districts from which the preponderance of the student body is drawn.	Did Not Achieve
Optional Measures	Each year, the percent of students in the high school Accountability Cohort passing the English Regents exam with a score of 65 or above will exceed that of Nottingham High School in the Syracuse City School District.	Achieved
Growth Measures	Each year, the group of students in their second year of high school who have taken the Terra Nova reading test (or another chosen norm-referenced literacy test) for two years will reduce by one-half the difference between their previous year’s average NCE and an NCE of 50. Groups that already achieved an NCE of 50 in the previous year will show an increase in their average NCE.	Achieved

Action Plan

Fostering a culture that values literacy and supports literacy development across the disciplines

¹⁰ If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

benefits all students, but those who enter our high school program after ninth grade have highly individual needs that must be addressed in concert with their efforts to progress towards graduation. Beginning in year five, all students in grades 9-11 will be enrolled in a “literacy lab” in addition to a traditional English course. Literacy Lab focuses on the development of reading and writing skills. The focus of the grade 11 literacy lab is to ensure that all students receive targeted instruction to support success on the Regents English exam.

Additionally, students who are identified as struggling in this area are scheduled to receive academic intervention and support services from a certified teacher. The school also develops targeted literacy interventions using the RtI process, and is continuing to build a collaborative relationship with a literacy professor from Ithaca College whose students provide mentoring and tutoring for students with low literacy skills. The school is also exploring the use of Read 180 and other programs used by charter high schools that have been successful in supporting the achievement of students who do not read at grade level in high school.

MATHEMATICS

Goal 2: Absolute Measure

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

Method

The school administered the New York State Regents Geometry, Integrated Algebra and Algebra 2 exams. The school scores Regents on a scale from 0 to 100. The State Education Department defines the following pass levels: scoring 65 to meet the graduation requirement for a Regents diploma; and scoring 80 to meet the college and career readiness standard.¹¹ This measure requires students in each Accountability Cohort to achieve the requisite score on any one of the Regents mathematics exams by their fourth year in the cohort. Students may have taken a particular Regents mathematics exam multiple times or have taken multiple mathematics exams. Students have until the summer of their fourth year to pass a mathematics exam.

Results

The school met the measure.

¹¹ The statewide adaptation of the Common Core State Standards includes incorporating college and career readiness performance standards for the English language arts exam. The state has benchmarked student mathematics test performance to the likely need for remedial course work when students enter college by comparing student 3-8 test results and Regents results to their post-secondary experience at SUNY and CUNY. Besides raising the cut scores for proficiency in the 3-8 testing program, the state has begun to set college and career readiness standards for passing Regents.

**Mathematics Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort¹²**

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2007	n/a	n/a
2008	32	90%
2009	53	79%

Evaluation

Seventy-nine percent of students in the 2009 cohort passed at least one Regents exam in mathematics by the end of their fourth year in the cohort. The school exceeded this measure by 4%.

Additional Evidence

With passing rates of 84% and 72% respectively, the 2010 and 2011 cohorts have exceeded or are close to meeting this measure. This is evidence of the likelihood that the school will continue to meet or exceed this performance measure.

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

Cohort Designation	2010-11		2011-12		2012-13	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2009	57	79%	49	82%	53	79%
2010	39	49%	37	64%	43	84%
2011			36	64%	43	72%
2012					25	56%

¹² Based on the highest score for each student on the Mathematics Regents exam

Goal 2: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will did not score proficient on the New York State 8th grade mathematics exam will score at least 65 on a New York State Regents mathematics exam by the completion of their fourth year in the cohort.

Method

The school demonstrates the effectiveness of its mathematics program by enabling students who were not meeting proficiency standards in the eighth grade to meet the mathematics requirement for graduation with a Regents diploma.

Results

The school did not meet this measure.

Mathematics Regents Passing Rate with a Score of 65 among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ¹³

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2007	n/a	n/a
2008	5	80%
2009	10	60%

Evaluation

Only 60% of students who scored below proficiency on an 8th grade mathematics exam passed with a score of 65 or above. For the ten students identified as not proficient in 8th grade by this method, only six of ten students passed a mathematics Regents exam by the end of their fourth year in the cohort.

Additional Evidence

The school has received 8th grade scores from districts for only 60% of the students in the 2009 cohort, despite repeated attempts by our counselors to gather this information. Additionally, a significant number of students in this cohort were homeschooled, or attended middle school in states other than New York.

Terra Nova test results for students in the 2009 cohort tested at the time of their enrollment in New Roots Charter School reveal that 42% scored at a level below an NCE of 50 on the mathematics portion of the exam. Sixty-nine percent of these students passed a Regents mathematics exam by the end of their fourth year in the cohort.

¹³ Based on the highest score for each student on the Mathematics Regents exam

Goal 2: Absolute Measure

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

Method

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

http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver_REVISED.pdf

The AMO continues to be its basis for determining if schools are making satisfactory progress toward the annual goal. To achieve this measure, all tested students in the Accountability Cohort must have an Accountability Performance Level (APL) that equals or exceeds 2012-13 mathematics AMO of **142**.

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

Results

The school met the measure.

**Mathematics Accountability Performance Level (APL)
For the 2009 High School Accountability Cohort**

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
2009	5/53 = 9%	6/53 = 11%	34/53 = 64%	8/53 = 15%

$$\begin{array}{rcccccccc}
 \text{PI} & = & 11 & + & 64 & + & 15 & = & 90 \\
 & & & & 64 & + & 15 & = & \underline{79} \\
 & & & & & & \text{APL} & = & \mathbf{169}
 \end{array}$$

Evaluation

The school achieved a mathematics Accountability Performance Level of 169, as compared to the AMO of 142.

Additional Evidence

None.

Goal 2: Comparative Measure

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

Method

The school compares the performance of students in their fourth year in the charter school Accountability Cohort to that of the respective cohort of students in the local school district. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.¹⁴

Results

While 2009 cohort data from the Ithaca City School District is not yet available, based on comparison with 2008 cohort results New Roots appears to have met this measure.

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

Cohort	Charter School		School District ¹⁵	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2007	n/a	n/a	77%	423
2008	90%	32	78%	425
2009	79%	54	N/A	N/A

Evaluation

The school's mathematics exam passing rate for the 2009 cohort is 79%, as compared to 78% for the ICSD's 2008 cohort.

Additional Evidence

None.

¹⁴ The New York State Report Card provides the district results for students scoring at or above 65. The New York State Accountability Report provides the district results for students scoring at or above 75.

¹⁵ District results for the 2009 cohort are not yet available.

Goal 2: OPTIONAL Comparative Measure

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

Method

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

During the 2012-2013 school year New Roots enrolled students from 17 different districts. To calculate the composite score for the various data points each district was weighted using the percentage that particular district represented in the overall New Roots student population.

Results

While 2009 cohort data from regional districts is not yet available, based on comparison with 2008 cohort results it appears that the school did not meet this measure.

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

Cohort	Charter School		Composite District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2006	n/a	n/a	n/a	n/a
2007	n/a	n/a	82%	n/a
2008	90%	32	82%	n/a
2009	79%	54	n/a	n/a

Evaluation

Comparing results of the school’s 2009 cohort to results of the 2008 cohort from the composite regional district, the school fell short of the composite regional performance by three percentage points.

Additional Evidence

None.

Goal 2: OPTIONAL Comparative Measure

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

Method

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

Results

While 2009 cohort data from Nottingham High School is not yet available, based on comparison with 2008 cohort results New Roots appears to have met this measure.

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

Cohort	Charter School		Nottingham High School	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2007	n/a	n/a	68%	366
2008	90%	32	67%	348
2009	79%	54	n/a	n/a

Evaluation

Seventy-nine percent of students in the school’s 2009 cohort passed a mathematics Regents exam by the end of their fourth year in the cohort, as compared to 67% of students in the 2008 cohort at Nottingham High School.

Additional Evidence

None.

Goal 2: OPTIONAL Absolute Measure

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

Method

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

Results

The school did not meet this measure.

Average NCE for Spring 2013 Terra Nova Testing for Math

Grade	% of students tested who scored above a 50 NCE
9 th	52%
10 th	55%
11 th	50%
12 th	58%

Evaluation

Approximately 50% of New Roots students in each grade perform at or above the level of a 50 NCE.

Additional Evidence

None.

(§) Goal 2: Growth Measure

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

Method

In order to effectively compare the first to the second year's growth for the 2011 cohort, students who sat for both exams were used for this calculation. Although there are currently 43 students in the 2011 cohort, only 27 of these students were New Roots students for their first and second year and also sat for the exam. The figures above for the 2011 cohort represent 63% of the cohort.

Results

The school did not meet this measure.

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

Cohort Designation	Number in Cohort	Average NCE			Target Achieved
		First Year Baseline	Second Year Target	Second Year Result	
2008	32	40.6	40.6+	46.8	YES*
2009	49	51.8	51.8+	50.2	NO*
2010	37	46.0	46.0+	50.7	YES
2011	43	57.8	57.8+	56.2	NO
2012	25	52.7	52.7+	n/a	n/a

Evaluation

While the average NCE of students in the 2011 cohort was 56.2, the cohort did not meet the target NCE of 57.8 or above.

Additional Evidence

None.

Summary of the High School Mathematics Goal¹⁶

New Roots Charter School has demonstrated growth in the area of mathematics performance over the past four years. With an Accountability Performance Level above the AMO, performance of the four-year cohort roughly equivalent to nationally-ranked Ithaca High School, and two upcoming cohorts already exceeding or close to meeting the measure, the school has made good progress towards its overall goals in this area. However, only half of the students in any given grade level perform at a level of an NCE of 50 or higher on the Terra Nova exam, suggesting the need for further intervention to address gaps.

Type	Measure	Outcome
Absolute Measure	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents mathematics exam by the completion of their fourth year in the cohort.	Achieved
Absolute Measure	Each year, 75 percent of students in the high school Accountability Cohort who scored at Level 1 or 2 on their New York State 8th grade mathematics exam will score at least 65 on a New York State Regents mathematics exam	Did not achieve

¹⁶ If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

	by the completion of their fourth year in the cohort.	
Absolute Measure	Each year, the Performance Index (PI) on the Regents mathematics exams by students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Achieved
Optional Measure	Each year, 75 percent of students in grades 9-12 will perform at an average NCE of 50 on the Terra Nova exam for math.	Did Not Achieve
Comparative Measure	Each year, the percent of students in the high school Accountability Cohort passing the Mathematics Regents exam with a score of 65 or above will exceed that of a comparable cohort of all students from the Ithaca City school district.	Achieved
Comparative Measure	Each year, the percent of students in the high school Accountability Cohort passing the Mathematics Regents exam with a score of 65 or above will exceed that of a comparable COMPOSITE score, calculated by a formula that weights representative school district scores from the districts from which the preponderance of the student body is drawn.	Did not achieve
Comparative Measure	Each year, the percent of students in the high school Accountability Cohort passing a mathematics Regents exam with a score of 65 or above will exceed that of Nottingham High School in the Syracuse City School District.	Achieved
Growth Measures	Each year, the group of students in their second year of high school who have taken the Terra Nova mathematics test (or some other norm-referenced test) for two years will reduce by one-half the difference between their previous year's average NCE and an NCE of 50. Groups that already achieved an NCE of 50 in the previous year will show an increase in their average NCE.	Did not achieve

Action Plan

Building on our successes and addressing shortcomings, in 2013-2014 the school has further diversified mathematics course offerings to provide appropriate differentiated math instruction for four years to all students, added a .5 FTE program coordinator to provide instructional coaching and oversight for math teachers, and continued programs such as after school math support. Math teachers and instructional leaders examine data and develop differentiated individual and group interventions based on student performance. Additionally, students who are identified as needing additional math support receive Academic Intervention and Support services from certified teachers.

In the 2013-2014 school year, the program coordinator will work with math teachers to develop further strategies to address any gaps in skills or knowledge systematically as they are discovered. Additionally, the program coordinator will work with teachers to further integrate mathematics instruction into the science curriculum to the extent possible, providing additional instructional opportunities and rendering mathematics more meaningful to students.

#

SCIENCE

Goal 3: Absolute Measure

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

Method

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

Results

The school met the measure.

Science Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort¹⁷

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2007	n/a	n/a
2008	32	90%
2009	54	81%

Evaluation

Eighty-one percent of students in the 2009 cohort passed a Regents science exam by the end of their fourth year in the cohort.

Additional Evidence

New Roots Charter School students take the Living Environment Regents exam at the end of their tenth grade year. With 74% passing rates, both the 2010 and 2011 cohorts are close to meeting this measure, suggesting that our pattern of exceeding this measure will continue.

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

Cohort Designation	2010-11		2011-12		2012-13	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2009	47	65%	57	72%	54	81%

¹⁷ Based on the highest score for each student on a science Regents exam

2010	n/a	n/a	37	57%	43	74%
2011			n/a	n/a	43	74%
2012					25	8%*

*students at New Roots Charter School traditionally take their first science Regents exam in June of their second year

Goal 3: Comparative Measure

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

Method

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

Results

While 2009 cohort data from Ithaca City School District is not yet available, based on comparison with 2008 cohort results the school appears to have met this measure.

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

Cohort	Charter School		ICSD	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2006	n/a	n/a	n/a	n/a
2007	n/a	n/a	80%	355
2008	90%	32	78%	425
2009	81%	54	n/a	n/a

Evaluation

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

Additional Evidence

Assuming that the Ithaca City School District's performance levels remain constant, the 2010 and 2011 cohorts are also on track to meet this measure.

Goal 3: OPTIONAL Comparative Measure

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

Method

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

During the 2012-2013 school year New Roots enrolled students from 17 different districts. To calculate the composite score for the various data points each district was weighted using the percentage that particular district represented in the overall New Roots student population.

Results

While 2009 cohort data from regional districts is not yet available, based on comparison with 2008 cohort results the school did not meet this measure.

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

Cohort	Charter School		Composite District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2006	n/a	n/a	n/a	n/a
2007	n/a	n/a	84%	n/a
2008	90%	32	83%	n/a
2009	81%	54	n/a	n/a

Evaluation

Based on this comparison, the school's 2009 cohort was two percentage points shy of the regional composite performance.

Goal 3: OPTIONAL Comparative Measure

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

Method

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

Results

While 2009 cohort data from Nottingham High School is not yet available, based on comparison with 2008 cohort results the school appears to have met this measure.

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

Cohort	Charter School		Nottingham HS	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2007	n/a	n/a	59%	366
2008	90%	32	62%	348
2009	81%	54	n/a	n/a

Evaluation

Comparing results of the school's 2009 cohort to results of the 2008 cohort from Nottingham High School, New Roots Charter School students exceeded passing rates of the comparison school by 19 percentage points.

Additional Evidence

None.

Summary of the Science Goal

The school achieved three of four science goals in 2012-2013, including the required absolute and comparative measures.

Type	Measure	Outcome
Absolute Measure	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Science Regents exam.	Achieved
Comparative Measure	Each year, the percent of students in the high school Accountability Cohort passing a Science Regents exam with a score of 65 or above will exceed that of a comparable cohort of all students from the Ithaca City school district.	Achieved
Optional Measures	Each year, the percent of students in the high school Accountability Cohort passing the Science Regents exam with a score of 65 or above will exceed that of a comparable COMPOSITE score, calculated by a formula that weights representative school district scores from the districts from which the preponderance of the student body is drawn.	Did not achieve
Optional Measures	Each year, the percent of students in the high school Accountability Cohort passing a science Regents exam with a score of 65 or above will exceed that of Nottingham High School in the Syracuse City School District	Achieved

Action Plan

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

SOCIAL STUDIES

Goal 4: Social Studies

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

Goal 4: Absolute Measure

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

Method

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

Results

The school met this measure.

U.S. History Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort¹⁸

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2007	n/a	n/a
2008	32	88%
2009	53	77%

Evaluation

Seventy-seven percent of students in the 2009 cohort passed the U.S. History Regents exam by the end of their fourth year in the cohort. The school exceeded this benchmark for the 2009 cohort by two percentage points.

¹⁸ Based on the highest score for each student on a U.S. History Regents exam

Additional Evidence

The 2010 cohort appears to be on track to meet or exceed the benchmark by the end of their fourth year in the cohort. 70% of the students in the 2010 cohort have passed this exam.

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

Cohort Designation	2010-11		2011-12		2012-13	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2009	n/a	n/a	49	67%	53	77%
2010	n/a	n/a	n/a	n/a	43	70%
2011			n/a	n/a	n/a	n/a
2012					n/a	n/a

Goal 4: Comparative Measure

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

Method

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

Results

While 2009 cohort data from Ithaca City School District is not yet available, based on comparison with 2008 cohort results the school appears to have met this measure.

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

Cohort	Charter School		ICSD	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2006	n/a	n/a	n/a	n/a
2007	n/a	n/a	74%	355
2008	88%	32	74%	425
2009	77%	53	n/a	n/a

Evaluation

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

Additional Evidence

Assuming that the Ithaca City School District's performance levels remain constant, the 2010 cohort is also on track to meet this measure.

Goal 4: Comparative Measure

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

Method

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

During the 2012-2013 school year New Roots enrolled students from 17 different districts. To calculate the composite score for the various data points each district was weighted using the percentage that particular district represented in the overall New Roots student population.

Results

While 2009 cohort data from regional districts is not yet available, based on comparison with 2008 cohort results the school does not appear to have met this measure.

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

Cohort	Charter School		Composite District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2006	n/a	n/a	n/a	n/a
2007	n/a	n/a	79%	n/a
2008	88%	32	79%	n/a
2009	77%	53	n/a	n/a

Evaluation

Based on this comparison, the school fell short of the regional composite district's performance by two percentage points.

Additional Evidence

None.

Goal 4: Comparative Measure

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

Method

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

Results

While data from the 2009 cohort from Nottingham High School is not yet available, based on comparison with the 2008 cohort the school appears to have met this measure.

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

Cohort	Charter School		Nottingham HS	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2006	n/a	n/a	n/a	n/a
2007	n/a	n/a	50%	366
2008	88%	32	50%	348
2009	77%	53	n/a	n/a

Evaluation

Comparing results of the school's 2009 cohort to results of the 2008 cohort from Nottingham High School, New Roots Charter School students exceeded passing rates of the comparison school by 27 percentage points.

Additional Evidence

None.

Goal 4: Absolute Measure

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

Method

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

Results

The school met this measure.

**Global History Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort¹⁹**

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2007	n/a	n/a
2008	32	88%
2009	53	75%

Evaluation

By the end of their fourth year in the cohort, 75% of students in the 2009 cohort had passed the Global History Regents exam.

Additional Evidence

The 2010 cohort has already exceeded the benchmark by two percentage points. The 2011 cohort is on track to meet the benchmark, with 72% of the students passing the exam during the first administration. This percentage shows a gain of about ten percentage points compared to the results for the first administration of the exam for the 2009 and 2010 cohorts.

¹⁹ Based on the highest score for each student on a science Regents exam

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

Cohort Designation	2010-11		2011-12		2012-13	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2009	57	60%	49	78%	53	75%
2010	n/a	n/a	37	61%	43	77%
2011			n/a	n/a	43	72%
2012					n/a	n/a

Goal 4: Comparative Measure

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

Method

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

Results

While 2009 cohort data from Ithaca City School District is not yet available, based on comparison with 2008 cohort results the school has met this measure.

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

Cohort	Charter School		ICSD	
	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort
2006	n/a	n/a	n/a	n/a
2007	n/a	n/a	75%	355
2008	88%	32	72%	425
2009	75%	53	n/a	n/a

Evaluation

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

Additional Evidence

Assuming that the Ithaca City School District's performance levels remain constant, the 2010 and 2011 cohorts have already met or exceeded this measure.

Goal 4: Comparative Measure

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

Method

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

During the 2012-2013 school year New Roots enrolled students from 17 different districts. To calculate the composite score for the various data points each district was weighted using the percentage that particular district represented in the overall New Roots student population.

Results

While 2009 cohort data from regional districts is not yet available, based on comparison with 2008 cohort results the school does not appear to have met this measure.

Global History Regents Passing Rate of School and COMPOSITE School District

Cohort	Charter School		COMPOSITE	
	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort
2005	n/a	n/a	n/a	n/a
2007	n/a	n/a	77%	N/A
2008	88%	32	78%	n/a
2009	75%	53	n/a	n/a

Evaluation

Based on this comparison, the school was three percentage points below the performance of the composite district.

Additional Evidence

None.

Goal 4: Comparative Measure

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

Method

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

Results

While 2009 cohort data from Nottingham High School is not yet available, based on comparison with the 2008 cohort results the school appears to have met this measure.

Global History Regents Passing Rate of School and Comparable School District

Cohort	Charter School		Nottingham HS	
	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort
2006	n/a	n/a	n/a	n/a
2007	n/a	n/a	51%	366
2008	88%	32	51%	280
2009	75%	53	n/a	n/a

Evaluation

Comparing results of the school’s 2009 cohort to results of the 2008 cohort from Nottingham High School, New Roots Charter School students outperformed the comparison school by 24 percentage points.

Additional Evidence

None.

Summary of the Social Studies Goal

The school achieved all of its required social studies goals and all but two of its optional goals for the 2012-2013 school year.

Type	Measure	Outcome
Absolute Measures	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State U.S. History Regents exam.	Achieved
Absolute Measures	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Global History Regents exam.	Achieved
Comparative Measures	Each year, the percent of students in the high school Accountability Cohort passing the U.S. History Regents exam with a score of 65 or above will exceed that of the cohort of all students from the local school district.	Achieved
Optional Measures	Each year, the percent of students in the high school Accountability Cohort passing the U.S. History Regents exam with a score of 65 or above will exceed that of a comparable COMPOSITE score, calculated by a formula that weights representative school district scores from the districts from which the preponderance of the student body is drawn.	Did not achieve
Optional Measures	Each year, the percent of students in the high school Accountability Cohort passing the Global Studies Regents exam with a score of 65 or above will exceed that of Nottingham High School in the Syracuse City School District .	Achieved
Optional Measures	Each year, the percent of students in the high school Accountability Cohort passing the Global History Regents exam with a score of 65 or above will exceed that of the cohort of all students from the local school district	Achieved
Optional Measures	Each year, the percent of students in the high school Accountability Cohort passing the Global History Regents exam with a score of 65 or above will exceed that of a comparable COMPOSITE score, calculated by a formula that weights representative school district scores from the districts from which the preponderance of the student body is drawn.	Did not achieve
Optional Measures	Each year, the percent of students in the high school Accountability Cohort passing the Global Studies Regents exam with a score of 65 or above will exceed that of Nottingham High School in the Syracuse City School District .	Achieved

Action Plan

The success of New Roots Charter School students on performance measures in social studies can be attributed to our team of outstanding teachers and the efficacy of our sustainability and place-based approach to social studies education. Students with literacy skills that are below grade level and who are impacted by other risk factors may need to take each of these exams more than once before achieving success. Our literacy across the disciplines practices, special education services, and academic intervention practices will continue to play a role in supporting all students in reaching these performance levels on Regents exams. Additionally, in the 2013-2014 school year we will continue to offer academic intervention and support classes that are focused on exam preparation and taught by teachers certified in the subject areas.

#

HIGH SCHOOL GRADUATION

GOAL 6: HIGH SCHOOL GRADUATION

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

Goal 6: Absolute Measure

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

Method

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

Promotion Requirements

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

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

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

of 15 credits to pass from 11th to 12th to be on target to earn the 22 credits necessary for New York State graduation.

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

Results

The school met the measure.

Percent of Students Promoted by Cohort in 2012-13

Cohort Designation	Number in Cohort	Percent promoted
2009	53	81%
2010	43	95%
2011	43	95%
2012	25	76%

Evaluation

All cohorts met or exceeded this measure by up to 20 percentage points. One factor contributing to student promotion rates in 2012-2013 was our Saturday School program, which provides students with regular opportunities to complete work on a timely basis with the assistance of teachers and tutors.

Additional Evidence

None.

Goal 6: Absolute Measure

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

Method

This measure serves as a leading indicator of the performance of high school cohorts and examines their progress towards graduation based on Regents exam passage. The measure requires that 75 percent of students in each cohort have passed at least three Regents exams by their second year in the cohort. In August of 2013, the 2011 cohort will have completed its second year.

Results

The school did not meet the measure.

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

Cohort Designation	Number in Cohort	Percent Passing Three Regents
2009	57	56%
2010	37	57%
2011	43	65%

Evaluation

We are encouraged by evidence of an upward trend, with 65% of the 2011 cohort reaching this benchmark by the end of their second year in the cohort, as compared to just over 55% of the 2009 and 2010 cohorts.

Additional Evidence

None.

Goal 6: Absolute Measure

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

Method

This measure examines students in two high school Graduation Cohorts: those who entered the 9th grade as members of the 2009 cohort and graduated four years later and those who entered as members of the 2008 cohort and graduate five years later. At a minimum, these students have passed five Regents exams in English language arts, mathematics, science, U.S. History and Global History. Students have through the summer to complete their graduation requirements.

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

Results

The school did not meet this measure.

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

Cohort Designation	Number in Cohort	Percent Graduating
2007	n/a	n/a
2008	34	71%
2009	66	67%

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

Cohort Designation	Number in Cohort	Percent Graduating
2006	n/a	n/a
2007	5	40%
2008	36	72%

Evaluation

Twenty-two students in the school's 2009 cohort were not prepared to graduate within four years. The graduation rate for the 2008 cohort remained constant because additional students joined this cohort in 2012-2013.

Additional Evidence

Conducting an analysis of the members of the 2009 cohort who have not yet graduated, we learned that:

- 73% of students who did not complete high school in four years enrolled at New Roots after their first year of high school, with an average of 1.6 years in another high school prior to enrollment.
- 23% entered during or after their 11th grade year.
- 73% of them had credit deficiencies when they enrolled (i.e. 100% of students who enrolled after their first year of high school and who did not graduate in 4 years came to New Roots with credit deficiencies), and they averaged a two-year grade level discrepancy in math and a one-year gap in literacy skills.
- 86% have life factors that put them at risk of academic failure.
- 45% of these students were enrolled at New Roots for only about one year.
- 32% are still enrolled and working towards their high school diploma.

We are encouraged by the fact that nearly one third of the students in the 2009 cohort who have not yet graduated are still working towards their high school diploma. Only 10% of the non-completers—two students—were enrolled continuously at New Roots since Fall 2009. We were also encourage to discover that 41% of the Class of 2013 were students who had entered after the first year of high school elsewhere, with 20% entering in their last two years of high school. We are conducting further analysis to determine which of our programs and practices supported those students' success, in order to be more proactive in developing supports for incoming students whose history suggests that they may be at risk of academic failure.

Goal 6: Comparative Measure

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

Method

The school compares the graduation rate of students completing their fourth year in the charter school's Total Graduation Cohort to that of the respective cohort of students in the local school district²⁰. Given that students may take Regents exams through the summer of their fourth year, district results for the current year are generally not available at this time.

Results

Based on a comparison with the Ithaca City School District's 2007 cohort, the school does not appear to have met the measure.

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

Cohort Designation	Charter School		School District ²¹	
	Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2007	n/a	n/a	427	78%
2008	34	71%	n/a	n/a
2009	66	67%	n/a	n/a

Evaluation

Data from the Ithaca City School District's 2008 cohort is not yet available. Based on a this comparison, the school's graduation rate for the 2009 cohort was eleven percentage points lower.

Additional Evidence

None.

²⁰ Schools can retrieve district level graduation rates from the SED's Information and Reporting Services office. News releases and an Excel workbook containing these data are available from the [IRS Data Release webpage](#).

²¹ District results for the 2009 cohort are not yet available.

Goal 6: Comparative Measure

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

Method

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

During the 2012-2013 school year New Roots enrolled students from 17 different districts. To calculate the composite score for the various data points each district was weighted using the percentage that particular district represented in the overall New Roots student population.

Results

Based on comparisons with the 2007 cohort, the school does not appear to have met this measure.

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

Cohort Designation	New Roots Charter School		Composite School District	
	Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2006	n/a	n/a	n/a	82%
2007	n/a	n/a	n/a	80%
2008	34	71%	n/a	n/a
2009	66	67%	n/a	n/a

Evaluation

Data from regional districts' 2009 cohorts is not yet available. Based on a comparison with graduation rates of the 2007 cohort, the school's graduation rate was thirteen percent lower.

Additional Evidence

No additional evidence is available.

Goal 6: Comparative Measure

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

Method

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

Results

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

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

Cohort Designation	Charter School		Nottingham High School	
	Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2006	n/a	n/a	332	51%
2007	n/a	n/a	366	55%
2008	34	71%	n/a	n/a
2009	66	67%	n/a	n/a

Evaluation

Data from Nottingham High School's 2008 cohort is not yet available. Based on a comparison with the 2007 cohort's graduation rate, the school exceeded this measure by twelve percentage points.

Additional Evidence

None.

Summary of the High School Graduation Goal

The school has demonstrated progress towards the high school graduation goal, with a higher percentage of students passing three Regents exams by the end of their sophomore year and up to 95% of students progressing to the next grade level. The graduation rate for the 2009 cohort, however, is 67%, below the benchmark established in our Accountability Plan, and the five-year graduation rate for the 2008 cohort was also below the established goal.

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

Action Plan

Patterns in our data suggest the importance of early intervention in students’ math, literacy and study skills to support success in high school classes. As we enter the 2013-2014 school year, New Roots Charter School has strengthened targeted academic intervention services, particularly Response to Intervention (RtI), and further developed curriculum to teach good study skills and work habits. Additionally, school counselors develop a proactive and realistic plan with incoming students to address issues that might impede their progress towards graduation.

COLLEGE PREPARATION

GOAL 7: COLLEGE PREPARATION

New Roots students will be prepared to succeed in college.

Goal 7: Comparative Measure

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

Method

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

Results

The school did not meet this measure.

10th Grade PSAT Performance by School Year

School Year	Number of Students in the 10 th Grade	Number of Students Tested	Critical Reading		Mathematics	
			New Roots Charter School	New York State	New Roots Charter School	New York State
2010-11	n/a	n/a	n/a	n/a	n/a	n/a
2011-12	36	31	64	45	35	46
2012-13	53	26	44.2	45.4	41.9	46.5

Source: http://testprep.about.com/od/PSAT_Scores/f/New_York_PSAT_Scores.htm

Evaluation

Students in the 10th grade who took the PSAT exam scored below the New York State average in both Critical Reading and Mathematics. The gap was larger for the mathematics scores than for reading.

Additional Evidence

The discrepancy in our students' performance on the reading and mathematics portion of this test is consistent with the gap we see in the results on the Terra Nova and SAT assessments. The scores reported as New York State averages are those reported for juniors in high school, however.

Goal 7: Comparative Measure

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

Method

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

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

Results

The school met the measure.

12th Grade SAT Performance by School Year

School Year	Number of Students in the 12 th Grade	Number of Students Tested	Reading		Mathematics	
			New Roots Charter School	New York State	New Roots Charter School	New York State
2010-11	n/a	n/a	n/a	n/a	n/a	n/a
2011-12	32	20	561	497	484	514
2012-13	52	29	537	483	517	500

Source: http://testprep.about.com/od/satscores/f/New_York_SAT_Scores.htm

Evaluation

The performance of New Roots Charter School students who took the SAT exam in 12th grade exceeded New York State averages in both reading and mathematics.

Additional Evidence

The 2009 cohort's results show improvement in the area of mathematics compared to 2008 cohort results.

Goal 7: School Created College Preparation Measure

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

Method

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

Results

The school did not meet the measure.

College Credit Earned (UPDATED 2013)

Cohort Designation	Number in Cohort	% with more than two college courses completed	% with two college courses completed	Total with at least 2 college courses	% with one college course completed
2008	32	31%	13%	44%	16%
2009	53	32%	13%	45%	8%

Evaluation

The school fell short of the measure by 30 percent, with only 44% of students earning credit for two or more college courses by the end of their senior year. An additional 8% of students in the 2009 cohort completed one college course.

Additional Evidence

Two major factors impacted these outcomes: the number of concurrent enrollment opportunities offered, and the level of student preparation for success in these courses. Students' academic history prior to entering New Roots and the timing of their enrollment into the school have been important factors in their level of preparation. Another factor impacting our success in meeting this measure has been the number and type of courses available in our first four years. We continue to work to opportunities for students to earn college credits for a broader range of classes. Please see table below for more information. Additional courses have been proposed but not yet approved for 2013-2014.

Concurrent Enrollment Courses Offered at New Roots Charter School

All courses listed are 3 credits unless specified

2009-2010	<i>No college courses offered in the first year</i>						
2010-2011	TC3: Math 200, Statistics	TC3: ENVS 101, Biological Resource Conservation	TC3: ENVS 102, Technology and the Environment	TC3: ENVS, Environmental Ethics			
2011-2012	TC3: Math 135, Precalculus	TC3: SPAN 201, Intermediate Spanish I	TC3: SPAN 202, Intermediate Spanish II	Syracuse University: PAF 101, Introduction to Analysis of Public Policy			
2012-2013	SUNY ESF: EFB 120, Global Environment	TC3: SPAN 201, Intermediate Spanish I	TC3: SPAN 202, Intermediate Spanish II	TC3: ENGL 101, Academic Writing II	TC3: HLTH 126, Health and Fitness (1 credit)	TC3:ART 115, Painting	Syracuse University: PAF 101, Introduction to Analysis of Public Policy

Goal 7: School Created College Attendance or Achievement Measure

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

Method

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

Results

The school did not meet the measure.

Cohort Designation	Number in Cohort	Percent planning to go to a 2 year college	Percent planning to go to a 4 year college	Total
2008	32	44%	38%	82%
2009	53	38%	28%	66%

Evaluation

Eighty-two percent of the students who graduated from New Roots Charter School in 2013 applied and were accepted to college. The school has not been able to confirm the matriculation status of each of these students as of the date of this report.

Summary of the College Preparation Goal

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

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

Action Plan

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

In 2012-2013, the school added an additional .5 FTE staff position devoted to advising students in the college application process, implementing a college readiness program for students in grades 9-11, developing opportunities for new college-level courses, and supporting students in preparing for SAT exams.

In the 2013-2014 school year, the school plans to further develop and establish these programs, while ensuring that all students have a realistic plan to achieve readiness for college-level coursework in their senior year. The school has established criteria for achieving senior status so that all students have the opportunity to experience success during this demanding final year of our program.

APPENDIX B: OPTIONAL GOALS

Goal 9: Sustainability Measures

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

Method

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

Results

There are no results for 2012-2013 using the measure described above. Students in grade 12 were assessed for the entrepreneurial mindset based on performance on senior team capstone projects and the content of online digital portfolios.

Evaluation

Conducting a review of the assessment developed in year three, the school was not convinced that it was valid and reliable as a comprehensive measure of the entrepreneurial mindset. Subsequent samples and trials did not adequately address issues of concern. As a result, students in grade 12 during the 2012-2013 school year were assessed more globally for this attribute based on their performance on their capstone projects and portfolios. We expect to re-introduce this measure in 2013-2014 using an updated assessment tool developed in collaboration with an external expert.

Additional Evidence

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

New Roots Charter School

III. Key Focus Area-B.1. Appendix B: Total Expenditures and Administrative Expenditures Per Child

1. \$14,075

Total expenditures (FY 2013) per pupil (BEDS Day Count): the sum of all expenditures divided by the total number of enrolled students; and,

2. \$2,398.58

Administrative expenditures per pupil: the sum of all general administration salaries and other general administration expenditures divided by the total number of enrolled students. (Do not report employee benefit costs or expenditures here).



Transmittal Form
Annual Financial Statement Audit Report
for SUNY Authorized Charter Schools

School Name:	Charter School Name
Date (Report is due Nov. 1):	November 1, 2013
School Fiscal Contact Name:	Sabrina Johnston
School Fiscal Contact Email:	[REDACTED]
School Fiscal Contact Phone:	[REDACTED]
School Audit Firm Name:	Ciaschim Dietershagen, Little & Mickelson
School Audit Contact Name:	Leslie Spurgin
School Audit Contact Email:	leslies@cdlm.com
School Audit Contact Phone:	607.272.4444
Audit Period:	2012-13
Prior Year:	2011-12

The following items are required to be included:

- The independent auditor's report on financial statements and notes.
- Excel template file containing the Financial Position, Statement of Activities, Cash Flow and Functional Expenses worksheets.
- Reports on internal controls over financial reporting and on compliance.

The additional items listed below should be included if applicable. Please explain the reason(s) if the items are not included. Examples might include: a written management letter was not issued; the school did not expend federal funds in excess of the Single Audit Threshold of \$500,000; the management letter response will be submitted by the following date (should be no later than 30 days from the submission of the report); etc.

Item	if not included, state the reason(s) below (if not applicable fill in N/A):
Management Letter	
Management Letter Response	n/a
Form 990	this to be filed on extended deadline
Federal Single Audit (A-133) ¹	n/a
Corrective Action Plan	n/a

Please also send an ELECTRONIC copy of: 1.) This transmittal form; 2.) Audited Financial Report; and if applicable 3.) Management Letter and Response; 4.) Federal Single Audit (A-133) ONLY to the following offices via email. A copy of the Excel file containing the four schedules Does NOT need to be included.

NYS Education Department Public School Choice Programs 89 Washington Avenue Room 462 EBA Albany, New York 12234 charterschools@mail.nysed.gov	NYS Education Department Office of Audit Services 89 Washington Avenue Room 524 EBA Room 524 EBA Albany, New York 12234 fsanda133@mail.nysed.gov
--	---

¹ A copy of the Federal Single Audit must be filed with the Federal Audit Clearinghouse. Please refer to OMB Circular A-133 for the federal filing requirements.

sent via email to SED & CSI
10/28/13

NEW ROOTS CHARTER SCHOOL

Ithaca, New York

FINANCIAL REPORT

**For the Years Ended
June 30, 2013 and 2012**

NEW ROOTS CHARTER SCHOOL
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JUNE 30, 2013 and 2012

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Independent Auditor's Report on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with <i>Government Auditing Standards</i>	12-13

John H. Dietershagen, C.P.A.
Jerry E. Mickelson, C.P.A.
Thomas K. Van Derzee, C.P.A.
Debbie Conley Jordan, C.P.A.
Patrick S. Jordan, C.P.A.
Duane R. Shoen, C.P.A.
Lesley L. Horner, C.P.A.
D. Leslie Spurgin, C.P.A.



**Ciaschi • Dietershagen • Little • Mickelson
& Company, LLP**

Certified Public Accountants and Consultants

Frederick J. Ciaschi, C.P.A.

INDEPENDENT AUDITOR'S REPORT

Board of Trustees
New Roots Charter School
Ithaca, New York

Report on the Financial Statements

We have audited the accompanying financial statements of New Roots Charter School (the School), which comprise the statements of financial position as of June 30, 2013 and 2012, and the related statements of activities, functional expenses, and cash flows for the years then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audits in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

- 1 -

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WATKINS GLEN

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Watkins Glen, New York 14891
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Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of New Roots Charter School as of June 30, 2013 and 2012, and the changes in its net assets and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated October 14, 2013, on our consideration of New Roots Charter School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering New Roots Charter School's internal control over financial reporting and compliance.

Cinchi, Dittulyn, Little, Muckelorn & Co., LLP

October 14, 2013
Ithaca, New York

NEW ROOTS CHARTER SCHOOL
STATEMENTS OF FINANCIAL POSITION
JUNE 30,

ASSETS

	2013	2012
Current Assets:		
Cash and cash equivalents	\$ 407,655	\$ 344,559
State and federal aid receivable	3,996	11,147
Other receivables, net	143,302	79,882
Inventories	1,375	763
Prepaid expenses and other current assets	5,350	5,350
Total Current Assets	561,678	441,701
Noncurrent Assets:		
Deposits	23,432	23,682
Equipment and leasehold improvements, net of accumulated depreciation of \$151,538 and \$92,486	596,396	631,748
Total Assets	\$ 1,181,506	\$ 1,097,131

LIABILITIES

Current Liabilities:		
Accounts payable	\$ 33,081	\$ 21,874
Accrued liabilities	153,336	135,622
Due to retirement system	119,783	100,833
Obligations for leasehold improvements, current	-0-	13,501
Total Current Liabilities	306,200	271,830
Obligations for leasehold improvements, non-current	-0-	11,776
Total Liabilities	306,200	283,606

NET ASSETS

Unrestricted		
Investment in equipment and leasehold improvements	596,396	606,471
Undesignated	261,410	198,169
Total Unrestricted	857,806	804,640
Temporarily restricted	17,500	8,885
Total Net Assets	875,306	813,525
Total Liabilities and Net Assets	\$ 1,181,506	\$ 1,097,131

See Independent Auditor's Report and Notes to Financial Statements

**NEW ROOTS CHARTER SCHOOL
STATEMENTS OF ACTIVITIES
FOR THE YEAR ENDED JUNE 30,**

	2013		
	Unrestricted	Temporarily Restricted	Total
Operating Revenues:			
Public school districts:			
Resident student enrollment	\$ 2,188,873	\$	\$ 2,188,873
Students with disabilities	276,286		276,286
Grants and contracts:			
State and local	98	8,000	8,098
Federal grants - Title I		40,634	40,634
Federal grants - IDEA Funds		47,263	47,263
Federal and State grants - School Lunch		26,822	26,822
Contributions	7,807		7,807
Investment income	499		499
Food service income	28,129		28,129
Fundraising income	3,622	3,255	6,877
E-Rate reimbursement	8,396		8,396
Other income	3,916		3,916
Net assets released from purpose restrictions	117,359	(117,359)	-0-
Total Revenues and Other Support	2,634,985	8,615	2,643,600
Expenses:			
Program Expenses:			
Regular education	1,585,754		1,585,754
Special education	213,909		213,909
Enrichment programs	180,177		180,177
Total Program Services	1,979,840	-0-	1,979,840
Supporting Services:			
Management and general	599,290		599,290
Fundraising	2,689		2,689
Total Supporting Services	601,979	-0-	601,979
Total Expenses	2,581,819	-0-	2,581,819
Change in Net Assets	53,166	8,615	61,781
Net Assets Beginning of Year	804,640	8,885	813,525
Net Assets End of Year	\$ 857,806	\$ 17,500	\$ 875,306

See Independent Auditor's Report and Notes to Financial Statements

2012		
Unrestricted	Temporarily Restricted	Total
\$ 1,960,877	\$	\$ 1,960,877
174,343		174,343
	190,247	190,247
	21,094	21,094
	33,544	33,544
		-0-
25,949		25,949
332		332
39,600		39,600
7,297		7,297
		-0-
12,235		12,235
<u>316,505</u>	<u>(316,505)</u>	<u>-0-</u>
2,537,138	(71,620)	2,465,518
1,544,515		1,544,515
153,339		153,339
161,371		161,371
<u>1,859,225</u>	<u>-0-</u>	<u>1,859,225</u>
426,292		426,292
		-0-
<u>426,292</u>	<u>-0-</u>	<u>426,292</u>
<u>2,285,517</u>	<u>-0-</u>	<u>2,285,517</u>
251,621	(71,620)	180,001
<u>553,019</u>	<u>80,505</u>	<u>633,524</u>
<u>\$ 804,640</u>	<u>\$ 8,885</u>	<u>\$ 813,525</u>

**NEW ROOTS CHARTER SCHOOL
STATEMENTS OF CASH FLOWS
FOR THE YEAR ENDED JUNE 30.**

	2013	2012
Cash Flows from Operating Activities:		
Net income	\$ 61,781	\$ 180,001
Adjustments:		
Depreciation and amortization	60,893	50,456
In-kind sale of fixed assets	3,000	-0-
Increase (decrease) in:		
Accounts receivable	(63,420)	94,507
Due from State and Federal	7,151	175,702
Inventory - Food service	(612)	775
Prepaid expenses	-0-	89,809
 (Increase) decrease in:		
Accounts payable	11,207	(4,056)
Accrued liabilities	17,714	54,671
Due to retirement system	18,950	28,581
 Net Cash Provided by Operating Activities	116,664	670,446
 Cash Flows from Investing Activities:		
Equipment acquisitions	(28,605)	(80,055)
Leasehold improvements	-0-	(184,747)
Loss on disposal of fixed assets	64	8,134
Deposits	250	(4,775)
 Net Cash (Used) by Investing Activities	(28,291)	(261,443)
 Cash Flows from Financing Activities:		
Repayment of obligations for leasehold improvements	(25,277)	(44,344)
 Net Cash (Used) by Financing Activities	(25,277)	(44,344)
 NET INCREASE IN CASH AND CASH EQUIVALENTS	63,096	364,659
 Cash and Cash (Deficit) Equivalents, July 1,	344,559	(20,100)
 Cash and Cash Equivalents, June 30,	\$ 407,655	\$ 344,559
 Supplemental Disclosures of Cash Flow Information:		
Cash paid during the year for interest	\$ 879	\$ 1,632
In kind sale of fixed assets	\$ 3,000	\$ -0-

See Independent Auditor's Report and Notes to Financial Statements

NEW ROOTS CHARTER SCHOOL
STATEMENT OF FUNCTIONAL EXPENSES
FOR THE YEAR ENDED JUNE 30, 2013

	Program Services			Program Services Subtotal
	Regular Education	Special Education	Enrichment Program	
Salaries	\$ 836,105	\$ 130,784	\$ 70,648	\$ 1,037,537
Benefits and payroll taxes	248,225	38,829	20,975	308,029
Legal fees				
Accounting/auditing fees				
Board expenses	563			563
Contracted services	76,210	14,501	13,067	103,778
Supplies and materials	16,047	3,764		19,811
Office expense				
Expensed equipment	1,322			1,322
Food service			45,715	45,715
Insurance	36,287	1,363	3,489	41,139
Maintenance and repairs	7,035	385		7,420
Marketing and recruitment	9,448	2,216		11,664
Rent	220,531	8,286	21,206	250,023
Staff development	12,466	779	312	13,557
Technology	19,067	4,473		23,540
Textbooks	4,897			4,897
Student services	22,250	5,220		27,470
Travel and conferences	3,045	190	76	3,311
Utilities	23,503	1,288		24,791
Other expenses				-0-
Depreciation	48,753	1,831	4,689	55,273
Total Expenses	\$ <u>1,585,754</u>	\$ <u>213,909</u>	\$ <u>180,177</u>	\$ <u>1,979,840</u>

<u>Supporting Services</u>			
<u>Fund-raising</u>	<u>Management and General</u>	<u>Supporting Services Subtotal</u>	<u>Total</u>
\$	\$ 330,889	\$ 330,889	\$ 1,368,426
	98,237	98,237	406,266
	53,837	53,837	53,837
	20,000	20,000	20,000
	36,040	36,040	563
			139,818
			19,811
	10,457	10,457	10,457
	383	383	1,705
			45,715
	4,183	4,183	45,322
	1,183	1,183	8,603
	2,526	2,526	14,190
	25,420	25,420	275,443
	2,026	2,026	15,583
			23,540
			4,897
			27,470
	495	495	3,806
	3,951	3,951	28,742
2,689	4,043	6,732	6,732
	5,620	5,620	60,893
<u>\$ 2,689</u>	<u>\$ 599,290</u>	<u>\$ 601,979</u>	<u>\$ 2,581,819</u>

NEW ROOTS CHARTER SCHOOL
STATEMENT OF FUNCTIONAL EXPENSES
FOR THE YEAR ENDED JUNE 30, 2012

	Program Services			Program Services Subtotal
	Regular Education	Special Education	Enrichment Programs	
Salaries	\$ 775,079	\$ 101,411	\$ 63,344	\$ 939,834
Benefits and payroll taxes	234,271	29,272	14,230	277,773
Legal fees				
Accounting/auditing fees				
Board expenses				
Contracted services	61,999	4,437	5,789	72,225
Supplies and materials	28,313	570		28,883
Office expense				
Expensed equipment	27,307		2,635	29,942
Food service			48,520	48,520
Insurance	31,681	1,166	2,929	35,776
Maintenance and repairs	8,493	465		8,958
Marketing and recruitment	17,457	1,940		19,397
Rent	213,813	7,866	19,766	241,445
Staff development	10,610	663	265	11,538
Technology	31,635			31,635
Textbooks	12,968			12,968
Student services	22,330	2,481		24,811
Travel and conferences	5,534	346	138	6,018
Utilities	22,404	1,228		23,632
Other expenses				
Depreciation	40,621	1,494	3,755	45,870
Total Expenses	\$ <u>1,544,515</u>	\$ <u>153,339</u>	\$ <u>161,371</u>	\$ <u>1,859,225</u>

<u>Supporting Services</u>		
<u>Management and General</u>		<u>Total</u>
\$ 251,402	\$	1,191,236
56,372		334,145
11,659		11,659
20,170		20,170
537		537
22,514		94,739
		28,883
12,484		12,484
571		30,513
		48,520
3,576		39,352
1,428		10,386
2,784		22,181
26,263		267,708
1,724		13,262
651		32,286
		12,968
		24,811
899		6,917
3,766		27,398
4,906		4,906
<u>4,586</u>		<u>50,456</u>
<u>\$ 426,292</u>	<u>\$</u>	<u>2,285,517</u>

NEW ROOTS CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2013 and 2012

Note 1 - Summary of Significant Accounting Policies

Activity

New Roots Charter School (the School) is a not-for-profit public high school committed to sustainable education and social justice located in Central New York. The School's first year of operations was 2009-2010. The School uses the Fiscal Policies and Procedures Manual drafted in 2009 and updated most recently on August 22, 2013. The majority of the School's revenue is derived from state aid passed through to the School from the home school districts of its students.

Basis of Accounting

The financial statements are prepared on the accrual basis of accounting and, accordingly, reflect all significant receivables, payables, and liabilities.

Financial Statement Presentation

The School complies with Financial Accounting Standards Board (FASB) Accounting Standards Codification (ASC) 958 "Not-for-Profit Entities." Under FASB ASC 958, the School is required to report information regarding its financial position and activities according to three classes of net assets: unrestricted net assets, temporarily restricted net assets, and permanently restricted net assets.

Use of Estimates

The preparation of financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect certain reported amounts and disclosures. Accordingly, actual results could differ from those estimates.

Cash and Cash Equivalents

For purposes of the Statements of Cash Flows, cash and cash equivalents are defined as short-term, highly liquid investments with original maturities of three months or less.

Accounts Receivable

Accounts receivable are recorded without provision for bad debts. Amounts recorded at June 30 are considered by management to be fully collectible.

Prepaid Expenses

Prepaid expenses represents professional development services the School has the right to receive for which it has paid. This entire amount is expected to be expended during the next fiscal year.

Leasehold Improvements and Equipment

Leasehold improvements and equipment are stated at cost and depreciation is computed on a straight-line basis over the estimated useful lives of the assets. Equipment is depreciated over three to 20 years and leasehold improvement costs over 20 years.

Inventory

Inventory is valued at the cost of quantity on hand.

Grants and Contributions

Grants and contributions, including unconditional promises to give, are reported as revenues in the period received. Conditional promises to give are not recognized until the conditions on which they depend are substantially met. Contributions of cash or other assets that must be used to acquire long-lived assets are reported as temporarily restricted net assets until the assets are acquired and placed in service. Contributions of assets other than cash are recorded at their estimated fair value at date of donation.

Income Tax Status

The School is exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code. In addition, the School qualifies for the charitable contribution deduction under Section 170(b)(1)(A) and has been classified as an organization other than a private foundation under Section 590(a)(2).

NEW ROOTS CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
(CONTINUED)
JUNE 30, 2013 and 2012

New Roots Charter School's Forms 990, Return of School Exempt from Income Tax, for the periods ending 2011, 2012, and June 30, 2013 are subject to examination by the IRS, generally for three years after filing.

Donated Services

A large number of volunteers have donated significant amounts of time, services, and materials on the School's behalf. The value of this contributed time and services has not been reflected in the financial statements, inasmuch as no objective basis is available to measure the value of such services and it does not meet the criteria for recognition under FASB ASC 958.

Net Assets

The following is a description of the net assets shown in the accompanying financial statements:

- Unrestricted - Includes all net assets over which the New Roots Charter School has full discretion.
- Temporarily Restricted - Includes unspent contributions restricted by the donor for a particular purpose.

Functional Allocation of Expenses

The costs of providing various programs and other activities have been summarized on a functional basis in the Statements of Activities and in the Statements of Functional Expenses. Accordingly, certain costs have been allocated among the programs and supporting services benefited.

Note 2 - Concentration of Credit Risk

The School maintains cash balances at one financial institution. Accounts at each institution are insured by the Federal Deposit Insurance Corporation (FDIC) up to \$250,000. During the year, deposits may routinely exceed FDIC insurance limits.

Note 3 - Fixed Assets

A summary of changes in fixed assets is as follows:

	2013				
	Cost July 1,	Net Additions	Cost June 30,	Accumulated Depreciation	Net Book Value
Leasehold Improvements	\$ 558,945	\$ -0-	\$ 558,945	\$ (75,689)	\$ 483,256
Equipment	165,289	23,700	188,989	(75,849)	113,140
Total	\$ 724,234	\$ 23,700	\$ 747,934	\$ (151,538)	\$ 596,396
	2012				
	Cost July 1,	Net Additions	Cost June 30,	Accumulated Depreciation	Net Book Value
Leasehold Improvements	\$ 374,198	\$ 184,747	\$ 558,945	\$ (47,742)	\$ 511,203
Equipment	98,126	67,163	165,289	(44,744)	120,545
Total	\$ 472,324	\$ 251,910	\$ 724,234	\$ (92,486)	\$ 631,748

Depreciation expense for 2013 and 2012 was \$60,893 and \$50,456, respectively.

NEW ROOTS CHARTER SCHOOL
 NOTES TO FINANCIAL STATEMENTS
 (CONTINUED)
JUNE 30, 2013 and 2012

Note 4 - Leases

On May 10, 2009 the School entered into a five year and two month lease agreement with The Historic Clinton House of Ithaca, LLC, commencing on May 15, 2009, for classroom and administrative space. Monthly payments for fiscal year 2013 were \$15,115 through April 2013 and \$15,720 for May and June. Furthermore, there are three 5-year options to renew and at the end of each twelve month period the base rent shall increase by 4%. Rent expense under this lease was \$182,815 and \$175,570 for the years ending June 30, 2013 and June 30, 2012, respectively. Future minimum rental payments will be:

<u>Year</u>	<u>Payment</u>
2013 - 2014	\$ <u>189,897</u>

On July 7, 2010 the School entered into an eight month lease agreement with a three month extension dated January 19, 2011 with the City Federation of Women's Organization, Inc., commencing on September 1, 2010, for use of a commercial kitchen with monthly payments of \$700. That lease was terminated and, on February 5, 2013, the School entered into a five month lease agreement with St. Catherine Greek Orthodox Church, for use of a commercial kitchen with monthly payments of \$800. The School also leased space from the Tompkins County Cooperative Extension for months not covered under the aforementioned leases. Rent expense under these leases were \$21,206 and \$19,766, for the years ending June 30, 2013 and 2012, respectively.

On July 1, 2011 the School entered into a sixty month lease agreement with the State Theatre of Ithaca, Inc. for use of office, production, basement, and common area space. The payments are up to \$4,000 per month for the first year with annual increases based on consumer price index. Rent expense payments may also include other theater use fees. Rent expense under this lease was \$53,648 and \$63,000 for the years ending June 30, 2013 and 2012, respectively.

The School had additional rent expenses for parking and other purposes of \$17,774 and \$9,372, respectively, for the years ended June 30, 2013 and 2012.

Note 5 - Obligation for Leasehold Improvements

The School's long-term obligation of \$25,277 from the renovation of The Historic Clinton House was paid in full as of June 30, 2013. Interest expense was \$879 and \$1,632 for years ending June 30, 2013 and 2012, respectively. The following is a summary of the activity during the year;

<u>Beginning Balance</u>	<u>Principal Paid</u>	<u>Principal Borrowed</u>	<u>Ending Balance</u>
\$ 25,277	\$ 25,277	\$ -0-	\$ -0-
<u>\$ 25,277</u>	<u>\$ 25,277</u>	<u>\$ -0-</u>	<u>\$ -0-</u>

Note 6 - Line of Credit

During the years ended June 30, 2013 and 2012, the School maintained a line-of-credit with a local financial institution to ensure adequate cash flows throughout the school year. The line originated in 2009 and was not utilized during either of these years.

Note 7 - Related Party Transactions

One Board Member is the mother of one of the owners of The Historic Clinton House. This individual abstains from voting on matters pertaining to the building and/or the lease. In addition, a close relative of the Superintendent provides photography services to the School at below market rates. Expenses incurred for these services were \$1,385 and \$354, respectively, for the years ended June 30, 2012 and 2013.

NEW ROOTS CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
(CONTINUED)
JUNE 30, 2013 and 2012

Note 8 - Pension System

The School participates in the New York State Teachers' Retirement System (NYSTRS). This is a cost-sharing multiple employer public defined benefit employee retirement system. The System offers a wide range of plans and benefits, which are related to years of service and final average salary, vesting of retirement benefits, death, and disability. The School's contributions to the System are less than 4% of total contributions to the system.

The New York State Teachers' Retirement Board administers NYSTRS. The System provides benefits to plan members and beneficiaries as authorized by the Education Law and the Retirement and Social Security Law of the State of New York. NYSTRS issues a publicly available financial report that contains financial statements and required supplementary information for the System. The report may be obtained by writing to NYSTRS, 10 Corporate Woods Drive, Albany, New York 12211-2395.

Plan members who joined the Systems before July 27, 1976 are not required to make contributions. Those joining after July 27, 1976 and before January 1, 2010 with less than ten years of membership are required to contribute 3.0% of their annual salary. Those joining NYSTRS on or after January 1, 2010 and before April 1, 2012 are required to contribute 3.5% of their annual salary for their entire working career. Persons joining on or after April 1, 2012 are required to contribute between 3% and 6% throughout active service. Under the authority of the NYSRSSL, the Comptroller shall certify annually the rates expressed as proportions of payroll of members which shall be used in computing the contributions required to be made by the employer to the Pension Accumulation Fund.

Once an employer joins, it cannot withdraw from the System. This eliminates the risk that an employer will withdraw leaving unfunded obligations to be borne by the remaining employers. As of 2011, the most recent valuation available, the System's assets were \$86,892,200 and its liabilities were \$89,824,900, with a funded status of 96.7%.

The School is required to contribute at an actuarially determined rate. The School contributions made to the System was equal to 100% of the contributions required for each year. The required contributions for the prior three years were:

Year	TRS
2013	\$ 84,504
2012	67,700
2011	55,029

Note 9 - Temporarily Restricted Net Assets

Temporarily restricted net assets at June 30, consisted of the following:

	2013	2012
CFTC Strategic Planning	\$ 4,000	\$ -0-
Watrobski Restricted Donation	1,000	-0-
CARS Grant	3,945	-0-
Scholarship Funds	1,730	-0-
College Bound	125	-0-
Park Foundation Grant	1,631	4,216
Sustainable Tompkins	551	151
Sponsor a Senior	4,518	4,518
Total	\$ 17,500	\$ 8,885

NEW ROOTS CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
(CONTINUED)
JUNE 30, 2013 and 2012

Note 10 - Events Subsequent to Report Date

The School has evaluated event transactions occurring between June 30, 2013 and October 14, 2013, which is the date the financial statements were available to be issued, for possible disclosure and recognition in the financial statements. No events were identified which require disclosure or recognition in the financial statements.

John H. Dietershagen, C.P.A.
Jerry E. Mickelson, C.P.A.
Thomas K. Van Derzee, C.P.A.
Debbie Conley Jordan, C.P.A.
Patrick S. Jordan, C.P.A.
Duane R. Shoen, C.P.A.
Lesley L. Horner, C.P.A.
D. Leslie Spurgin, C.P.A.



**Ciaschi • Dietershagen • Little • Mickelson
& Company, LLP**

Certified Public Accountants and Consultants

Frederick J. Ciaschi, C.P.A.

**INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON
COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED
IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS**

Board of Trustees
New Roots Charter School
Ithaca, New York

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of New Roots Charter School (the School), which comprise the statements of financial position as of June 30, 2013, and the related statements of activities, functional expenses and cash flows for the year ended June 30, 2013, and the related notes to the financial statements, which collectively comprise the School's basic financial statements, and have issued our report thereon dated October 14, 2013.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the School's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A material weakness is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A significant deficiency is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

- 12 -

CORTLAND

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Cortland, New York 13045
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401 East State Street - Suite 500
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108 West Fourth Street
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fax 607-535-6220

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Cinchi, DiCarlo, Little, Mickelson & Co., LLP

October 14, 2013
Ithaca, New York

John H. Dietershagen, C.P.A.
Jerry E. Mickelson, C.P.A.
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MANAGEMENT COMMENT LETTER

Board of Trustees
New Roots Charter School
Ithaca, New York

In planning and performing our audit of the financial statements of New Roots Charter School (the School) for the year ended June 30, 2013, in accordance with auditing standards generally accepted in the United States of America, we considered the School's internal control over financial reporting as a basis for designing our audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A material weakness is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected, on a timely basis.

Our consideration of internal control was for the limited purpose described in the first paragraph and was not designed to identify all deficiencies in internal control that might be material weaknesses. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

During our audit, we noted other matters that were opportunities for strengthening internal controls and operating efficiency. This letter does not affect our report dated October 14, 2013 on the financial statements of the School.

Current Year Comments

Travel Expenses

Finding:

During our current year audit, one of three travel expenses examined lacked documentation demonstrating pre-approval, as required by School policy.

Recommendation:

We recommend strengthening controls over travel approval and expense reimbursement to ensure travel is authorized in accordance with School policy.

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Personnel Action Forms

Finding:

During our current year audit, one employee's file examined did not include a personnel action form, as required by School policy.

Recommendation:

We recommend controls over employee records be strengthened to ensure records are maintained in accordance with School policy.

Prior Year Resolved

Purchasing Policy - Quotes

Finding:

The School's purchasing policy requires quotes be solicited for purchases over a certain threshold. During our prior year audit, for seven of the eight purchases we examined which require quotes, no quotes were solicited. During our current year audit, of 21 disbursements selected for testing only one required a quote. This was for the purchase of student laptop computers. Since the purchase was for a specific product, one vendor worked directly with the manufacturer and provided a quote that was equal to the State contact rate.

We will review the status of these comments during our next audit engagement. Our comments and recommendations are intended to improve the internal control structure or result in other operating efficiencies. We will be pleased to discuss these comments in further detail at your convenience, to perform additional study of these matters, or to assist you in implementing the recommendations.

This communication is intended solely for the information and use of management, the Audit Committee and Board of Trustees, and others within the School, and is not intended to be and should not be used by anyone other than these specified parties.

Cinchi, Dietzel, Little, Mickelson & Co., LLP

October 14, 2013
Ithaca, New York



Transmittal Form
Annual Financial Statement Audit Report
for SUNY Authorized Charter Schools

School Name:	Charter School Name
Date (Report is due Nov. 1):	November 1, 2013
School Fiscal Contact Name:	Sabrina Johnston
School Fiscal Contact Email:	[REDACTED]
School Fiscal Contact Phone:	[REDACTED]
School Audit Firm Name:	Ciaschi, Dietershagen, Little & Mickelson
School Audit Contact Name:	Leslie Spurgin
School Audit Contact Email:	leslies@cglm.com
School Audit Contact Phone:	607.272.4444
Audit Period:	2012-13
Prior Year:	2011-12

The following items are required to be included:

- .. The independent auditor's report on financial statements and notes.
- .. Excel template file containing the Financial Position, Statement of Activities, Cash Flow and Functional Expenses worksheets.
- .. Reports on internal controls over financial reporting and on compliance.

The additional items listed below should be included if applicable. Please explain the reason(s) if the items are not included. Examples might include: a written management letter was not issued; the school did not expend federal funds in excess of the Single Audit Threshold of \$500,000; the management letter response will be submitted by the following date (should be no later than 30 days from the submission of the report); etc.

Item	If not included, state the reason(s) below (if not applicable fill in N/A):
Management Letter	
Management Letter Response	n/a
Form 990	This form to be filed on extended deadline.
Federal Single Audit (A-133) ¹	The school did not expend fund in excess of the Single Audit Threshold
Corrective Action Plan	n/a

Please also send an ELECTRONIC copy of: 1.) This transmittal form; 2.) Audited Financial Report; and if applicable 3.) Management Letter and Response; 4.) Federal Single Audit (A-133) ONLY to the following offices via email. A copy of the Excel file containing the four schedules Does NOT need to be included.

NYS Education Department Public School Choice Programs 89 Washington Avenue Room 462 EBA Albany, New York 12234 charterschools@mail.nysed.gov	NYS Education Department Office of Audit Services 89 Washington Avenue Room 524 EBA Room 524 EBA Albany, New York 12234 fsanda133@mail.nysed.gov
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¹ A copy of the Federal Single Audit must be filed with the Federal Audit Clearinghouse. Please refer to OMB Cir

Charter School Name
Statement of Financial Position
as of June 30

ASSETS	2013	2012	FIC
CURRENT ASSETS			1y nu
	407655	344559	
	3996	11147	
	143302	79882	
	5350	5350	
les	1375	763	
TOTAL CURRENT ASSETS	561,678	441,701	
PROPERTY, net	596396	631748	
	23432	23682	
TOTAL ASSETS	1,181,506	1,097,131	
LIABILITIES AND NET ASSETS			
CURRENT LIABILITIES			
Accounts payable and accrued expenses	33081	21874	
Accrued payroll and benefits	273119	236455	
Dreferred Revenue	0	0	
ebt	0	13501	
Payable	0	0	
	0	0	
TOTAL CURRENT LIABILITIES	306,200	271,830	
PAYABLE, net current maturities	0	11776	
TOTAL LIABILITIES	306,200	283,606	
NET ASSETS			
Unrestricted	857806	804640	
Temporarily restricted	17500	8885	
TOTAL NET ASSETS	875,306	813,525	
TOTAL LIABILITIES AND NET ASSETS	1,181,506	1,097,131	

Charter School Name
Statement of Activities
as of June 30

	2013			2012	FIC ny nu
	Unrestricted	Temporarily Restricted	Total	Total	
REVENUE, GAINS AND OTHER SUPPORT					
Public School District					
Resident Student Enrollment	2188873	0	\$2,188,873	1960877	
Students with disabilities	276286	0	276,286	174343	
Grants and Contracts					
State and local	98	8000	8,098	184747	
Federal - Title and IDEA	0	87897	87,897	54638	
Federal - Other	0		-	0	
Other	8396	26822	35,218	0	
Food Service/Child Nutrition Program	28129	0	<u>28,129</u>	39600	
TOTAL REVENUE, GAINS AND OTHER SUPPORT	2,501,782	122,719	2,624,501	2,414,205	
EXPENSES					
Program Services					
Regular Education	1585754	\$-	\$1,585,754	1544515	
Special Education	213909	-	213,909	153339	
Other Programs	180177	-	180,177	161371	
Total Program Services	1,979,840	-	1,979,840	1,859,225	
Management and general	599290	-	599,290	426292	
Fundraising	2689	-	<u>2,689</u>		
TOTAL OPERATING EXPENSES	2,581,819	-	2,581,819	2,285,517	
SURPLUS / (DEFICIT) FROM SCHOOL OPERATIONS	(80,037)	122,719	42,682	128,688	
SUPPORT AND OTHER REVENUE					
Contributions					
Foundations		0	\$-	5100	
Individuals	7807	0	7,807	10728	
Corporations	0	0	-	22917	
Fundraising	3622	3255	6,877	0	
Interest income	499	0	499	332	
Miscellaneous income	3916	0	3,916	12235	
Net assets released from restriction	117359	-117359	-	0	
TOTAL SUPPORT AND OTHER REVENUE	133,203	(114,104)	19,099	51,312	
CHANGE IN NET ASSETS	53,166	8,615	61,781	180,000	
NET ASSETS BEGINNING OF YEAR	804640	8885	813,525	633524	
PRIOR YEAR/PERIOD ADJUSTMENTS	0	0	-	0	
NET ASSETS END OF YEAR	\$857,806	\$17,500	\$875,306	\$813,524	

**Charter School Name
Statement of Cash Flows**

as of June 30

	2013	2012	FIC
			<small>*Please briefly explain any nu</small>
CASH FLOWS - OPERATING ACTIVITIES			
Increase (decrease) in net assets	61781	180001	
Revenues from School Districts	0	0	
Accounts Receivable	-63420	3651	
	0	90856	
Depreciation	60893	50456	
Grants Receivable	0	175702	
Due from NYS	7151	0	
Grant revenues	0	0	
Prepaid Expenses	0	89809	
Accounts Payable	11207	-4056	
Accrued Expenses	0	0	
Accrued Liabilities	36664	83252	
Contributions and fund-raising activities	0	0	
Miscellaneous sources	3000	0	
Deferred Revenue	0	0	
Interest payments	0	0	
Food Service Inventory	-612	775	
Other	0	0	
NET CASH PROVIDED FROM OPERATING ACTIVITIES	\$116,664	\$670,446	
CASH FLOWS - INVESTING ACTIVITIES	\$	\$	
Purchase of equipment	-28605	-264802	
Other	314	3359	
NET CASH PROVIDED FROM INVESTING ACTIVITIES	\$(28,291)	\$(261,443)	
CASH FLOWS - FINANCING ACTIVITIES	\$	\$	
Principal payments on long-term debt	-25277	-44344	
Other	0	0	
NET CASH PROVIDED FROM FINANCING ACTIVITIES	\$(25,277)	\$(44,344)	
NET (DECREASE) INCREASE IN CASH AND CASH EQUIVALENTS	\$63,096	\$364,659	
Cash at beginning of year	344559	-20100	
CASH AND CASH EQUIVALENTS AT END OF YEAR	\$407,655	\$344,559	

Charter School Name
Statement of Functional Expenses
as of June 30

		2013					
		Program Services			Supporting Service		
	No. of Positions	Regular	Special	Other Education	Total	Fund-raising	Management and General
		Education	Education				
		\$	\$	\$	\$	\$	\$
Personnel Services Costs							
Administrative Staff Personnel	-	50776	12572	4245	67,593	0	330765
Instructional Personnel	-	784589	118172		902,761	0	0
Non-Instructional Personnel		739	40	66403	67,182	0	124
Total Salaries and Staff		836,104	130,784	70,648	1,037,536	-	330,889
Fringe Benefits & Payroll Taxes		183150	28649	15475.55	227,275	0	72481.64
Retirement		65078.39	10179.66	5498.95	80,757	0	25754.85
Management Company Fees		0	0	0	-	0	0
Legal Service		0	0	0	-	0	0
Accounting / Audit Services		0	0	0	-	0	0
Other Purchased / Professional / Co		76210	14501	13067	103,778	0	36040
Building and Land Rent / Lease		220531	8286	21206	250,023	0	25420
Repairs & Maintenance		7035	385	0	7,420	0	1183
		36287	1363	3489	41,139	0	4183
		23503	1288	0	24,791	0	3951
		20942	3764		24,706	0	0
		1322	0	0	1,322	0	383
		12466	779	312	13,557	0	2026
		9448	2216	0	11,664	0	2526
		19067	4473	0	23,540	0	0
Food Service		0	45715	0	45,715	0	0
Student Services		22250	5220	0	27,470	0	0
Office Expense		0	0	0	-	0	10457
Depreciation		48753	1831	4689	55,273	0	5620
OTHER		3045	190	76	3,311	2689	5102
Total Expenses		\$1,585,191	\$259,624	\$134,462	\$1,979,277	\$2,689	\$526,016

		2012	
		S	
Total	Total		
\$	\$	\$	
330,765	398,358	341344	
-	902,761	790712	
124	67,306	59182	
330,889	1,368,425	1,191,238	
72,482	299,756	243036	
25,755	106,512	91108	
-	-	0	
53,837	53,837	11659	
20,000	20,000	20170	
36,040	139,818	94739	
25,420	275,443	267708	
1,183	8,603	10386	
4,183	45,322	39352	
3,951	28,742	27398	
-	24,706	41851	
383	1,705	30513	
2,026	15,583	13262	
2,526	14,190	22181	
-	23,540	32286	
-	45,715	48520	
-	27,470	24811	
10,457	10,457	12484	
5,620	60,893	50455	
<u>7,791</u>	<u>11,102</u>	12360	
\$602,542	\$2,581,819	\$2,285,517	

**New Roots Charter School
Budget / Operating Plan
2013-14**

6	Total Revenue	-	833,171	-	-	447,732	-	-	902,309	-	-	452,902	-	-
7	Total Expenses	-	613,234	-	-	645,899	-	-	668,718	-	-	708,263	-	-
8	Net Income	-	219,937	-	-	(198,167)	-	-	233,591	-	-	(255,361)	-	-
9	Actual Student Enrollment	-	190	-	-	190	-	-	190	-	-	190	-	-
10	Total Paid Student Enrollment	-	190	-	-	190	-	-	190	-	-	190	-	-
11														
12														
13														
14														
15	REVENUE													
16	REVENUES FROM STATE SOURCES													
17	Per Pupil Revenue													
18	Ithaca CSD	12,670	322,020	-	-	161,010	-	-	322,020	-	-	161,010	-	-
19	Dryden CSD	11,012	84,480	-	-	42,240	-	-	84,480	-	-	42,239	-	-
20	Trumansburg CSD	10,227	57,321	-	-	28,660	-	-	57,321	-	-	28,661	-	-
21	Newfield CSD	9,832	50,706	-	-	25,353	-	-	50,706	-	-	25,354	-	-
22	Lansing CSD	10,855	45,138	-	-	22,569	-	-	45,138	-	-	22,570	-	-
23	Groton CSD	10,406	35,654	-	-	17,827	-	-	35,654	-	-	17,828	-	-
24	Southern Cayuga CSD	13,419	27,035	-	-	13,518	-	-	27,035	-	-	13,517	-	-
25	Spencer-Van Etten CSD	10,808	20,287	-	-	10,143	-	-	20,287	-	-	10,143	-	-
26	Moravia CSD	10,202	18,269	-	-	9,134	-	-	18,269	-	-	9,134	-	-
27	South Seneca CSD	13,574	18,236	-	-	9,118	-	-	18,236	-	-	9,118	-	-
28	Odessa-Montour CSD	11,363	12,526	-	-	6,263	-	-	12,526	-	-	6,263	-	-
29	Candor CSD	11,287	11,370	-	-	5,685	-	-	11,370	-	-	5,685	-	-
30	Cortland CSD	10,142	10,216	-	-	5,108	-	-	10,216	-	-	5,108	-	-
31	Newark Valley CSD	10,287	5,492	-	-	2,746	-	-	5,492	-	-	2,746	-	-
32	Homer CSD	11,092	3,697	-	-	1,849	-	-	3,697	-	-	1,849	-	-
33	School District - ALL OTHER	10,555	9,475	-	-	4,737	-	-	9,475	-	-	4,735	-	-
34	TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	11,108	731,922	-	-	365,960	-	-	731,922	-	-	365,960	-	-
35	Special Education Revenue		74,448	-	-	37,224	-	-	74,448	-	-	37,225	-	-
36	Grants													
37	Stimulus													
38	DYCD (Department of Youth and Community Developmt.)													
39	Other													
40	Other													
41	TOTAL REVENUE FROM STATE SOURCES		806,370	-	-	403,184	-	-	806,370	-	-	403,185	-	-
42														
43	REVENUE FROM FEDERAL FUNDING													
44	IDEA Special Needs					12,667	-	-	12,667	-	-	12,666	-	-
45	Title I					1,167	-	-	1,167	-	-	1,166	-	-
46	Title Funding - Other					-	-	-	48,681	-	-	-	-	-
47	School Food Service (Free Lunch)					7,396	-	-	7,396	-	-	9,860	-	-
48	Grants													
49	Charter School Program (CSP) Planning & Implementation													
50	Other													
51	Other													
52	TOTAL REVENUE FROM FEDERAL SOURCES					21,230	-	-	69,911	-	-	23,692	-	-
53														
54	LOCAL and OTHER REVENUE													
55	Contributions and Donations													
56	Fundraising		12,500	-	-	12,500	-	-	12,500	-	-	12,500	-	-
57	Erate Reimbursement		2,318	-	-	2,318	-	-	2,318	-	-	2,316	-	-
58	Earnings on Investments													
59	Interest Income		100	-	-	100	-	-	100	-	-	100	-	-
60	Food Service (Income from meals)		2,800	-	-	8,400	-	-	8,400	-	-	8,400	-	-
61	Text Book		9,083	-	-	-	-	-	2,710	-	-	2,709	-	-
62	OTHER													
63	TOTAL REVENUE FROM LOCAL and OTHER SOURCES		26,801	-	-	23,318	-	-	26,028	-	-	26,025	-	-
64														
65	TOTAL REVENUE		833,171	-	-	447,732	-	-	902,309	-	-	452,902	-	-
66														

* If there are NO budget revisions at the time of quarterly submittal leave 'CURRENT' Column(s) COMPLETELY BLANK. IF Current Column(s) are left blank the Original Budget numbers for that particular quarter will flow to the TY Current Budget AND to the Quarterly Tab. IF Current Budget column is utilized, the ORANGE CELLS MUST be filled in first for the entire column to register. If utilizing the CURRENT BUDGET column the entire column should be completed.

New Roots Charter School Budget / Operating Plan 2013-14													
		833,171	-	-	447,732	-	-	902,309	-	-	452,902		
		613,234	-	-	645,899	-	-	668,718	-	-	708,263		
		219,937	-	-	(198,167)	-	-	233,591	-	-	(255,361)		
		190	-	-	190	-	-	190	-	-	190		
		190	-	-	190	-	-	190	-	-	190		
	Prior Year Actual 2012-13	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
		Original	Current	Variance	Original	Current	Variance	Original	Current	Variance	Original	Current	Variance
ENROLLMENT - *School Districts Are Linked To Above Entries*													
Ithaca CSD	-	76	-	-	76	-	-	76	-	-	76	-	-
Dryden CSD	-	23	-	-	23	-	-	23	-	-	23	-	-
Trumansburg CSD	-	17	-	-	17	-	-	17	-	-	17	-	-
Newfield CSD	-	16	-	-	16	-	-	16	-	-	16	-	-
Lansing CSD	-	13	-	-	13	-	-	13	-	-	13	-	-
Groton CSD	-	10	-	-	10	-	-	10	-	-	10	-	-
Southern Cayuga CSD	-	6	-	-	6	-	-	6	-	-	6	-	-
Spencer-Van Etten CSD	-	6	-	-	6	-	-	6	-	-	6	-	-
Moravia CSD	-	5	-	-	5	-	-	5	-	-	5	-	-
South Seneca CSD	-	4	-	-	4	-	-	4	-	-	4	-	-
Odessa-Montour CSD	-	3	-	-	3	-	-	3	-	-	3	-	-
Candor CSD	-	3	-	-	3	-	-	3	-	-	3	-	-
Cortland CSD	-	3	-	-	3	-	-	3	-	-	3	-	-
Newark Valley CSD	-	2	-	-	2	-	-	2	-	-	2	-	-
Homer CSD	-	1	-	-	1	-	-	1	-	-	1	-	-
School District - ALL OTHER	-	3	-	-	3	-	-	3	-	-	3	-	-
TOTAL ENROLLMENT	-	190	-	-	190	-	-	190	-	-	190	-	-
REVENUE PER PUPIL	-	4,380	-	-	2,354	-	-	4,744	-	-	2,381	-	-
EXPENSES PER PUPIL	-	3,224	-	-	3,396	-	-	3,516	-	-	3,724	-	-

New Roots Charter School Budget / Operating Plan 2013-14						DESCRIPTION OF ASSUMPTIONS
6	Total Revenue	2,636,114	2,636,114	-	2,636,114	2,636,114
7	Total Expenses	2,636,114	2,636,114	-	(2,636,114)	(2,636,114)
8	Net Income	-	-	-	-	-
9	Actual Student Enrollment					
10	Total Paid Student Enrollment					
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15	REVENUE					
16	REVENUES FROM STATE SOURCES					
17	Per Pupil Revenue	CY Per Pupil Rate				
18	Ithaca CSD	12.670	966,060	966,060	-	966,060
19	Dryden CSD	11.012	253,439	253,439	-	253,439
20	Trumansburg CSD	10.227	171,963	171,963	-	171,963
21	Newfield CSD	9.832	152,119	152,119	-	152,119
22	Lansing CSD	10.855	135,415	135,415	-	135,415
23	Groton CSD	10.406	106,963	106,963	-	106,963
24	Southern Cayuga CSD	13.419	81,105	81,105	-	81,105
25	Spencer-Van Etten CSD	10.808	60,860	60,860	-	60,860
26	Moravia CSD	10.202	54,806	54,806	-	54,806
27	South Seneca CSD	13.574	54,708	54,708	-	54,708
28	Odessa-Montour CSD	11.363	37,578	37,578	-	37,578
29	Candor CSD	11.287	34,110	34,110	-	34,110
30	Cortland CSD	10.142	30,648	30,648	-	30,648
31	Newark Valley CSD	10.287	16,476	16,476	-	16,476
32	Homer CSD	11.092	11,092	11,092	-	11,092
33	School District - ALL OTHER	10.555	28,422	28,422	-	28,422
34	TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	11,108	2,195,764	2,195,764	-	2,195,764
35	Special Education Revenue		223,345	223,345	-	223,345
36	Grants					
37	Stimulus		-	-	-	-
38	DYCD (Department of Youth and Community Developmt.)		-	-	-	-
39	Other		-	-	-	-
40	Other		-	-	-	-
41	TOTAL REVENUE FROM STATE SOURCES		2,419,109	2,419,109	-	2,419,109
42						
43	REVENUE FROM FEDERAL FUNDING					
44	IDEA Special Needs		38,000	38,000	-	38,000
45	Title I		3,500	3,500	-	3,500
46	Title Funding - Other		48,681	48,681	-	48,681
47	School Food Service (Free Lunch)		24,652	24,652	-	24,652
48	Grants					
49	Charter School Program (CSP) Planning & Implementation		-	-	-	-
50	Other		-	-	-	-
51	Other		-	-	-	-
52	TOTAL REVENUE FROM FEDERAL SOURCES		114,833	114,833	-	114,833
53						
54	LOCAL and OTHER REVENUE					
55	Contributions and Donations		-	-	-	-
56	Fundraising		50,000	50,000	-	50,000
57	Erate Reimbursement		9,270	9,270	-	9,270
58	Earnings on Investments		-	-	-	-
59	Interest Income		400	400	-	400
60	Food Service (Income from meals)		28,000	28,000	-	28,000
61	Text Book		14,502	14,502	-	14,502
62	OTHER		-	-	-	-
63	TOTAL REVENUE FROM LOCAL and OTHER SOURCES		102,172	102,172	-	102,172
64						
65	TOTAL REVENUE		2,636,114	2,636,114	-	2,636,114
66						

New Roots Charter School Budget / Operating Plan 2013-14					DESCRIPTION OF ASSUMPTIONS	
6	Total Revenue	2,636,114	2,636,114	-	2,636,114	2,636,114
7	Total Expenses	2,636,114	2,636,114	-	(2,636,114)	(2,636,114)
8	Net Income	-	-	-	-	-
9	Actual Student Enrollment					
10	Total Paid Student Enrollment					
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68	EXPENSES					
69	ADMINISTRATIVE STAFF PERSONNEL COSTS					
70	Executive Management	1.00	86,596	86,596	-	(86,596)
71	Instructional Management	1.00	60,000	60,000	-	(60,000)
72	Deans, Directors & Coordinators	3.00	123,740	123,740	-	(123,740)
73	CFO / Director of Finance	-	-	-	-	-
74	Operation / Business Manager	1.00	60,000	60,000	-	(60,000)
75	Administrative Staff	2.00	62,316	62,316	-	(62,316)
76	TOTAL ADMINISTRATIVE STAFF	8.00	392,652	392,652	-	(392,652)
77						
78	INSTRUCTIONAL PERSONNEL COSTS					
79	Teachers - Regular	10.00	416,460	416,460	-	(416,460)
80	Teachers - SPED	3.00	120,376	120,376	-	(120,376)
81	Substitute Teachers	-	15,000	15,000	-	(15,000)
82	Teaching Assistants	-	-	-	-	-
83	Specialty Teachers	3.60	160,628	160,628	-	(160,628)
84	Aides	1.50	42,896	42,896	-	(42,896)
85	Therapists & Counselors	2.80	108,964	108,964	-	(108,964)
86	Other	-	3,501	3,501	-	(3,501)
87	TOTAL INSTRUCTIONAL	20.90	867,825	867,825	-	(867,825)
88						
89	NON-INSTRUCTIONAL PERSONNEL COSTS					
90	Nurse	-	-	-	-	-
91	Librarian	-	-	-	-	-
92	Custodian	-	-	-	-	-
93	Security	-	-	-	-	-
94	Other	2.13	72,369	72,369	-	(72,369)
95	TOTAL NON-INSTRUCTIONAL	2.13	72,369	72,369	-	(72,369)
96						
97	SUBTOTAL PERSONNEL SERVICE COSTS	31.03	1,332,846	1,332,846	-	(1,332,846)
98						
99	PAYROLL TAXES AND BENEFITS					
100	Payroll Taxes		134,608	134,608	-	(134,608)
101	Fringe / Employee Benefits		162,300	162,300	-	(162,300)
102	Retirement / Pension		136,554	136,554	-	(136,554)
103	TOTAL PAYROLL TAXES AND BENEFITS		433,462	433,462	-	(433,462)
104						
105	TOTAL PERSONNEL SERVICE COSTS	31.03	1,766,308	1,766,308	-	(1,766,308)
106						
107	CONTRACTED SERVICES					
108	Accounting / Audit		20,600	20,600	-	(20,600)
109	Legal		48,000	48,000	-	(48,000)
110	Management Company Fee		-	-	-	-
111	Nurse Services		-	-	-	-
112	Food Service / School Lunch		-	-	-	-
113	Payroll Services		4,016	4,016	-	(4,016)
114	Special Ed Services		-	-	-	-
115	Titlement Services (i.e. Title I)		2,904	2,904	-	(2,904)
116	Other Purchased / Professional / Consulting		136,618	136,618	-	(136,618)
117	TOTAL CONTRACTED SERVICES		212,138	212,138	-	(212,138)
118						
119	SCHOOL OPERATIONS					
120	Board Expenses		668	668	-	(668)
121	Classroom / Teaching Supplies & Materials		20,000	20,000	-	(20,000)
122	Special Ed Supplies & Materials		804	804	-	(804)
123	Textbooks / Workbooks		9,320	9,320	-	(9,320)
124	Supplies & Materials other		1,592	1,592	-	(1,592)
125	Equipment / Furniture		5,000	5,000	-	(5,000)
126	Telephone		13,596	13,596	-	(13,596)
127	Technology		40,822	40,822	-	(40,822)
128	Student Testing & Assessment		5,304	5,304	-	(5,304)
129	Field Trips		4,119	4,119	-	(4,119)
130	Transportation (student)		10,815	10,815	-	(10,815)
131	Student Services - other		15,450	15,450	-	(15,450)
132	Office Expense		14,076	14,076	-	(14,076)
133	Staff Development		13,392	13,392	-	(13,392)
134	Staff Recruitment		2,664	2,664	-	(2,664)
135	Student Recruitment / Marketing		15,000	15,000	-	(15,000)
136	School Meals / Lunch		52,653	52,653	-	(52,653)
137	Travel (Staff)		4,120	4,120	-	(4,120)
138	Fundraising		2,768	2,768	-	(2,768)
139	Other		3,258	3,258	-	(3,258)
140	TOTAL SCHOOL OPERATIONS		235,421	235,421	-	(235,421)
141						
142	FACILITY OPERATION & MAINTENANCE					
143	Insurance		50,000	50,000	-	(50,000)
144	Janitorial		-	-	-	-
145	Building and Land Rent / Lease		281,891	281,891	-	(281,891)
146	Repairs & Maintenance		13,905	13,905	-	(13,905)
147	Equipment / Furniture		-	-	-	-
148	Security		-	-	-	-
149	Utilities		15,451	15,451	-	(15,451)
150	TOTAL FACILITY OPERATION & MAINTENANCE		361,247	361,247	-	(361,247)
151						
152	DEPRECIATION & AMORTIZATION		61,000	61,000	-	(61,000)
153	RESERVES / CONTINGENCY		-	-	-	-
154						
155	TOTAL EXPENSES		2,636,114	2,636,114	-	(2,636,114)
156						
157	NET INCOME		-	-	-	-
158						

New Roots Charter School Budget / Operating Plan 2013-14						DESCRIPTION OF ASSUMPTIONS
	Original	Total Year Current	Variance	Original vs. PY	Current vs. PY	
6	Total Revenue	2,636,114	2,636,114	-	2,636,114	2,636,114
7	Total Expenses	2,636,114	2,636,114	-	(2,636,114)	(2,636,114)
8	Net Income	-	-	-	-	-
9	Actual Student Enrollment					
10	Total Paid Student Enrollment					
11						
12						
13						
139						
160	ENROLLMENT - *School Districts Are Linked To Above Entries*					
161	Ithaca CSD					
162	Dryden CSD					
163	Trumansburg CSD					
164	Newfield CSD					
165	Lansing CSD					
166	Groton CSD					
167	Southern Cayuga CSD					
168	Spencer-Van Etten CSD					
169	Moravia CSD					
170	South Seneca CSD					
171	Odessa-Montour CSD					
172	Candor CSD					
173	Cortland CSD					
174	Newark Valley CSD					
175	Homer CSD					
176	School District - ALL OTHER					
177	TOTAL ENROLLMENT					
178						
179	REVENUE PER PUPIL					
180						
181	EXPENSES PER PUPIL					

Appendix E: Disclosure of Financial Interest Form

Created Thursday, July 11, 2013

Updated Friday, July 26, 2013

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An Appendix E: Disclosure of Financial Interest Form must be completed for each active Trustee who served on the charter school's Board of Trustees during the 2012-13 school year. Trustees are at times difficult to track down in the summer months. Trustees may complete and submit at their leisure (but before the deadline) their individual form at: <http://fluidsurveys.com/surveys/vickie-smith/appendix-e-disclosure-of-financial-interest-form/>.

Trustees who are technologically advanced may complete the survey using their smartphones or other mobile devices by downloading the this bar code link to the survey <http://fluidsurveys.com/account/surveys/210748/publish/qrcode/>. (Make sure you have the bar code application reader on your phone).

If a Trustee is unable to complete the form by the deadline (i.e, out of the country), the school is responsible for submitting the information required on the form for that individual trustee.

Just send the links via email today to your Trustees requesting that they each complete their form as soon as possible.

Thank you.

Yes, each member of the school's Board of Trustees has received a link to the Disclosure of Financial Interest Form.

Yes

Thank you.

Appendix F: BOT Membership Table

Created Thursday, July 11, 2013

Updated Friday, July 26, 2013

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1. Current Board Member Information

	Full Name of Individual Trustees	Position on Board (Officer or Rep).	Voting Member	Area of Expertise &/or Additional Role	Terms Served & Length (include date of election and expiration)	Committee affiliations
1	Jason Hamilton	Chair/President	Yes		In third term, since 2009	
2	Peter Bardaglio	Vice Chair/Vice President	Yes		In third term, since 2009	Board Development
3	Granger Macy	Treasurer	Yes		In third term, since 2009	
4	Synnove Heggoy	Secretary	Yes		In third term, since 2009	
5	Roger Richardson	Member	Yes		In third term, since 2009	
6	Jennifer Bokaer-Smith	Member	Yes		In third term, since 2009	Board Development
7	Kati Torello	Member	Yes		In third term, since 2009	
8	Conrad Metcalf	Member	Yes		In third term, since 2009	
9	Tina Nilsen-Hodges	Member Ex-Officio	No		In third term, since 2009	
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2. Total Number of Members Joining Board during the 2012-13 school year

0

3. Total Number of Members Departing the Board during the 2012-13 school year

1

4. According to the School's by-laws, what is the maximum number of trustees that may comprise the governing board?

15

5. How many times did the Board meet during the 2012-13 school year?

11

6. How many times will the Board meet during the 2013-14 school year?

6

Thank you.

NRCS Charter School Overview of Attraction and Retention Efforts 2012-2013

In the 2012-13 academic year, NRCS made significant efforts, both broad and targeted, to attract and retain a greater enrollment of students with disabilities, English language learners, and students who are eligible applicants for the free and reduced price lunch program.

General Attraction Efforts:

Our school reaches out to a diverse range of students, families, professionals and other community members in our region, using a wide variety of means, to make them aware of our school as an educational choice for themselves or others who they may be connected with. Examples of our outreach efforts include:

- developing and placing print ads in local media outlets, event programs, at the mall on food court tables, at our regional airport
- creating radio ad campaigns featuring diverse student testimonials
- direct mailing to families in our target demographic and professionals working with youth and families
- setting up/staffing informational/interactive learning tables at community events and festivals
- writing and sending press releases about school events and student accomplishments to local media
- updating and developing our school website and Facebook page
- arranging for NRCS to participate in/have a presence at key meetings and coalitions in the region
- recruiting and supporting staff, interns and volunteers from diverse backgrounds to create a more welcoming environment for our students
- connecting with community organizations, guest speakers, events, contests and other opportunities that serve students from diverse backgrounds
- developing outreach materials such as yearbooks, newsletters, online videos, and a school profile that demonstrate our school's commitment in this arena
- holding free concerts, parent workshops, showcases, open houses and information sessions that are open to the public
- regularly sending outreach materials to regional school personnel via mail and email
- posting informational posters and outreach materials on bulletin boards and in brochure racks in the region
- hosting school administrators from regional schools to visit and tour our school
- school-wide campaign to encourage our students to invite their friends to explore NRCS as an option

General Retention Efforts:

- We have established a school climate that is inclusive, welcoming and supportive of all students. Bullying or harassment is not tolerated, and we have seen our persistent efforts to build a positive school community take form in the respectful and embracing way our students relate to each other and embrace each other's differences and individuality.

- Teachers and staff are hired who share our values of inclusiveness. They work diligently to differentiate instruction in the classroom, and to stay after school to work one-on-one with students who are struggling. We act quickly to provide targeted special education and academic intervention support to those students needing support. This year we are planning on providing adaptive P.E. and One on One Aids to two of our students.
- We provide fresh, healthful home-cooked meals each day that are offered at free or reduced prices for those meeting national free and reduced lunch criteria. Our Principal is a member of the Equity Inclusion Leadership Council, working together with local schools and organizations in the region to continually work toward ensuring that all young people have access to education that meets their needs. We are persistent in our efforts to communicate and involve families, particularly hard-to-reach families – going way beyond what a typical high school offers (parent-teacher conferences, advisory groups, multiple opportunities for parent learning, socializing, and showcasing student work). Additionally, a member of our Student Support Team has a close working relationship with our local foster care system and other organizations that serve homeless youth. Through these connections a number of students who would have otherwise dropped out of school or been underserved in home districts have received individualized attention and support.
- We ensure that our curriculum represents diverse viewpoints and features works by authors, artists and historical figures from diverse backgrounds. We offer clubs and extra-curricular activities that appeal to a wide range of students, from hip-hop dance to chess to basketball. We conduct morale-building grade-level meetings and regular surveys to make sure all student voices are heard, and celebrate the accomplishments of all students through recognition ceremonies that highlight their own unique talents and contributions to the school.

Additional programs that contribute to retention of students

Breakfast Program: Inspired by the Black Panther Free Breakfast Program, the NRCS Breakfast Program is run by staff of color for our students of color. The program provides a hot breakfast of local foods, positive fellowship and cultural education and empowerment to NRCS students of color. This group also worked together to coordinate a Black History Month school assembly. Students and staff of color find common ground, provoke discussion, and instill cultural pride while breaking bread together. This program runs for a half hour every Mon through Thursday morning.

Young Women’s Empowerment Group: This is a group developed and run by NRCS staff for female students who explore how educated, empowered women change the world as well as how to support one another and women like themselves around the world. This group meets once a week and includes the organization and facilitation of an International Women’s Day assembly. In 2012-13, NRCS outreach staff and a group of eight female students attended “Sister Friends” an annual event hosted by the Multicultural Resource Center. The event creates important connections between our students and women leaders in our community.

Young Women’s Breakfast Program: A partnership between the Young Women’s Empowerment Group and the Breakfast Program. This program is open to all NRCS young women students and staff and is a time to not only eat together, but also foster a network of support and a foundation of understanding.

Literacy coaching: This year a group of 25 Ithaca College students in the ‘Literacy for Middle/Secondary School Teachers’ partnered with 25 of our students who have the lowest levels of literacy for one-on-one coaching.

New Student Orientation Team: This student initiative, supported by NRCS staff meets weekly to plan, prepare and execute strategies for orienting new students both at the beginning and throughout the school year. Their primary goal is to help new students adjust to the NRCS culture

Examples of targeted efforts to attract English language learners:

- NRCS students, make visits to our local adult ESOL program for conversation and to promote the school to parents of potential students. We plan to continue this program in 2013-14.
- NRCS celebrated Latino Heritage Month with an all school assembly organized by our Spanish Language Department and students with special invitation to Spanish language students from a regional rural school who participated free of charge. Students and staff prepared music, dance and presentations about Latino cultural history. The event included a concert celebrating Spanish language and Latino culture, cosponsored by the Latino Civic Association.

****Note about retention of English language learners:***

- When families of a beginning English language learners inquire about attending NRCS, our Dean of Students confers with our regional ELL coordinator, who has consistently informed us that in order for students to receive ELL instruction, they would need to attend Ithaca High School, the regional provider of ELL services for high school students. In this region we have a small percentage of English Language Learners, so the decision was made at some point in the past to consolidate these services there. Due to our school size and limited demand for ELL services at this time, it is not practical for us to provide these services.

Examples of targeted efforts to attract students eligible for free and reduced price lunch:

Note: During the 2012-13 school year at NRCS, 51% of our students were eligible for free or reduced priced lunch. A review of free and reduced lunch rates from six of our students' home district high schools shows that these districts range from 16% to 41% student eligibility for these programs.

- We have developed close working relationships with several organizations in the region who work with low-income youth and families, including the Greater Ithaca Activities Center (GIAC), Planned Parenthood, the Advocacy Center, Youth Employment Service, the Learning Web, Dorothy Cotton Institute, Cornell Cooperative Extension, Village at Ithaca, the Multicultural Resource Center, the Worker's Center, Loaves and Fishes, Bridges for Youth and Families, Family and Children's Service, the Ithaca Youth Bureau, Tompkins Workforce NY and the Southside Community Center. Many of our students have been referred to us through representatives of these groups.
- To strengthen our connection with these organizations, we have invited them to set up informational tables on a regular basis in our cafeteria, our students have conducted service projects (e.g. volunteered at the MLK Community breakfast, GIAC Harvest Feast), done internships (e.g. GIAC afterschool program), set up activity tables (e.g. Southside Community Center's Congo Square Market) and done music and dance performances in collaboration with these organizations (e.g. GIAC Black History Month Talent Show) that reach middle- and high-school age audiences, parents and youthworkers. The GIAC Conservation Corps, a group of 15 middle school-age students, came for an interactive workshop on Education for Sustainability with two of our teachers. This program has run for two consecutive years and hope to continue working with GIAC to reach new students.
- We have become known in the local community, through word of mouth, for our strong Student Support services and intensive, Individualized Academic Support we provide and the high level of caring and individual support that our students receive compared to other schools. Many parents living with low incomes, as well as students have commented that they would have fallen through the

cracks in another school setting and that they have been able to be successful here. Our staff members have been known to do outreach to kids who are not enrolled in school at all, who are out on the street during the school day.

- NRCS has a well establish Farm To School Program that attracts students from rural and urban communities interested in learning more about growing food. The program offers students' access to garden plots, cooking classes, integrated curriculum on sustainable agriculture and the economics of local food systems. Our staff prepares food demos in the lobby of the school, in which students learn to appreciate new, healthy foods. We also table at and participate in local food summits and festivals focused on supporting local farms and local food markets.
- Cayuga Addiction Recovery Services (CARS) grant: NRCS received a grant from CARS to increase family resiliency. The funds are being used to host family gatherings, and to help communicate with and to transport low-income families to school functions. Many low-income families have no means of transportation and unreliable access to communication (telephone and internet) preventing them from participating in school-wide events. For this year's End-of-the-Year school picnic, NRCS used funds to reach out to individual families and to transport families to and from the event.

Examples of targeted efforts to attract students with disabilities:

Note: During the 2012-13 school year at NRCS, 17% of our students had IEPs, a rate that is significantly higher than many of our regional districts. When students with 504 plans are added into the mix, that number becomes 21.46%. We have an additional 5% of our students who have been identified as in need of special education testing this summer for possible classification. (A review of the classification rates of the home districts our students come from shows that these districts range from 9.38% to 19.7% students with IEPs.

- Our Special Education teachers and Dean of Students have developed positive working relationships with the Committee on Special Education (CSE) chairs from each school district from which we have students with Individual Education Plans (IEP). Some of these folks have encouraged students in their districts whose needs are not being met well to explore enrolling at NRCS.
- During the 2012-2013 school year the NRCS special education team implemented a co-teaching model for students, so that they receive services within the general education setting. Under the guidance of our Associate Principal we have put systems in place for more routine goal monitoring in our school's Resource Room. We have created systems to monitor students' accommodations during testing and designed or changed IEPs accordingly. Lastly we have created and implemented successful Behavior Improvement Plans for students transitioning out of more restrictive environments into New NRCS.

AmeriCorps Vista volunteers

New Roots has two VISTA members working in student support positions that will carry through to the 2013-2014 school year. Their primary objective has been to help establish a sustainable program that will optimize the school's ability to connect with and adequately support our underserved students and their families, to create academic support programs targeted to the needs of low-income youth, and to lay the groundwork for our Farm-to-School program. Our VISTA members have continued to help us make significant progress toward this goal, both when carrying out their official VISTA duties, as well as during in-between-times through interactions with students, families and

organizations in the larger community. Some of the most significant contributions made so far by our VISTAs include:

- A significant increase in youth accessing mentoring services and other supports for at risk youth due to VISTA outreach and services.
- Low-income NRCS students accessing a free, high-quality SAT prep program taught by Cornell University students.
- The design and planning of a week long immersion program/personal empowerment conference that took place during our school's Winter/Spring intercession week for students at risk of not succeeding. This experience incorporated inspirational speakers and workshops with visits to a prison and local colleges, and time for reflection and goal-setting. Student evaluations and reports from presenters demonstrate that this was a powerful learning experience for all involved.
- Groups of students accompanied by our VISTA to enrichment activities at local colleges (e.g. Ithaca College's MLK Jr. Week lectures, International Women's Day panel on pay equity at Cornell University).
- Through volunteer coordination activities, VISTA members have recruited, oriented and placed volunteer tutors and mentors in our classrooms and into one-one relationships with students and supervised group volunteer opportunities in the larger community (e.g. Martin Luther King, Jr. Day Breakfast, Alternative Gift Fair).
- Our Academic Support VISTA provides close guidance to a small student group that is further developing our school's college scholarship program and encourages and celebrates college acceptances by honoring students with a visual display with their photo and name of school they have been accepted to in the school's front window as each is accepted to college.
- In support of our neighboring Title I School, Beverly J. Martin Elementary (BJM), our VISTA Members:
 - o Supervised NRCS student volunteers who provide tutoring and mentoring on a weekly basis to students at BJM. NRCS students receive academic "service-learning" credit for their efforts.
 - o Contributed their time to harvest and prepare organic dried apples snacks to BJM's Fresh Fruit and Vegetables program, and brought over NRCS students to help.

Obesity Prevention:

In the 2012-2013 school year, the NRCS Farm-to-School VISTA has:

- Secured and co-led a course (in collaboration with community partners) that involves the preparation of a garden plot where students learn gardening and construction skills. The plot also provides fresh vegetables and fruit for our school lunch program and residents at a low-income housing complex adjacent to the garden (gardening work and shed-building is also great exercise!).
- Performed monthly cooking demos/tastings of healthy local foods in our school lobby during morning arrival hours.

- Co-facilitated a day-long project in which students prepared pizzas from scratch using all locally harvested organic ingredients.
- Staffed an outreach/info table at the local Food Justice Summit featuring an interactive snack-making demo featuring local apple apples.
- Coordinated logistical support and volunteering by NRCS Students for Food and Farm Festival.
- Accompanied an NRCS Student to the 2-day “Growing Health” conference.
- Coordinated rehabilitation of the NRCS Bike Fleet, which will provide exercise as well as transportation for students travelling back and forth between the school and the garden plot.
- Established an educational bulletin board in the school for students to learn about nutrition and farm-to-school activities.

Family Support and Communications:

Both VISTA members have assisted with our school’s efforts to mitigate the impact of poverty on our students in a variety of ways, including:

- Making extra efforts to contact hard-to reach students and parents, getting school notices and important communications to them that relate to each of their areas of specialization. This has included producing a bi-weekly newsletter for families, keeping our mailing lists current to make sure that parents who are less involved in the school are kept in contact, making phone calls home, mailing hard copies of notices to those without email, and other methods when necessary.
- Conducting outreach to students and families that have increased engagement/involvement in community-based academic enrichment programs (such as SAT prep classes) and utilization of local resources provided by key organizations and community partners (such as Learning Web, Advocacy Center, Planned Parenthood, Ithaca PAVE, YES, and Bridges for Youth & Families). One of our VISTAS created a Resource Center in the school lobby (which we keep well-stocked) that is chock-full of useful printed materials on a range of important issues, and our VISTAS have organized tabling opportunities for local organizations during lunch, before and after-school times.
- In the 2012-2013 school year, one VISTA member was a regular participant in our Parent/ Caregiver Student Organization, acting as a liaison between families and school staff, and helping solve problems that arise. This is an area that we plan to have a VISTA member focus more attention on again next year.

Required Form: Appendix E - Disclosure of Financial Interest Form

Created Tuesday, July 16, 2013

<http://fluidsurveys.com/surveys/vickie-smith/appendix-e-disclosure-of-financial-interest-form/b32351a3a1c27897ea0597f164>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

Dr. Roger Richardson

2. Charter School Name:

New Roots Charter School

3. Charter Authorizer:

SUNY

4. *Your Home Address:

Variable	Response
4. *Your Home Address: Street Address	[REDACTED]
4. *Your Home Address: City/State	[REDACTED]
4. *Your Home Address: Zip	[REDACTED]

5. *Your Business Address

Variable	Response
5. *Your Business Address Street Address	[REDACTED]
5. *Your Business Address City/State	[REDACTED]
5. *Your Business Address Zip	[REDACTED]

6. *Daytime Phone Number:

[REDACTED]

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

-
- Other, please specify...: Chair/Personnel Committee
-

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

Page 2

13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

(No response)

13a. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house held or engaged in with the charter school during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write None. Please note that if you answered Yes to Question 2-4 above, you need not disclose again your employment status, salary, etc.

	Date(s) of Transactions	Nature of Financial Interest/Transaction	Steps Taken to Avoid Conflict of Interest (e.g., did not vote, did not participate in discussion)	Name of Person Holding Interest and Relationship to You
1	(No response)	(No response)	(No response)	(No response)
2	(No response)	(No response)	(No response)	(No response)
3	(No response)	(No response)	(No response)	(No response)
4	(No response)	(No response)	(No response)	(No response)
5	(No response)	(No response)	(No response)	(No response)

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

(No response)

14a. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school that is doing business with the school through a management or services agreement, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write None.

	Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Member with Interest	Steps Taken to Avoid Conflict of Interest
1	(No response)	(No response)	(No response)	(No response)	(No response)
2	(No response)	(No response)	(No response)	(No response)	(No response)
3	(No response)	(No response)	(No response)	(No response)	(No response)
4	(No response)	(No response)	(No response)	(No response)	(No response)
5	(No response)	(No response)	(No response)	(No response)	(No response)

Signature of Trustee

Required Form: Appendix E - Disclosure of Financial Interest Form

Created Tuesday, July 16, 2013

<http://fluidsurveys.com/surveys/vickie-smith/appendix-e-disclosure-of-financial-interest-form/2487321d3b0c77589800de2cd9>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

Dr. Roger Richardson

2. Charter School Name:

New Roots Charter School

3. Charter Authorizer:

SUNY

4. *Your Home Address:

Variable	Response
4. *Your Home Address: Street Address	[REDACTED]
4. *Your Home Address: City/State	[REDACTED]
4. *Your Home Address: Zip	[REDACTED]

5. *Your Business Address

Variable	Response
5. *Your Business Address Street Address	[REDACTED]
5. *Your Business Address City/State	[REDACTED]
5. *Your Business Address Zip	[REDACTED]

6. *Daytime Phone Number:

[REDACTED]

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

-
- Other, please specify...: Chair/Personnel Committee
-

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

Page 2

13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

Required Form: Appendix E - Disclosure of Financial Interest Form

Created Wednesday, July 17, 2013

<http://fluidsurveys.com/surveys/vickie-smith/appendix-e-disclosure-of-financial-interest-form/ae7501a062abb690c366d28affc>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

Peter Bardaglio

2. Charter School Name:

New Roots Charter School

3. Charter Authorizer:

SUNY

4. *Your Home Address:

Variable	Response
4. *Your Home Address: Street Address	[REDACTED]
4. *Your Home Address: City/State	[REDACTED]
4. *Your Home Address: Zip	[REDACTED]

5. *Your Business Address

Variable	Response
5. *Your Business Address Street Address	[REDACTED]
5. *Your Business Address City/State	[REDACTED]
5. *Your Business Address Zip	[REDACTED]

6. *Daytime Phone Number:

[REDACTED]

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

-
- Vice Chair/Vice President
-

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

Page 2

13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

.

Required Form: Appendix E - Disclosure of Financial Interest Form

Created Monday, July 22, 2013

<http://fluidsurveys.com/surveys/vickie-smith/appendix-e-disclosure-of-financial-interest-form/63b71542eea7b0703349031245>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

Jen Bokaer-Smith

2. Charter School Name:

New Roots Charter School

3. Charter Authorizer:

SUNY

4. *Your Home Address:

Variable	Response
4. *Your Home Address: Street Address	[REDACTED]
4. *Your Home Address: City/State	[REDACTED]
4. *Your Home Address: Zip	[REDACTED]

5. *Your Business Address

Variable	Response
5. *Your Business Address Street Address	[REDACTED]
5. *Your Business Address City/State	[REDACTED]
5. *Your Business Address Zip	[REDACTED]

6. *Daytime Phone Number:

[REDACTED]

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

-
- Other, please specify...: board member
-

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

Page 2

13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

(No response)

13a. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house held or engaged in with the charter school during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write None. Please note that if you answered Yes to Question 2-4 above, you need not disclose again your employment status, salary, etc.

	Date(s) of Transactions	Nature of Financial Interest/Transaction	Steps Taken to Avoid Conflict of Interest (e.g., did not vote, did not participate in discussion)	Name of Person Holding Interest and Relationship to You
1	(No response)	(No response)	(No response)	(No response)
2	(No response)	(No response)	(No response)	(No response)
3	(No response)	(No response)	(No response)	(No response)
4	(No response)	(No response)	(No response)	(No response)
5	(No response)	(No response)	(No response)	(No response)

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

(No response)

14a. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school that is doing business with the school through a management or services agreement, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write None.

	Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Member with Interest	Steps Taken to Avoid Conflict of Interest
1	(No response)	(No response)	(No response)	(No response)	(No response)
2	(No response)	(No response)	(No response)	(No response)	(No response)
3	(No response)	(No response)	(No response)	(No response)	(No response)
4	(No response)	(No response)	(No response)	(No response)	(No response)
5	(No response)	(No response)	(No response)	(No response)	(No response)

Signature of Trustee

Required Form: Appendix E - Disclosure of Financial Interest Form

Created Wednesday, July 31, 2013

<http://fluidsurveys.com/surveys/vickie-smith/appendix-e-disclosure-of-financial-interest-form/6ea21a97fdeb6ac4f5e9d15b206>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

Audrey Southern

2. Charter School Name:

New Roots Charter School

3. Charter Authorizer:

SUNY

4. *Your Home Address:

Variable	Response
4. *Your Home Address: Street Address	[REDACTED]
4. *Your Home Address: City/State	[REDACTED]
4. *Your Home Address: Zip	[REDACTED]

5. *Your Business Address

Variable	Response
5. *Your Business Address Street Address	[REDACTED]
5. *Your Business Address City/State	[REDACTED]
5. *Your Business Address Zip	[REDACTED]

6. *Daytime Phone Number:

[REDACTED]

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

- Other, please specify...: Faculty Representative

9. Are you a trustee and also an employee of the school?

Yes

9a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date in the next

Variable	Response
[TEMP.0] 9a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date in the next Position Held	Teacher
[TEMP.1] 9a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date in the next Responsibilities	Curriculum Design, Classroom Teacher
[TEMP.2] 9a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date in the next Salary	37,000
[TEMP.3] 9a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date in the next Start Date	8/15/2010

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

Page 2

13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

.

Required Form: Appendix E - Disclosure of Financial Interest Form

Created Wednesday, July 31, 2013

<http://fluidsurveys.com/surveys/vickie-smith/appendix-e-disclosure-of-financial-interest-form/aec43e055bb3383f2796d7b261>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

Synnove J. Heggoy

2. Charter School Name:

New Roots Charter School

3. Charter Authorizer:

SUNY

4. *Your Home Address:

Variable	Response
4. *Your Home Address: Street Address	██████████
4. *Your Home Address: City/State	██████████
4. *Your Home Address: Zip	██████

5. *Your Business Address

Variable	Response
5. *Your Business Address Street Address	██
5. *Your Business Address City/State	(No response)
5. *Your Business Address Zip	(No response)

6. *Daytime Phone Number:

██████████

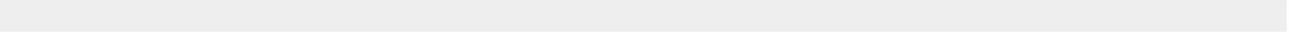
7. *E-mail Address:

 
8. Select all positions you held on Board:

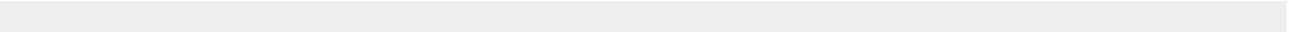
(check all that apply)

-
- Secretary
-

9. Are you a trustee and also an employee of the school?

No 

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No 

13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

Yes

13a. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house held or engaged in with the charter school during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write None. Please note that if you answered Yes to Question 2-4 above, you need not disclose again your employment status, salary, etc.

	Date(s) of Transactions	Nature of Financial Interest/Transaction	Steps Taken to Avoid Conflict of Interest (e.g., did not vote, did not participate in discussion)	Name of Person Holding Interest and Relationship to You
1	July 1, 2012 to present	partnership (10%) of 209 State St. Associates, LLC, which partly owns Clinton House, which houses New Roots Charter School	did not vote, or participate in discussions regarding financial matters related to school building	Frost Travis(son)- President of Travis-Hyde Properties, which owns part of Clinton House
2	(No response)	(No response)	(No response)	(No response)
3	(No response)	(No response)	(No response)	(No response)
4	(No response)	(No response)	(No response)	(No response)
5	(No response)	(No response)	(No response)	(No response)

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

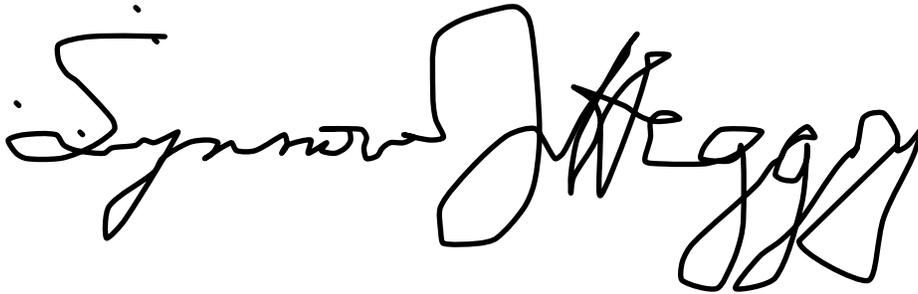
Yes

14a. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school that is doing business with the school through a management or services agreement, please identify only the name of the organization, your position in the organization as well as the relationship between

such organization and the school. If there was no financial interest, write None.

	Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Member with Interest	Steps Taken to Avoid Conflict of Interest
1	Travis-Hyde Properties	Management	DK	Synnové Heggoy with A. Frost Travis (son), President of Travis-Hyde Properties	do not vote. recuse myself from any discussion relating to financial matters of management of Clinton House
2	(No response)	(No response)	(No response)	(No response)	(No response)
3	(No response)	(No response)	(No response)	(No response)	(No response)
4	(No response)	(No response)	(No response)	(No response)	(No response)
5	(No response)	(No response)	(No response)	(No response)	(No response)

Signature of Trustee



A handwritten signature in black ink, appearing to read "Synnové Heggoy". The signature is written in a cursive, flowing style with some loops and flourishes.