

**TAPESTRY
CHARTER SCHOOL**

**2010-11 ACCOUNTABILITY
PLAN
PROGRESS REPORT**

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Lynn Bass, Christina Lesh and Joy Pepper prepared this 2010-11 Accountability Progress Report on behalf of the school's board of trustees:

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INTRODUCTION

Tapestry Charter School began operating as a K-4 school in September of 2001. The school's emphasis is on the arts, social responsibility, and the small school setting. In addition to offering the standard core academic subjects, the school day is lengthened and students are offered "super subjects" twice a week in art, dance, music, physical education and Spanish. Multiage classrooms and responsive classroom models are employed to help build good school citizens and to maintain a harmonious school community. School report cards are comprehensive narrative summary reports versus the usual letter grade report cards. Once begun, the school planned to build its population from the bottom up, adding approximately 25 Kindergarten students each year until the school's eventual K-8 capacity was reached at 225 students.

In the 2004-05 school year, Tapestry contracted with Expeditionary Learning Outward Bound (ELOB) to provide professional development to our middle school team. The goal was to create a inquiry-based, interdisciplinary learning model for middle school students. The school's charter was also amended upon the endorsement of ELOB to become one of twenty "Delta" high schools in the ELOB model. ELOB received funds from the Bill and Melinda Gates Foundation to provide long-term professional development for all high school staff. Currently Tapestry has one contract with ELOB that provides on-site and off-site professional development for teachers in grades K through 12. This unique model provides a framework for teaching that relies on interdisciplinary learning in a contextualized, local setting. The learning cycles have proven to be compelling, rigorous and authentic to the intended audience – our students.

Like the lower school, the high school planned to build its population from the bottom up, promoting graduating 8th graders from the lower school and adding the rest through public lottery, to a maximum of approximately 75 in each class, except for the first class of 9th graders (2006 cohort) which was maintained at 50. In the 2009-10 school year, the high school had 273 students in grades 9 through 12, and the first group of students became seniors. The vast majority of students earned Regents or Advanced Regents diplomas, and all students were accepted to a college program.

In the 2011-12 school year, Tapestry Charter School will begin the first phase of its expansion plan which will result in doubling the enrollment for the K-8 program. A new facility was constructed in 2010-11 and the school will end its expansion process in the year 2013-14. It is projected that with more students being promoted from Tapestry's 8th grade program, the high school will see a larger population of students who attended Tapestry's lower school program. This will add continuity and shared community to our K-12 school program.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2006-07	24	24	24	24	24	24	21	25	25	49	--	--	--	
2007-08	25	25	25	25	25	25	25	24	23	75	50	--	--	
2008-09	25	25	25	25	25	25	25	25	24	75	75	50	--	
2009-10	25	25	26	24	25	25	25	24	22	73	77	73	50	
2010-11	26	24	27	26	26	26	26	25	26	76	75	80	78	

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

Students will demonstrate proficiency in reading and writing of the English Language.

Background

Tapestry's English Language Arts curriculum emphasizes reading and writing across the content areas. All teachers in grades K-8 implement the Six +1 Traits writing process. In addition to the Six Traits writing process, the K-4 teachers use the Lucy Calkins Writing Workshop model to develop our students' foundational skills. Students in grades K-4 participate in Guided Reading and Reader's Workshop. Students are assessed using Fountas and Pinnell reading benchmarks. Because students participate in multi-age classrooms, with a small 12:1 student to adult ratio, differentiated instruction in the area of literacy is easily facilitated.

Because of the ELOB learning model in grades K-8, literacy skills are accounted for in learning expeditions. Reading, writing, speaking and listening are not exclusionary subjects, but rather explicit connections are made between literacy and the content areas. Again, because of the small student to adult ratio, there is a favorable environment for differentiated instruction.

During the 2010-11 school year, Tapestry transitioned into Expeditionary Learning school-wide, K-8. During this period Tapestry implemented a robust school-wide assessment plan to proactively address students in need of tier 2 and tier 3 interventions. The staff participated in extensive training to refine their practice around differentiated instruction and formative assessment methods. The school also put in place an additional Literary Specialist who was responsible for providing literacy/ELA support for the students in the middle school program.

ELA teachers utilized the Reader's Workshop Model to improve students' reading comprehension strategies and to foster a sense of independence toward reading. Students also participated regularly in a Writer's Workshop during their ELA classes to explicitly refine their writing skills. In addition to Readers and Writer's Workshops, students received literacy support or extension classes in small groups determined by formal assessment, on-going informal assessment and by examining the students' performance on the NYS ELA assessment. Each student received instruction in a homogenous group for an hour in addition to Reading/Writing Workshop, in which students created authentic written products for authentic audiences.

Goal 1: Absolute Measure

Each year through 2008-09, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State English language arts examination.

In 2009-10 and 2010-11, 75 percent of all tested students who are enrolled in at least their second year will perform at or above the state’s Time Adjusted Level 3 cut scores on the New York State English Language arts examination.¹

Method

The school administered the New York State Testing Program English language arts assessment to students in 3 through 8 grade in April 2011. Each student’s raw score has been converted to a grade-specific scaled score and a performance level. Through 2008-09, the criterion for success on this measure required students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4. For 2009-10 and 2010-11, the criterion for success on this measure requires students to have a Scale Score at or above the state’s Time Adjusted Level 3 cut scores¹, presented in the table below.

Grade	Time Adjusted Cut Scores
	Level 3
3	657
4	654
5	654
6	654
7	652
8	652

The table below summarizes participation information for this year’s test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have been enrolled for less than one year.

2010-11 State English Language Arts Exam

¹ In order to abide by the measures to which schools are held accountable in their school’s Accountability Plans, the Institute will continue to use the Time Adjusted Level 3 cut scores, which provide year-to-year consistency with the Plan’s standard while accounting for the timing of the test administration (i.e., SED now gives the test later in the school year).

Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ²			Total Enrolled
		IEP	ELL	Absent	
3	26				26
4	26				26
5	26				26
6	26				26
7	25				25
8	26				26
All	155				155

Results

Tapestry met the overall absolute measure by exceeding the goal of 75 percent of all tested students who are enrolled in at least their second year will perform at or above the Time Adjusted Cut Score on the New York State English language arts examination. At each grade level, Tapestry exceeded the measure of 75 percent.

**Charter School Performance on 2010-11 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Population	Percent Scoring at or above 650	Number Tested
3	All Students	88	26
	Students in At Least 2 nd Year	88	26
4	All Students	88	26
	Students in At Least 2 nd Year	92	24
5	All Students	81	26
	Students in At Least 2 nd Year	95	20
6	All Students	69	26
	Students in At Least 2 nd Year	76	20
7	All Students	92	25
	Students in At Least 2 nd Year	89	20
8	All Students	77	26
	Students in At Least 2 nd Year	83	24
All	All Students	83	155
	Students in At Least 2 nd Year	87	134

Evaluation

² Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

A number of factors contribute to Tapestry exceeding this accountability goal for each grade level in grades 3-8 – a favorable student to adult ratio, multi-age classrooms, and consistent school-wide reading and writing programs throughout the grade levels. These components will continue into the 2011-12 school year with refinement to the curriculum, assessment practices and instructional methodologies. During the 2009-10 school year the 8th grade class did not meet the accountability goal, but with the added instructional support, professional development for teachers, and a refined RtI process for literacy skills, improvements were noted across the curriculum in the areas of reading and writing.

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Levels 3 and 4 through 2008-09 and a Scale Score of 650 in 2009-10							
	2007-08		2008-09		2009-10		2010-11	
	Percent	Percent	Percent	Percent	Percent	Number Tested	Percent	Number Tested
3	96	96	87	87	96	24	88	26
4	91	96	100	100	96	25	92	24
5	91	100	90	90	100	18	95	20
6	81	88	91	91	88	24	76	20
7	94	92	95	95	92	24	89	20
8	82	95	68	68	95	21	83	24
All	88	94	89	89	94	136	87	134

Goal 1: Absolute Measure

Each year, the school’s aggregate Performance Index (PI) on the State English language arts exam will meet the Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards all students being proficient by the year 2013-14. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal that 100 percent of students will ultimately be proficient in the state’s learning standards in English Language Arts. To achieve this measure, all tested students must have a Performance Index (PI) value that equals or exceeds this year’s English language arts AMO.

As SED has not yet determined this year’s AMO, schools need not calculate their Performance Index and may omit reporting on this measure.

Goal 1: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the state English language arts exam will be greater than that of all students in the same tested grades in the local school district.

Method

Tested students who were enrolled in at least their second year are compared to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students and the results for the respective grades in the local school district, as well as between the total result of students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.

Results

Tapestry met the measure by exceeding the percentage of 3/4 earned by district students for grades 3-8.

2010-11 State English Language Arts Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	88	26	26	2,416
4	92	24	28	2,419
5	95	20	25	2,396
6	76	20	34	2,397
7	89	20	24	2,382
8	83	24	23	2,321
All	87	134	27	14,331

Evaluation

Tapestry met the measure by exceeding the performance of students from the local school district in grades 3-8. Overall Tapestry students out-performed Buffalo Public School students by 60 percentage points at level 3/4. This is consistent with past performance – last year Tapestry students out-performed the Buffalo Public School students by 41 percentage points.

Additional Evidence

With regard to English Language Arts performance at Level 3 and Level 4, Tapestry's performance has exceeded the local school district in every grade, for each year, since 2003-04. The overall percentage was also greater than the local district in every year since 2003-04. Tapestry continues to outperform the local district by a wide margin from year to year. This school year, the gap in scores is even larger than years past despite the new Proficiency Scores.

English Language Performance of Charter School and Local District

by Grade Level and School Year

Grade	Percent of Charter School Students at Levels 3 and 4 and Enrolled in At Least their Second Year Compared to Local District Students							
	2007-08		2008-09		2009-10		2010-11	
	Charter School	Charter School	Charter School	Charter School	Charter School	Local District	Charter School	Local District
3	96	96	83	83	96	49	80	26
4	86	96	83	83	96	54	92	28
5	91	100	65	65	100	56	85	25
6	81	88	65	65	88	64	76	34
7	94	92	68	68	92	62	89	24
8	82	95	50	50	95	43	83	23
All	88	94	69	69	94	55	84	27

Goal 1: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state English language arts exam by at least a small Effect Size (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.

Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school's performance to demographically similar public schools state-wide. Regression analysis is used to control for the percentage of students eligible for free lunch among all public schools in New York State. The school's actual performance is then compared to the predicted performance of public schools with a similar free lunch percentage. The difference between the school's actual and predicted performance, relative to other schools with similar free lunch statistics, produces an Effect Size. An Effect Size of 0.3 is considered performing higher than expected to a small degree, which is the requirement for achieving this measure.

Given the timing of the state's release of poverty data, the 2010-11 analysis is not yet available. This report contains 2009-10 results, the most recent ones available.

Results

Tapestry met the measure by exceeding the predicted level of performance to a small degree overall with an effect size of 0.42. Individual grades 3 and 4 exceeded the predicted performance to a large degree, while grades 6 and 7 exceeded predicted performance by a small degree. 5th grade actual performance was slightly lower than expected. 8th grade was lower than expected predicted performance to a large degree.

2009-10 English Language Arts Comparative Performance by Grade Level

Grade	Percent Eligible for Free Lunch	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3		24	79.2	63.3	15.9	1.37
4		25	80.0	66.7	13.3000000000000001	1.21
5		25	60.0	60.5	-0.5	-0.04
6		25	68.0	64.3	3.7	0.33
7		24	62.5	58.2	4.3	0.36
8		22	50.0	59.8	-9.8	-0.79
All	22.5	145	66.9	62.2	4.7	0.42

School's Overall Comparative Performance:

Higher than expected to a small degree

Evaluation

Tapestry met the measure with an overall effect size of 0.42 which exceeds the predicted level of performance by a small degree. The individual grade effect size ranged from 1.37 to -0.79.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2006-07	3-8	22.3	146	82.9	71.0	1.13
2007-08	3-8	20.06	148	89	76.73	1.21
2008-09	3-8	21.9	149	91.3	84.3	0.77
2009-10	3-8	22.5	145	66.9	62.2	0.42

Goal 1: Growth Measure

On the current year's state English language arts exam, each grade-level cohort will reduce by one-half the gap between the percent at or above Level 3 on the previous year's state English language arts exam and 75 percent at or above Level 3. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, that cohort is expected to show at least an increase in the current year.

Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making towards the absolute measure of 75 percent of students performing at or above proficient. Each grade level cohort consists of those students who took the state exam in 2010-11 and also have a state exam score in 2009-10. It includes students who repeated the grade. Students who repeated the grade are included in their current grade level cohort, not the cohort to which they previously belonged. In addition, the aggregate of all cohorts is examined to determine the growth of all students who took a state exam in both years.

Results

Cohort Growth on State English Language Arts Exam from 2008-09 to 2009-10

Grade	Cohort Size	Percent Performing At or Above 650			Target Achieved
		2009-10	Target	2010-11	
4	24	100	Same	92	no
5	20	90	Gain	95	yes
6	20	91	Gain	76	no
7	20	95	Gain	89	no
8	24	68	Gain	83	yes
All	108	89	Gain	87	no

Evaluation

Tapestry met the measure in 2 of 5 grades by showing gain to the percent of students in the cohort groups at Level 3 and Level 4 for the English Language Arts exam.

Additional Evidence

Cohort groups were above 75 percent proficient in both cohort years for all grades, with the exception of grade 8. Because of this, the target in each year and overall was to make gains in the percent proficient. Tapestry achieved this target in 2 of 5 grades. In the 2009-10 school year, Tapestry did not make a gain at the 5th or 8th grade levels. This school year, there was a gain at the 5th grade level by 5 percent and in the 8th grade 15 percentage points. In grade 4, the measure was not met, but the 2009-10 percentage for this grade level was 100 percent and it would have to be maintained to achieve the target.

Cohort Performance on State English Language Arts Exam Since the Advent of the Grades 3-8 Testing Program by School Year

School Year	Cohort Grades	Number of Cohorts Meeting Target	Number of Cohorts
2007-08	4-8	3	5
2008-09	4-8	4	5
2009-10	4-8	3	5
2010-11	4-8	2	5

Summary of the English Language Arts Goal

Tapestry Charter School grades 3-8, achieved 3 of 4 applicable measures in English Language Arts.

Type	Measure	Outcome
Absolute	75 percent of all tested students who are enrolled in at least their second year will perform at or above the Time Adjusted Level 3 cut score on the New York State examination.	Achieved
Absolute	Each year, the school's aggregate Performance Index (PI) on the State exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the State exam by at least a small Effect Size.	Achieved
Growth	On the 2010-11 state exam, each grade-level cohort will reduce by one-half the gap between the percent at or above level 3 on the 2009-10 state exam and 75 percent at or above Level 3.	Did Not Achieve

Action Plan

Tapestry continues to challenge students who are prepared to extend their learning, and to support students in need of additional assistance. In the 2010-11 school year, Tapestry transitioned into ELOB school-wide for the K-8 program. Tapestry also implemented a school-wide assessment procedure that better identified students in need of tier 2 and tier 3 literacy interventions. This information was formally shared through a new structure, the Response to Intervention team, where members provided explicit support to classroom teachers regarding literacy instruction and remediation. Professional development for K-8 teachers in the 2010-11 school year focused on differentiated instruction, assessment practices and continuation of curriculum alignment both vertically and horizontally. Tapestry continued to utilize two consultant teachers for students with an IEP to maintain low caseload levels. Two reading specialists continued to work with students on a push-in/pull-out basis for those who are identified as in need of tier 3 interventions.

In the 2011-12 school year, Tapestry will continue to implement its successful school-wide assessment plan. In addition, Tapestry will be expanding the program by adding a consultant teacher and a middle school ELA teacher who is certified in Gifted and Talented instruction.

MATHEMATICS

Goal 2: Mathematics

Students will demonstrate a mastery of mathematical concepts.

Background

Tapestry uses the Everyday Math program for grades K-5. This has been the preferred approach to teaching elementary level mathematics since it allows the students to develop alternative methods to solving problems and challenges their use of mathematical reasoning skills. Mathematics is not taught in multi-age classrooms as with the other subjects at the elementary level, but because of the small student to adult ratio, differentiation of instruction has been successful in heterogeneous groupings.

The students in grades 6-8 are instructed through an inquiry-based approach. This allows students to further explore the different strands of mathematics as outlined in the New York State CORE Curriculum and build their reasoning and problem-solving skills. During the 10-11 school year, differentiation of instruction was also possible in the intermediate grades due to the addition of a Differentiation Specialist who taught through the capacity of push-in and pull-out models.

Goal 1: Absolute Measure

Each year through 2008-09, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State mathematics examination.

In 2009-10 and 2010-11, 75 percent of all tested students who are enrolled in at least their second year will perform at or above the state's Time Adjusted Level 3 cut scores on the New York State mathematics examination³.

Method

The school administered the New York State Testing Program mathematics assessment to students in 3 through 8 grade in May 2011. Each student's raw score has been converted to a grade-specific scaled score and a performance level. Through 2008-09, the criterion for success on this measure required students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4. For 2009-10 and 2010-11, the criterion for success on this measure requires students to have a Scale Score at or above the state's Time Adjusted Level 3 cut scores¹, presented in the table below.

³ In order to abide by the measures to which schools are held accountable in their school's Accountability Plans, the Institute will continue to use the Time Adjusted Level 3 cut scores, which provide year-to-year consistency with the Plan's standard while accounting for the timing of the test administration (i.e., SED now gives the test later in the school year).

Grade	Time Adjusted Cut Scores
	Level 3
3	656
4	655
5	653
6	653
7	651
8	652

The table below summarizes participation information for this year’s test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have been enrolled for less than one year.

**2010-11 State Mathematics Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ⁴			Total Enrolled
		IEP	ELL	Absent	
3	26				26
4	26				26
5	26				26
6	26				26
7	25				25
8	26				26
All	155				155

⁴ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam

Results

Tapestry met the measure with an overall result for students in at least their second year exceeding the 75 percent criterion of success. The result for this group at Tapestry was 95 percent.

Charter School Performance on 2009-10 State Mathematics Exam By All Students and Students Enrolled in At Least Their Second Year

Grade	Population	Percent Scoring at or above 650	Number Tested
3	All Students	100	26
	Students in At Least 2 nd Year	100	26
4	All Students	92	26
	Students in At Least 2 nd Year	96	24
5	All Students	73	26
	Students in At Least 2 nd Year	90	20
6	All Students	88	26
	Students in At Least 2 nd Year	95	20
7	All Students	88	25
	Students in At Least 2 nd Year	89	20
8	All Students	92	26
	Students in At Least 2 nd Year	96	24
All	All Students	89	155
	Students in At Least 2 nd Year	95	134

Evaluation

Tapestry met the measure with an overall result for students in at least their second year by exceeding the 75 percent criterion of success and earning 95 percent success. Grades 3, 4, 6 and 8 were particularly successful with at least 95 percent of those students achieving Level 3 or Level 4.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Levels 3 and 4 through 2008-09 and a Scale Score of 650 in 2009-10							
	2007-08		2008-09		2009-10		2010-11	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	100	23	96	24	100	23	100	26
4	100	22	100	25	100	24	96	24
5	100	22	100	18	95	19	90	20
6	76	21	100	24	91	21	95	20
7	94	18	100	24	100	22	89	20
8	77	22	100	21	91	20	96	24
All	91	128	99	136	96	134	95	134

Goal 2: Absolute Measure

Each year, the school’s aggregate Performance Index (PI) on the State mathematics exam will meet the Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards all students being proficient by the year 2013-14. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal that 100 percent of students will ultimately be proficient in the state’s learning standards in Mathematics. To achieve this measure, all tested students must have a Performance Index (PI) value that equals or exceeds this year’s mathematics AMO.

As SED has not yet determined this year’s AMO, schools need not calculate their Performance Index and may omit reporting on this measure.

Goal 2: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the state mathematics exam will be greater than that of all students in the same tested grades in the local school district.

Method

Tested students who were enrolled in at least their second year are compared to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students and the results for the respective grades in the local school district, as well as between the total result of students in at least their second year at the school and the total result for the corresponding grades in the school district.

Results

Tapestry met the measure by exceeding the percent of all students performing at or above a Level 3 in Mathematics for all grades 3-8 when compared to students in the local district.

**2010-11 State Mathematics Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	100	26	28	2,482
4	96	24	35	2,485
5	85	20	31	2,449
6	95	20	32	2,438
7	84	20	32	2,421
8	92	24	28	2,404
All	93	134	31	14,679

Evaluation

Tapestry met the measure by exceeding the percent of Buffalo Public School students at or above performance Level 3 in Mathematics for every grade 3-8 and overall for all students.

Additional Evidence

With regard to Mathematics performance at Level 3 and Level 4, Tapestry's percentage has exceeded the local school district in every grade, each year since 2003-04 except for grade 8 in 2005-06.

Tapestry's overall performance percentage has been greater than the local district's each year since 2003-04. Tapestry continues to outperform the local district overall by a wide margin year after year.

Mathematics Performance of Charter School and Local District by Grade Level and School Year

Grade	Percent of Charter School Students at Levels 3 and 4 and Enrolled in At Least their Second Year Compared to Local District Students							
	2007-08		2008-09		2009-10		2010-11	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	100	66	96	75	78	28	100	28
4	100	53	100	64	79	31	96	35
5	200	50	100	62	85	32	85	31
6	76	49	100	57	74	30	95	32
7	94	50	100	63	77	32	84	32
8	77	34	100	58	45	27	92	28
All	91	50	99	63	75	30	93	31

Goal 2: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state mathematics exam by at least a small Effect Size (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.

Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school's performance to demographically similar public schools statewide. Regression analysis is used to control for the percentage of students eligible for free lunch among all public schools in New York State. The school's actual performance is then compared to the predicted performance of public schools with a similar free lunch percentage. The difference between the school's actual and predicted performance, relative to other schools with similar free lunch statistics, produces an Effect Size. An Effect Size of 0.3 is considered performing higher than expected to a small degree, which is the requirement for achieving this measure.

Given the timing of the state's release of poverty data, the 2010-11 analysis is not yet available. This report contains 2009-10 results, the most recent ones available.

Results

Tapestry’s effect size was higher than expected for grades 3,4,6 and 7. 3rd grade performance was higher than expected to a large degree. In 8th grade performance was lower than expected to a large degree. Overall the effect size was slightly higher than expected, so Tapestry did meet this measure.

2009-10 Mathematics Comparative Performance by Grade Level

Grade	Percent Eligible for Free Lunch	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3		24	83.3	66.4000000 00000006	16.9	1.27
4		25	76.0	71.3	4.7	0.37
5		25	72.0	72.4	-0.4	-0.03
6		25	72.0	69.3	2.7	0.19
7		24	75.0	70.1	4.9	0.37
8		22	40.9	61.6	-20.7	-1.24
All		22.5	145	70.3	68.7	1.6

School’s Overall Comparative Performance:
<i>Slightly higher than expected.</i>

Evaluation

Tapestry met this measure by achieving in the range slightly higher than expected.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2006-07	3-8	22.3	143	77.6	78.4	0.12
2007-08	3-8	20.06	146	91.1	86.63	0.61
2008-09	3-8	21.9	149	97.3	91.2	0.81
2009-10	3-8	22.5	145	70.3	68.7	0.18

Goal 1: Growth Measure

On the current year’s state mathematics exam, each grade-level cohort will reduce by one-half the gap between the percent at or above Level 3 on the previous year’s state mathematics exam and 75 percent at or above Level 3. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, that cohort is expected to show at least an increase in the current year.

Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making towards the absolute measure of 75 percent of students performing at or above proficient. Each grade level cohort consists of those students who took the state exam in 2010-11 and also have a state exam score in 2009-10. It includes students who repeated the grade. Students who repeated the grade are included in their current grade level cohort, not the cohort to which they previously belonged. In addition, the aggregate of all cohorts is examined to determine the growth of all students who took a state exam in both years.

Results

Tapestry met this measure for 2 out of 5 cohorts. Tapestry did not meet this measure for 3 of 5 cohorts.

Cohort Growth on State Mathematics Exam from 2009-10 to 2010-11

Grade	Cohort Size	Percent Performing At or Above Level 3			Target Achieved
		2009-10	Target	2010-11	
4	24	100	Same	96	NO
5	20	95	Gain	90	NO
6	20	91	Gain	95	YES
7	20	100	Same	89	NO
8	24	91	Gain	96	YES
All	108	96	Gain	93	NO

Evaluation

While cohorts for grades 4, 5, and 7 did not show gains, it should be noted that each cohort earned at least a 89 percent proficiency. When comparing past year's performance, all grades have consistently scored at or above the 75% target for three consecutive years.

Cohort Performance on Mathematics Exam Since the Advent of the Grades 3-8 Testing Program by School Year

School Year	Cohort Grades	Number of Cohorts Meeting Target	Number of Cohorts
2007-08	3-8	4	5
2008-09	3-8	5	5
2009-10	3-8	2	5
2010-11	3-8	2	5

Summary of the Mathematics Goal

Tapestry Charter School grades 3-8, achieved 3 of 4 applicable measures in Mathematics.

Type	Measure	Outcome
Absolute	75 percent of all tested students who are enrolled in at least their second year will perform at or above at or above the Time Adjusted Level 3 cut score on the New York State examination.	Achieved
Absolute	Each year, the school's aggregate Performance Index (PI) on the State exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the State exam by at least a small Effect Size.	Achieved
Growth	On the 2010-11 state exam, each grade-level cohort will reduce by one-half the gap between the percent at or above level 3 on the 2009-10 state exam and 75 percent at or above Level 3.	Did Not Achieve

Action Plan

Tapestry will continue to challenge students who are prepared to extend their learning as well as keep systems in place to identify struggling learners and provide interventions to remediate gaps in student learning. Professional development for K-8 teachers in the 11-12 school year will focus on differentiated instruction, assessment practices and continuation of curriculum alignment both vertically and horizontally, as well as providing professional development for teachers to create high quality math assessment that drive instruction. As Tapestry continues to implement the ELOB curriculum school-wide, students will continue to study math skills for authentic purposes. Tapestry will continue to utilize two consultant teachers for students with an IEP to maintain low caseload levels. In addition Tapestry's mathematics differentiation specialist, and New York State certified elementary and middle school teaching assistants will continue to provide additional support to students and assist teachers with differentiating mathematics instruction. These measures have been put in place to maintain the overall success of Tapestry students in the area of mathematics.

SCIENCE

Goal 3: Science

Students will demonstrate competency in the understanding and application of scientific reasoning.

Background

In addition to instruction, the Tapestry science program grades K-8 involves fieldwork and labs in order to further deepen the study of the physical and life sciences as they connect to mathematics, English Language Arts, the social sciences and the visual and performing arts. A six-trimester rotating schedule in grades K-8 accommodates a variety of learning expeditions that involve literacy and cross-curricular connections.

In the 2010-11 school year, Tapestry implemented ELOB learning style school-wide. For science curriculums, the K-8 department continued to formally map, and vertically and horizontally gap analyze the maps to ensure alignment with the state standards and proper scaffolding of skills.

During the 2011-12 school year, the K-8 staff will be planning learning expeditions with the ELOB school designers to further develop learning expeditions in order to contextualize the science curriculum into a compelling topic. This measure will continue to give students opportunities to practice their science learning and skills in authentic experiences.

Goal 3: Absolute Measure

Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State science examination.

Method

The school administered the New York State Testing Program science assessment to students in 4th and 8th grade in spring 2011. Each student's raw score has been converted to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4.

Results

Tapestry met the measure with 4th and 8th grades students in at least their second year above the 75 percent criterion of success. Of students in at least their second year at Tapestry, 96 percent of 4th grade students achieved level 3 and 4 scores and 83 percent of 8th grade students achieved level 3 and 4 scores.

**Charter School Performance on 2010-11 State Science Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Population	Percent at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Level 3/4	
4	All Students	4	4	23	69	92	26
	Students in At Least 2 nd Year	0	4	21	75	96	24
8	All Students	0	19	46	31	81	26
	Students in At Least 2 nd Year	0	17	50	33	83	24

Evaluation

Tapestry met the measure with each year's result exceeding the 75 percent criterion of success. The result for grade 4 was 96 percent and the result for grade 8 was 83 percent.

Additional Evidence

Tapestry continues to maintain a high level of proficiency in grade 4 and has exceeded the 75 percent criterion for six consecutive years.

**Science Performance
by Grade Level and School Year**

Grade	Percent of Students Enrolled in At Least Their Second Year at Levels 3 and 4							
	2007-08		2008-09		2009-10		2010-11	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
4	100	22	100	21	100	24	96	24
8	86	22	98	46	91	22	83	24
All	93	44	96	25	96	46	90	48

Goal 3: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State science exam will be greater than that of all students in the same tested grades in the local school district.

Method

Tested students who were enrolled in at least their second year are compared to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students and the results for the respective grades in the local school district.

Results

Buffalo public schools state Science exam results were not available by the date of this report.

2010-11 State Science Exam

Charter School and District Performance by Grade Level

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
4	96	24	n/a	n/a
8	83	24	n/a	n/a

Evaluation

Buffalo public schools state Science exam results were not available by the date of this report.

**Science Performance of Charter School and Local District
by Grade Level and School Year**

Grade	Percent of Charter School Students at Levels 3 and 4 and Enrolled in At Least their Second Year Compared to Local District Students							
	2007-08		2008-09		2009-10		2010-11	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
4	100	63	96	70	100	62	96	n/a
8	86	41	100	40	91	45	83	n/a
All	93	52	98	55	96	54	90	n/a

Summary

Tapestry met the absolute measure by exceeding 75 percent achievement on the New York State exams in both grades 4 and 8. Despite lacking data for the 09-10 school year from the local school district to assert whether or not Tapestry met its comparative goal, by examining the trend since the 05-06 school year, it is clearly evident that Tapestry continues to out perform the local school district in the area of science.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State examination.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	Achieved

Action Plan

Tapestry will continue to challenge students who are prepared to extend their learning as well as keep systems in place to identify struggling learners and provide interventions to remediate gaps in student learning. Professional development for K-8 teachers in the 2011-12 school year will focus on differentiated instruction, assessment practice and continuation of curriculum alignment both vertically and horizontally. Tapestry will have on staff three consultant teachers for students with an

IEP to maintain low caseload levels. Additionally in the middle school grades, a literacy specialist will be present for three of five classes per week to facilitate literacy in the content areas. As the ELOB instructional model has been implemented school-wide, the K-8 curriculum has been refined to expand further opportunities for fieldwork, labs and cross-curricular connections. During the 2011-12 school year, the K-4 staff will be planning learning expeditions with the ELOB school designers to further enhance the quality of instruction provided to our students, and look forward to continually planning higher quality learning expeditions.

NCLB

Goal 5: NCLB

The school's status will be "Good Standing" each year.

Goal 5: Absolute Measure

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

Method

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

Results

Tapestry's NCLB status for 2010-11 is "Good Standing" – this measure was met.

Evaluation

The measure was met with a status of "Good Standing" for 2010-11.

Additional Evidence

Tapestry has had a status of "Good Standing" from 2003-04 to the present. In addition Tapestry was given the distinction of "High Performing/Gap Closing/District" for the 2005-06 school year.

NCLB Status by Year

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

APPENDIX A: HIGH SCHOOL GOALS AND MEASURES

High School Cohorts

Accountability Cohort

The state's Accountability Cohort consists specifically of students who are in their fourth year of high school after having entered the ninth grade. For example, the 2007 state Accountability Cohort is comprised of students who entered the 9th grade in the 2007-08 school year, were enrolled in the school on the state's annual enrollment-determination day (BEDS day) in the 2010-11 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 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	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
2007-08	2004-05	2004	NA	NA	NA
2008-09	2005-06	2005	NA	NA	NA
2009-10	2006-07	2006	50	0	50
2010-11	2007-08	2007	79	6	73

Graduation Cohort

Students are included in the Graduation Cohort based on the year they first enter the 9th grade. However, students who have spent at least five months in the school after entering the 9th grade are part of the Graduation Cohort unless they transfer to another diploma-granting program. A student will be included in the school's Graduation Cohort if the student's reason for discharge is *not* transfer to another district or school, died, transferred by court order, or left the U.S.

Fourth Year High School Graduation Cohorts

Fourth Year Cohort	Year Entered 9 th Grade	Cohort Designation	Number of Students Enrolled on June 30 th of the Cohort's Fourth Year (a)	Additional Students Still in Cohort ⁵ (b)	Graduation Cohort (a) + (b)
2007-08	2004-05	2004	NA	NA	NA
2008-09	2005-06	2005	NA	NA	NA
2009-10	2006-07	2006	50	0	50
2010-11	2007-08	2007	73	3	76

⁵ Number of students who had been enrolled for at least five months prior to leaving the school and who were discharged for unacceptable reasons.

Fifth Year High School Graduation Cohorts

Fifth Year Cohort	Year Entered 9 th Grade	Cohort Designation	Number of Students Enrolled on June 30 th of the Cohort's Fifth Year (a)	Additional Students Still in Cohort ⁶ (b)	Graduation Cohort (a) + (b)
2008-09	2004-05	2004	NA	NA	NA
2009-10	2005-06	2005	NA	NA	NA
2010-11	2006-07	2006	1	0	1

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.

Method

The school administered the New York State Regents Comprehensive English exam that students must pass to graduate. Regents are scored on a scale from 0 to 100, and students must score at least 65 to pass. This measure examines the percent of the Accountability Cohort that passed the exam by the completion of their fourth year in the cohort. Students have until the summer of their fourth year to do so.

Results

Tapestry Charter School entered the first class of ninth grade high school students in September 2006. Of the fifty students in that class, forty-six (46) students passed the New York State English Regents exam. In September 2007, seventy-five (75) students entered, and in the four years through graduation additional students were added, bringing enrollment as high as seventy-nine (79). Of the seventy-six (76) students counted in the 2007 cohort, sixty-nine (69) passed the Regents exam.

English Regents Performance Level and Passing Rate by Fourth Year Accountability Cohort⁷

Cohort Designation	Number in Cohort	Percent at Each Level ⁸				Percent Passing ⁹
		Level 1	Level 2	Level 3	Level 4	
2004	NA	NA	NA	NA	NA	NA
2005	NA	NA	NA	NA	NA	NA
2006	50	2	6	82	10	92
2007	76	1	6	75	16	91

Evaluation

Tapestry met the English Language Arts measure by exceeding 75 percent of all students performing at or above a level 3 on the New York State Regents English exam by their fourth year in the cohort. The strong performance of 91% passing appears to be an affirmation of the dedication and

⁶ Number of students who had been enrolled for at least five months prior to leaving the school and who were discharged for unacceptable reasons

⁷ Based on the highest score for each student on any mathematics Regents exam

⁸ Level 1 = less than 55; Level 2 = at least 55, but less than 65; Level 3 at least 65, but less than 85; Level 4 = at least 85.

⁹ With a score of at least 65

persistence of the staff, directed at applying research based “best practices” to the instructional approach. Results for the 2010-11 year are consistent with the 2009-10 results.

Professional development continues to be a high priority at Tapestry, with a school schedule that includes weekly “PD” designed for the year with our Expeditionary Learning (EL) school designer, supplemented by full and half conference days . Based upon feedback from an Implementation Review Process at the close of the 2009-10 year, the Teacher Learner Cycle in 2010-11 included focus on Differentiated Instruction and the use of effective Literacy practices. All teachers were included in action groups that met during the PD sessions. During the PD, teachers engaged in discussion of the application of proven literacy strategies to instruction in each subject area, including math, arts, and physical education. They engaged in such as activities as examining the item analysis of the Regents exams by subject in department groups, and developing targeted action plans to address areas of measured weakness. With regard to literacy skills, Tapestry students are highly diverse and benefit from such Differentiated Instruction practices as tiering and “choice boards.” The English Department embraced the PD format and applied their new learning.

Additional Evidence

The results on the New York State English Regents were particularly encouraging given the relatively high percentage of students who had qualified for special education services during their time in high school. In the group of seniors nine students were served by the Committee on Special Education and an additional four had Section 504/ Americans with Disabilities Act Accommodation Plans. An additional six students had been previously served by either the Committee on Special Education (2) or Section 504 (4), but had been “declassified” prior to graduation. Tapestry’s inclusive approach to special education services appeared to be yielding benefit, as all students were continually aiming for the goal of a Regents diploma and college acceptance, regardless of educational labeling.

Extra supports have included a certified special education teacher at each grade level and the addition of two designated literacy teachers who worked with students directly and in consultation with core academic teachers on skills that relate to English standards. Additional instruction time was made available to students through the daily After School Center, the Saturday School Program, and the Summer School Program in July and August 2010 coordinated with other local charter schools.

English Regents Passing Rate by Cohort and Year

Cohort Designation	2007-08		2008-09		2009-10		2010-11	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2005	NA	NA	NA	NA				
2006	NA	NA	50	86	50	92		
2007	NA	NA	NA	NA	73	90	76	91
2008			NA	NA	NA	NA	83	84
2009					NA	NA	NA	NA
2010							NA	NA

Goal 1: Absolute Measure

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

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards all students being proficient by the year 2013-14. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal that 100 percent of students will ultimately be proficient in the state’s learning standards in English language arts. To achieve this measure, all tested students in the Accountability Cohort must have a Performance Index (PI) value that equals or exceeds this year’s English language arts AMO, which for 2009-2010 is 177. The PI is calculated by adding the sum of the percent of students in the Accountability Cohort at Levels 2 through 4 with the sum of the percent of students at Level 3 and 4. Thus, the highest possible PI is 200. The Regents exams are scored on a scale from 0 to 100; 0 to 54 is Level 1, 55 to 64 is Level 2, 65 to 84 is Level 3, and 85 to 100 is Level 4.

Results

Based upon the Annual Measurable Objective set by New York State for this year, Tapestry High School has exceeded the expectation with a Performance Index of 188.

**English Language Arts Performance Index (PI)
of 2006 High School Accountability Cohort**

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
76	1	6	75	16

$$\begin{array}{rcccccccc}
 \text{PI} & = & 6 & + & 75 & + & 16 & = & 97 \\
 & & & & 75 & + & 16 & = & \underline{91} \\
 & & & & & & \text{PI} & = & 188
 \end{array}$$

Evaluation

As noted in the previous Evaluation section, the favorable results are attributed to the application of research based “best practices” to the school’s program. School-wide all departments are continually refining curriculum, assessment practices and instructional methodologies. An example would be the inclusion of a daily Sustained Silent Reading period in 2009-10, which was continued with greater sophistication and support in 2010-11.

Additional Evidence

Results for the 2008 cohort appear to be mirroring the success of the 2006 and 2007 cohorts.

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

Cohort Designation	Number in Cohort	Percent of Students at Each Performance Level				PI	AMO
		Level 1	Level 2	Level 3	Level 4		
2003	NA	NA	NA	NA	NA	NA	159
2004	NA	NA	NA	NA	NA	NA	165
2005	NA	NA	NA	NA	NA	NA	171
2006	50	2	6	82	10	190	177
2007	76	1	6	75	16	188	183

Goal 1: Comparative Measure

Each year, the percent of 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.

Method

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

Results

Based upon the available comparison, Tapestry substantially surpassed the Buffalo Public Schools (BPS) in percent passing the English Regents. (It should be noted, however, that Buffalo Public School district does not report data by cohort group. Comparisons are made here using the data from the NYS District Report Card 2009-10, which only includes one year of results. Like Tapestry, Buffalo would undoubtedly administer re-takes of the exams to those students who failed, so that the data for the senior group cohort may be higher for Buffalo than indicated in the chart.)

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

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2004	NA	NA	NA	NA
2005	NA	NA	NA	NA
2006	92	50	61	2251
2007	91	76	62	1655

Evaluation

As stated previously, the favorable results are attributed to the application of research based “best practices” to the school’s program. School-wide all departments are continually refining curriculum, assessment practices and instructional methodologies. In addition, designated literacy resources have been made available for individualized support for literacy instruction and a favorable student-teacher ratio in such settings as the After-School Center and Saturday School. Literacy specialists

have consulted with general education teachers to encourage improved practices in content classes, and they have also provided direct instruction to students.

In addition to improved instructional practices relating to delivery of academic subject material, Tapestry also works hard to establish a school culture that is personal and motivating, encouraging academic achievement in a manner that is quite different than the local public school system. Each student meets daily in his or her “Crew” of twelve (12) students with a teacher leader who is part of the grade level team. The teacher Crew leaders assist students in developing and maintaining their portfolios of work and in preparing to present those to parents/guardians during the individual Student Led Conferences that occur twice yearly. The Tapestry program includes high expectations of achievement as well as high levels of personal support to reach those expectations. The vast majority of students buy-in to this and maintain a reasonable work ethic.

Additional Evidence

Results for the 2008 cohort appear to be mirroring the success of the 2006 and 2007 cohorts.

(§) Goal 1: Growth Measure

Each year, the group of students in their second year of high school who have taken a norm-referenced reading 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 have already achieved an NCE of 50 in the previous year will show an increase in their average NCE.

Method

This measure examines the change in performance of the same group of students from their first year in high school to their second year on a norm referenced reading test. Each cohort consists of those students who took a norm-referenced reading test in their second year of high school in 2009-10 and also have a score from their first year in 2008-09. It includes students who repeated the grade. The criterion for achieving this measure is for the cohort to reduce by half the difference between average NCE in 2009-10 and the 50th NCE in 2010-11. If a cohort has already achieved an average NCE of 50 in 2009-10, it is expected to show some positive growth in the subsequent year.

Tapestry High School had administered the norm-referenced Measures of Academic Progress (MAP) test in 2007-08 and in 2008-09, with financial support from the Expeditionary Learning organization with which Tapestry is affiliated. The test administration required extensive computer access and time, as each student was required to take the test individually at a computer in an untimed setting. During 2009-10 and 2010-11 the MAP testing was not administered. After careful consideration of many factors, it was determined that the benefits of testing were outweighed by the costs. Assessment of student progress was still proceeding with Regents exams and individual student assessments for specific learning problems in 2009-10. As stated in the 2009-10 Accountability Plan Progress Report, Tapestry Charter High School began the use of the Scholastic Reading Inventory (SRI) in September 2010 to measure student progress in English Language Arts. The earlier use of the MAPS

The Scholastic Reading Inventory is a well-regarded norm-referenced test that measures reading comprehension on the Lexile Framework[®] for Reading. The SRI is research-based, computer-adaptive test provides information to inform instruction and make accurate placement recommendations. In addition, the SRI supports a Response to Intervention framework, is aligned with state goals to target intervention strategies, and provides many reports that provide accurate and clear information both individually and comparatively. By using Lexile scores, teachers are able to align text to student abilities

and make appropriate instructional choices about materials and resources they will use with students. The SRI provides a “year end Proficiency Lexile Range” that aligns grade level reading abilities to a Lexile score range, allowing teachers and administrators to track students relative to grade level reading expectations.

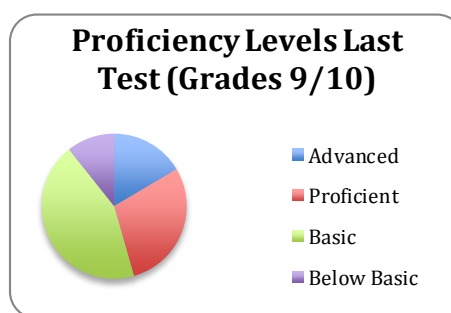
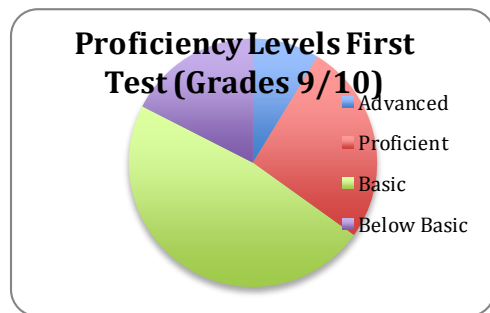
Results

In 2010-2011, 218 students were enrolled in the SRI program. Students were tested one or more times between September 7, 2010 and June 23, 2011. Of the total number of students, 104 students took the test two or more times, producing data to compare relative growth over time. For the purposes of this report, the data reflects students who were measured two or more times. Only one student took the test in 11th grade. They took it twice – the first time did not produce an accurate score. Therefore, that student’s scores are not included in this report as only the second score was counted in the total summary by the data team, in essence reporting that student having taken the test once. No 12th grade students took the test during 2010-2011.

Testing Time Period: 9/7/10 – 6/23/11			
Grade Level	Students Tested Twice	Students Tested Three or More Times	TOTAL
9	28	13	41
10	61	1	62
11	1*	0	1
12	0	0	0
TOTAL	90	14	104

*student’s first score was not counted below as the result was not accurate

Testing Time Period: 9/7/10 – 6/23/11				
Grade 9/10 Combined	First Test in Time Period		Last Test in Time Period	
Performance Standard*	Students	% of Students	Students	% of Students
Advanced	9	8.7%	17	16.5%
Proficient	27	26.2%	30	29.1%
Basic	49	47.6%	45	43.7%
Below Basic	18	17.5%	11	10.7%
TOTAL	103	100%	103	100%



Performance Standard: A descriptor of student performance that describes what students must do to demonstrate various levels of proficiency with respect to the specific content (for example, reading comprehension). Four default levels have been identified to describe student performance on the SRI at each grade. The levels are based on end-of-year test results.
Advanced: Students scoring in this range exhibit superior performance when reading grade-level appropriate text and can be considered as reading “above Grade Level.”
Proficient: Students scoring in this range exhibit competent performance when reading grade-level appropriate text and can be considered as reading “on Grade Level.” Students performing at this level should be able to identify details, draw conclusions, and make comparisons and

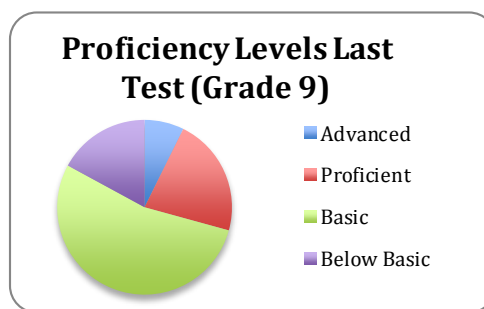
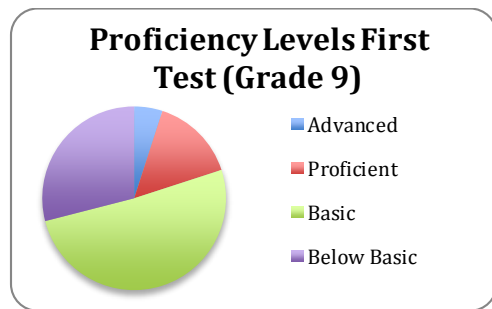
generalizations when reading materials developmentally appropriate for the Grade Level.

Basic: Students scoring in this range exhibit minimally competent performance when reading grade-level appropriate text and can be considered as reading “below Grade Level.”

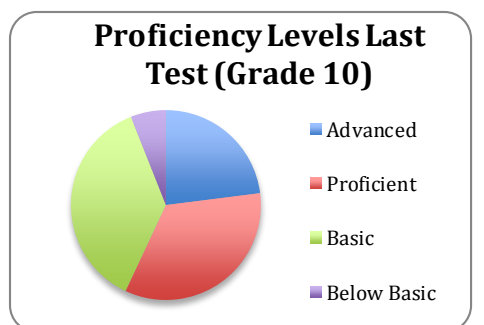
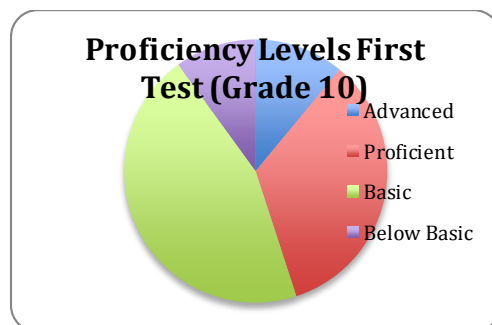
Below Basic: Students scoring in this range do not exhibit minimally competent performance when reading grade-level appropriate text and can be considered as reading significantly “below Grade Level.” Intervention is recommended.

(Source: Scholastic Reading Inventory Educator’s Guide)

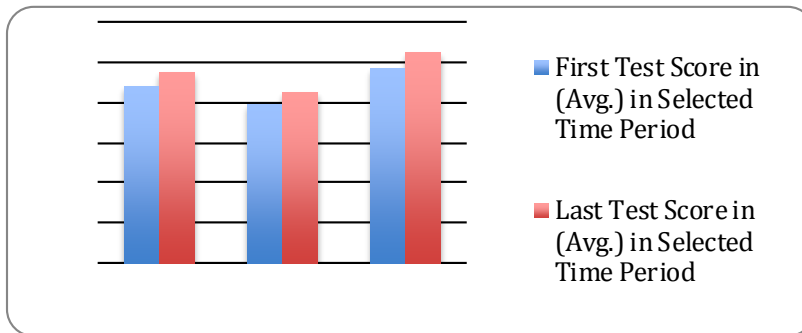
Testing Time Period: 9/7/10 – 6/23/11				
Grade 9	First Test in Time Period		Last Test in Time Period	
Performance Standard*	Students	% of Students	Students	% of Students
Advanced	2	5%	3	7%
Proficient	6	15%	9	22%
Basic	21	51%	22	54%
Below Basic	12	29%	7	17%
TOTAL	41	100%	41	100%



Testing Time Period: 9/7/10 – 6/23/11				
Grade 10	First Test in Time Period		Last Test in Time Period	
Performance Standard*	Students	% of Students	Students	% of Students
Advanced	7	11%	14	23%
Proficient	21	34%	21	34%
Basic	28	45%	23	37%
Below Basic	6	10%	4	6%
TOTAL	62	100%	62	100%



Testing Time Period: 9/7/10 – 6/23/11			
Grade Level	First Test Score in (Avg.) in Selected Time Period	Last Test Score in (Avg.) in Selected Time Period	Average Growth in Lexile
All Grades	887	955	68
9	797	856	59
10	975	1,054	79



Evaluation

After one year of evaluation using the SRI tool, students showed growth in Lexile Ranges. While the growth was not significantly great, the trends were encouraging, and there is confidence that this is the right tool to measure student proficiency levels and to gather data to inform instruction and selection of materials and resources. In 2011-2012, the plan is to administer the SRI tool for students in grades 9, 10, and 11 two times per year, and in greater frequency for students in need of more support.

First to Second Year Cohort Growth on the Norm Referenced Reading Test

Cohort Designation	Number in Cohort	Average NCE			Target Achieved
		First Year Baseline	Second Year Target	Second Year Result	
2006	NA	NA	NA	NA	NA
2007	NA	NA	NA	NA	NA
2008	NA	NA	NA	NA	NA
2009	NA	NA	NA	NA	NA

Cohort Performance on the Norm Referenced Reading Test by School Year

School Year	Cohort met target?
2007-08	NA
2008-09	NA
2009-10	NA
2010-11	NA

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 exams in Integrated Algebra, Geometry, and Algebra 2/Trigonometry. Regents are scored on a scale from 0 to 100, and students must score at least 65 to pass. This measure requires students in each Accountability Cohort to pass any one of the Regents mathematics exams by their fourth year in the cohort. Students may have taken a particular Regents mathematics exam multiple times or have taken multiple mathematics exams; once they passed a mathematics exam, their performance on subsequent exams did not affect their status as passing. Students have until the summer of their fourth year to pass a mathematics exam.

Results

Tapestry Charter School entered the first class of ninth grade high school students in September 2006. Of the fifty students in that class, forty-four (44) students passed a New York State Regents Math exam. In September 2007, seventy-five (75) students entered, and in the four years through graduation additional students were added, bringing enrollment as high as seventy-nine (79). Of the seventy-six (76) students counted in the 2007 cohort, seventy-two (72) students passed a Math Regents exam.

Mathematics Regents Performance Level and Passing Rate by Fourth Year Accountability Cohort¹⁰

Cohort Designation	Number in Cohort	Percent at Each Level ¹¹				Percent Passing ¹²
		Level 1	Level 2	Level 3	Level 4	
2004	NA	NA	NA	NA	NA	NA
2005	NA	NA	NA	NA	NA	NA
2006	50	8	4	72	16	88
2007	76	1	3	88	7	95

Evaluation

Tapestry met the mathematics measure by exceeding 75 percent of all students performing at or above a level 3 on one of the New York State Regents mathematics exams by their fourth year in the cohort. The strong performance of 95% passing appears to be an affirmation of the dedication and persistence of the staff, directed at applying research based “best practices” to the instructional approach.

As stated previously, professional development is a high priority at Tapestry, with a school schedule that includes weekly “PD” designed for the year with our Expeditionary Learning (EL) school

¹⁰ Based on the highest score for each student on any mathematics Regents exam

¹¹ Level 1 = less than 55; Level 2 = at least 55, but less than 65; Level 3 at least 65, but less than 85; Level 4 = at least 85.

¹² With a score of at least 65

designer. Based upon feedback from an Implementation Review Process at the close of the 2009-10 year, the Teacher Learner Cycle in 2010-11 included focus on Differentiated Instruction. All teachers were included in active differentiated groups that met during the PD sessions.

Additional Evidence

The results on the New York State Regents exams in mathematics were particularly encouraging given the relatively high percentage of students who had qualified for special education services during their time in high school. In the group of seniors, nine students were served by the Committee on Special Education and an additional four had 504 Accommodation Plans. Six other students had once been identified as qualifying for academic help, and were served by CSE or 504 plans, but had been “declassified” before graduation. Tapestry’s inclusive approach to special education services appeared to be yielding benefit, as all students were continually aiming for the goal of a Regents diploma and college acceptance, regardless of educational labeling. Several students took the Integrated Algebra exam on more than one occasion, some as many as four times.

Extra supports for math instruction have included a full-time AmeriCorps staff member with a New York State certification in Mathematics, as well as certified special education teachers at each grade level. Students with weak math backgrounds prior to high school were offered the opportunity to take Algebra 10, which was a second year of intensive Algebra study. Additional instruction time was made available to students through the daily After School Center, tutorial classes, individual tutorial sessions, and summer school courses.

Regents Mathematics Passing Rate by Cohort and Year

Cohort Designation	2007-08		2008-09		2009-10		2010-11	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2005	NA	NA	NA	NA				
2006	50	82	49	84	50	88		
2007	75	55	75	93	73	96	76	95
2008			75	47	77	91	83	90
2009					73	49	82	66
2010							69	35

Goal 2: Absolute Measure

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

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards all students being proficient by the year 2013-14. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal that 100 percent of students will ultimately be proficient in the state’s learning standards in mathematics. To achieve this measure, all tested students in the Accountability Cohort must have a Performance Index (PI) value that equals or exceeds this year’s mathematics AMO, which for 2010-11 is 173. The PI is calculated by adding the sum of the percent of students at Levels

2 through 4 with the sum of the percent of students at Level 3 and 4. Thus, the highest possible PI is 200. The Regents exams are scored on a scale from 0 to 100; 0 to 54 is Level 1, 55 to 64 is Level 2, 65 to 84 is Level 3, and 85 to 100 is Level 4.

Results

Based upon the Annual Measurable Objective set by New York State for this year, Tapestry High School has exceeded the expectation with a Performance Index of 193.

**Mathematics Performance Index (PI)
of 2006 High School Accountability Cohort**

Cohort Size	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
76	1	3	88	7

$$\begin{array}{rclclclcl}
 \text{PI} & = & 3 & + & 88 & + & 7 & = & 98 \\
 & & & & 88 & + & 7 & = & \underline{95} \\
 & & & & & & \text{PI} & = & 193
 \end{array}$$

Evaluation

As noted in the previous Evaluation section, the favorable results are attributed to the application of research based “best practices” to the school’s program. School-wide all departments are continually refining curriculum, assessment practices and instructional methodologies. Math teachers have been actively involved in the school-wide PD and have attended relevant conferences through the Expeditionary Learning organization.

Additional Evidence

Results for the 2008 cohort appear to be mirroring the success of the 2006 and 2007 cohorts.

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

Cohort	Cohort Size	Percent of Students at Each Performance Level				PI	AMO
		Level 1	Level 2	Level 3	Level 4		
2003	NA	NA	NA	NA	NA	153	
2004	NA	NA	NA	NA	NA	159	
2005	NA	NA	NA	NA	NA	165	
2006	50	8	4	72	16	173	
2006	76	1	3	88	7	180	

Goal 2: Comparative Measure

Each year, the percent to students in the high school Accountability Cohort passing a Regents mathematics exam with a score of 65 or above will exceed that of the high school accountability cohort from the local school district.

Method

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

Results

Based upon the available comparison, Tapestry substantially surpassed the Buffalo Public School (BPS) in percent passing a Mathematics Regents. (It should be noted, however, that Buffalo Public School district does not report data by cohort group. Comparisons are made here using the data from the NYS District Report Card 2009-10, which only includes one year of results. Like Tapestry, Buffalo would undoubtedly administer re-takes of the exams to those students who failed, so that the data for the senior group cohort would be higher for Buffalo than indicated in the chart.)

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

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2004	NA	NA	NA	NA
2005	NA	NA	NA	NA
2006	88	50	57	2251
2007	95	76	41	3600

Evaluation

As stated previously, the favorable results are attributed to the application of research based “best practices” to the school’s program. School-wide all departments are continually refining curriculum, assessment practices and instructional methodologies. Designated resources have been applied to the mathematics department in order to provide opportunity for individualized support for instruction and a favorable student-teacher ratio.

Additional Evidence

Results for the 2008 cohort appear to be mirroring the success of the 2006 and 2007 cohorts.

(§) Goal 2: Growth Measure

Each year, the group of students in their second year of high school who have taken a norm-referenced mathematics 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 have already achieved an NCE of 50 in the previous year will show an increase in their average NCE.

Method

This measure examines the change in performance of the same group of students from their first year in high school to their second year on a norm referenced mathematics test. Each cohort consists of

those students who took a norm-referenced mathematics test in their second year of high school in 2010-11 and also have a score from their first year in 2009-10. It includes students who repeated the grade. The criterion for achieving this measure is for the cohort to reduce by half the difference between average NCE in 2009-10 and the 50th NCE in 2010-11. If a cohort has already achieved an average NCE of 50 in 2010-11, it is expected to show some positive growth in the subsequent year.

Tapestry High School had administered the norm-referenced Measures of Academic Progress (MAP) test in 2007-08 and in 2008-09, with financial support from the Expeditionary Learning organization with which Tapestry is affiliated. The test administration required extensive computer access and time, as each student was required to take the test individually at a computer in an untimed setting. During 2009-10 and 2010-11 the MAP testing was not administered. After careful consideration of many factors, it was determined that the benefits of testing were outweighed by the costs. Assessment of student progress was still proceeding with Regents exams and individual student assessments for specific learning problems in 2009-10.

During the 2010-11 school year, a change in math delivery was instituted for the ninth grade with all entering students placed in heterogeneously mixed Algebra Regents classes, rather than being divided into a one year and two year program based on low or average entering skills. (Accelerated students entering with credit and a Regents exam passed for Algebra are promoted in ninth grade to Geometry.) Two certified teachers were available each period of Algebra Regents for groups of approximately twenty-one, with primary instruction delivered in two 90 minute blocks weekly, supplemented by a Monday schedule that permitted additional math instruction periodically through the year. As the year ended, ninth grade Regents results were lower than previous years. The mixed ability grouping and block schedule format was not determined to be successful. Significant discussion is ongoing regarding the plan for improved instructional delivery for 2011-12 and beyond.

Entering 2011-12 ninth grade students are being assessed for prior math knowledge based upon review of school records, NYS Math Assessment, and an informal pre-algebra test and questionnaire. Two options have been developed for these entering ninth graders, including a one year Integrated Algebra Regents class with expectation of success on the Regents in June 2012 and a two-year Integrated Algebra course that will lead to passage of the Regents in June 2013. Both classes will include greater frequency of classes and more minutes of instruction each week, with more sections available allowing for lower class sizes (16 – 18 students). Interim assessments are being developed from the curriculum that will measure progress of students every six weeks toward mastery of the learning targets based upon careful review of the NYS standards in Integrated Algebra. The math department will have common planning periods two hours weekly to monitor the delivery of Integrated Algebra and to adjust instruction based upon the results of the interim assessments. A norm referenced assessment is not part of this plan at this time, as no available tool appeared likely to yield data that would inform the algebra instruction more than the careful work of the department. The Integrated Algebra Regents exam will be used as the indicator of success for June 2012.

Results

A norm referenced mathematics test was not administered in 2010-11.

First to Second Year Cohort Growth on the Norm Referenced Mathematics Test

Cohort Designation	Number in Cohort	Average NCE			Target Achieved
		First Year Baseline	Second Year Target	Second Year Result	
2006		NA	NA	NA	YES/NO
2007		NA	NA	NA	YES/NO
2008		NA	NA	NA	YES/NO
2009		NA	NA	NA	YES/NO

Cohort Performance on the Norm Referenced Mathematics Test by School Year

School Year	Cohort met target?
2007-08	NA
2008-09	NA
2009-10	NA
2010-11	NA

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

Method

New York State administers multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry and Physics. The school administered Living Environment, Earth Science, and Physics. Regents are scored on a scale from 0 to 100, and students must score at least 65 to pass. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort. Students may have taken a particular Regents science exam multiple times or have taken multiple science exams; once they passed a science exam, their performance on subsequent exams did not affect their status as passing. Students had until the summer of their fourth year to pass a science exam.

Results

Tapestry Charter School entered the first class of ninth grade high school students in September 2006. Of the fifty students in that class, forty-three (43) students passed a New York State Regents Science exam. In September 2007, seventy-five (75) students entered, and in the four years through graduation additional students were added, bringing enrollment as high as seventy-nine (79). Of the seventy-six (76) students counted in the 2007 cohort, sixty-eight (68) students passed a Science Regents exam.

Science Regents Performance Level and Passing Rate by Fourth Year Accountability Cohort¹³

Cohort Designation	Number in Cohort	Percent at Each Level ¹⁴				Percent Passing ¹⁵
		Level 1	Level 2	Level 3	Level 4	
2004						
2005						
2006	50	6	8	80	6	86
2007	76	0	9	80	9	89

Evaluation

Tapestry met the science measure by exceeding 75 percent of all students performing at or above a level 3 on one of the New York State Regents science exams by their fourth year in the cohort. The strong performance of 89% passing appears to be an affirmation of the dedication and persistence of the staff, directed at applying research based “best practices” to the instructional approach.

As stated previously, professional development is a high priority at Tapestry, with a school schedule that includes weekly “PD” designed for the year with our Expeditionary Learning (EL) school designer. Based upon feedback from an Implementation Review Process at the close of the 2009-10 year, the Teacher Learner Cycle in 2010-11 included focus on Differentiated Instruction and the use of effective Literacy practices. All teachers were included in action groups that met during the PD sessions. During the PD, teachers engaged in discussion of the application of proven literacy strategies to instruction in each subject area, including science. They engaged in such as activities as examining the item analysis of the Regents exams by subject in department groups, and developing targeted action plans to address areas of measured weakness. With regard to literacy skills, Tapestry students are highly diverse and benefit from such Differentiated Instruction practices as tiering and “choice boards.” The science department modeled particularly strong differentiation practices, utilizing the skill of the department coordinator who is also a Niagara University education professor and the Living Environment teacher who is pursuing her certification in Literacy.

Additional Evidence

The results on the New York State Science Regents were particularly encouraging given the relatively high percentage of students who had qualified for special education services during their time in high school. In the group of seniors nine students were served by the Committee on Special Education and an additional four had Section 504/ Americans with Disabilities Act Accommodation Plans. An additional six students had been previously served by either the Committee on Special Education (2) or Section 504 (4), but had been “declassified” prior to graduation. Tapestry’s inclusive approach to special education services appeared to be yielding benefit, as all students were continually aiming for the goal of a Regents diploma and college acceptance, regardless of educational labeling.

Extra supports have included a certified special education teacher at each grade level and the addition of two designated literacy teachers who worked with students directly and in consultation with core academic teachers on skills that relate to English standards. Additional instruction time was made

¹³ Based on the highest score for each student on any science Regents exam

¹⁴ Level 1 = less than 55; Level 2= at least 55, but less than 65; Level 3 at least 65, but less than 85; Level 4 = at least 85.

¹⁵ With a score of at least 65

available to students through the daily After School Center, the Saturday School Program, and the Summer School Program in July and August 2010 coordinated with other local charter schools.

Science Regents Passing Rate by Cohort and Year

Cohort Designation	2007-08		2008-09		2009-10		2010-11	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2005	NA	NA	NA	NA				
2006	50	82	49	84	50	86		
2007	75	71	75	77	73	92	76	89
2008			75	75	77	83	83	90
2009					73	71	82	74
2010							69	68

(§) 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.

Method

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

Results

Based upon the available comparison, Tapestry substantially surpassed the Buffalo Public School (BPS) in percent passing science Regents. (It should be noted, however, that Buffalo Public School district does not report data by cohort group. Comparisons are made here using the data from the NYS District Report Card 2009-10, which only includes one year of results. Like Tapestry, Buffalo would undoubtedly administer re-takes of the exams to those students who failed, so that the data for the senior group cohort would be higher for Buffalo than indicated in the chart.)

Science Passing Rate of Accountability Cohorts by Charter School and School District

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2004	NA	NA	NA	NA
2005	NA	NA	NA	NA
2006	86	50	57	2251
2007	89	76	52	2661

Evaluation

As stated previously, the favorable results are attributed to the application of research based “best practices” to the school’s program. School-wide all departments are continually refining curriculum,

assessment practices and instructional methodologies. In addition, designated literacy resources have been made available for individualized support for literacy instruction as applied to content subjects and a favorable student-teacher ratio in such settings as the After-School Center and Saturday School. Literacy specialists have consulted with general education teachers to encourage improved practices in content classes, and they have also provided direct instruction to students in preparation for Regents exams and course assessments.

Additional Evidence

Results for the 2008 cohort appear to be mirroring and even exceeding the success of the 2006 and 2007 cohorts.

SOCIAL STUDIES

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 U.S. 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 passed it, performance on subsequent administrations of the same exam did not affect their status as passing.

Results

Tapestry Charter School entered the first class of ninth grade high school students in September 2006. Of the fifty students in that class, forty-six (46) students passed the New York State Regents exam in U.S. History. In September 2007, seventy-five (75) students entered, and in the four years through graduation additional students were added, bringing enrollment as high as seventy-nine (79). Of the seventy-six (76) students counted in the 2007 cohort, seventy-four (74) students passed the U.S. History Regents exam.

U.S. History Regents Performance Level and Passing Rate by Fourth Year Accountability Cohort

Cohort Designation	Number in Cohort	Percent at Each Level				Percent Passing
		Level 1	Level 2	Level 3	Level 4	
2004	NA	NA	NA	NA	NA	NA
2005	NA	NA	NA	NA	NA	NA
2006	50	0	8	48	44	92
2007	76	0	1	67	30	97

Evaluation

Tapestry met the U.S. History measure by exceeding 75 percent of all students performing at or above a level 3 on the New York State Regents U.S. History exam by their fourth year in the cohort. The strong performance of 92% passing appears to be an affirmation of the dedication and

persistence of the staff, directed at applying research based “best practices” to the instructional approach.

As stated previously, professional development is a high priority at Tapestry, with a school schedule that includes weekly “PD” designed for the year with our Expeditionary Learning (EL) school designer. Based upon feedback from an Implementation Review Process at the close of the 2009-10 year, the Teacher Learner Cycle in 2010-11 included focus on Differentiated Instruction and the use of effective Literacy practices. All teachers were included in action groups that met during the PD sessions. During the PD and department meetings, teachers engaged in discussion of the application of proven literacy strategies to instruction in each subject area, including social studies. They engaged in such as activities as examining the item analysis of the Regents exams by subject in department groups, and developing targeted action plans to address areas of measured weakness. With regard to literacy skills, Tapestry students are highly diverse and benefit from such Differentiated Instruction practices as tiering, “choice boards”, and curriculum compacting.

Additional Evidence

The results on the New York State U.S. History Regents were particularly encouraging given the relatively high percentage of students who had qualified for special education services during their time in high school. In the group of seniors nine students were served by the Committee on Special Education and an additional four had Section 504/ Americans with Disabilities Act Accommodation Plans. An additional six students had been previously served by either the Committee on Special Education (2) or Section 504 (4), but had been “declassified” prior to graduation. Tapestry’s inclusive approach to special education services appeared to be yielding benefit, as all students were continually aiming for the goal of a Regents diploma and college acceptance, regardless of educational labeling.

Extra supports have included a certified special education teacher at each grade level and the addition of two designated literacy teachers who worked with students directly and in consultation with core academic teachers on skills that relate to English standards. (It has been a benefit to the social studies department that three of the special education teachers and one literacy specialist possess certifications in Social Studies.) Additional instruction time was made available to students through the daily After School Center, the Saturday School Program, a regularly scheduled U.S. History Tutorial period, and the Summer School Program in July and August 2010 coordinated with other local charter schools.

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

Cohort Designation	2007-08		2008-09		2009-10		2010-11	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2005								
2006			49	88	50	92		
2007					73	95	76	97
2008							83	82
2009							NA	NA
2010							NA	NA

(§) 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.

Method

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

Results

Based upon the available comparison, Tapestry substantially surpassed the Buffalo Public School (BPS) in percent passing the U.S. History Regents. (It should be noted, however, that Buffalo Public School district does not report data by cohort group. Comparisons are made here using the data from the NYS District Report Card 2009-10, which only includes one year of results. Like Tapestry, Buffalo would undoubtedly administer re-takes of the exams to those students who failed, so that the data for the senior group cohort would be higher for Buffalo than indicated in the chart.)

**U.S. History Passing Rate
of Accountability Cohorts by Charter School and School District**

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2004	NA	NA	NA	NA
2005	NA	NA	NA	NA
2006	92	50	56	2251
2007	97	76	66	1949

Evaluation

As stated previously, the favorable results are attributed to the application of research based “best practices” to the school’s program. School-wide all departments are continually refining curriculum, assessment practices and instructional methodologies. In addition, designated literacy resources have been made available for individualized support for literacy instruction as applied to content subjects and to provide a favorable student-teacher ratio in such settings as the After-School Center and Saturday School. Literacy specialists have consulted with general education teachers to encourage improved practices in content classes, and they have also provided direct instruction to students in preparation for Regents exams and course assessments.

Additional Evidence

Results for the 2008 cohort appear to be mirroring and even exceeding the success of the 2006 and 2007 cohorts.

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 passed it, performance on subsequent administrations of the same exam did not affect their status as passing. Cohorts are labeled by the year in which the students entered the 9th grade, and in 2010-11 the 2007 Cohort finished its fourth year.

Results

Tapestry Charter School entered the first class of ninth grade high school students in September 2006. Of the fifty students in that class, forty-five (45) students passed the New York State Regents exam in Global History. In September 2007, seventy-five (75) students entered, and in the four years through graduation additional students were added, bringing enrollment as high as seventy-nine (79). Of the seventy-six (76) students counted in the 2007 cohort, sixty-seven (67) students passed the Global History Regents exam.

**Global History Regents Performance Level
and Passing Rate by Fourth Year Accountability Cohort**

Cohort Designation	Number in Cohort	Percent at Each Level				Percent Passing
		Level 1	Level 2	Level 3	Level 4	
2004	NA	NA	NA	NA	NA	NA
2005	NA	NA	NA	NA	NA	NA
2006	50	2	8	68	22	90
2007	76	1	9	67	21	88

Evaluation

Tapestry met the Global History measure by exceeding 75 percent of all students performing at or above a level 3 on one of the New York State Regents science exams by their fourth year in the cohort. The strong performance of 90% passing appears to be an affirmation of the dedication and persistence of the staff, directed at applying research based “best practices” to the instructional approach.

As stated previously, professional development is a high priority at Tapestry, with a school schedule that includes weekly “PD” designed for the year with our Expeditionary Learning (EL) school designer. Based upon feedback from an Implementation Review Process at the close of the 2009-10 year, the Teacher Learner Cycle in 2010-11 included focus on Differentiated Instruction and the use of effective Literacy practices. All teachers were included in action groups that met during the PD sessions. During the PD and department meetings, teachers engaged in discussion of the application of proven literacy strategies to instruction in each subject area, including social studies. They engaged in such as activities as examining the item analysis of the Regents exams by subject in department groups, and developing targeted action plans to address areas of measured weakness. With regard to literacy skills, Tapestry students are highly diverse and benefit from such Differentiated Instruction practices as tiering, “choice boards”, and curriculum compacting.

Additional Evidence

The results on the New York State Global History Regents were particularly encouraging given the relatively high percentage of students who had qualified for special education services during their time in high school. In the group of seniors nine students were served by the Committee on Special Education and an additional four had Section 504/ Americans with Disabilities Act Accommodation Plans. An additional six students had been previously served by either the Committee on Special Education (2) or Section 504 (4), but had been “declassified” prior to graduation. Tapestry’s inclusive approach to special education services appeared to be yielding benefit, as all students were continually aiming for the goal of a Regents diploma and college acceptance, regardless of educational labeling.

Extra supports have included a certified special education teacher at each grade level and the addition of two designated literacy teachers who worked with students directly and in consultation with core academic teachers on skills that relate to English standards. (It has been a benefit to the social studies department that three of the special education teachers and one literacy specialist possess certifications in Social Studies.) Additional instruction time was made available to students through the daily After School Center, the Saturday School Program, a scheduled Global Tutorial period, and the Summer School Program in July and August 2010 coordinated with other local charter schools.

Regents Global History Passing Rate by Accountability Cohort and Year

Cohort Designation	2007-08		2008-09		2009-10		2010-11	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2005	NA	NA	NA	NA				
2006	50	80	49	80	50	90		
2007	NA	NA	75	72	73	92	76	88
2008			NA	NA	77	74	83	89
2009					NA	NA	82	57
2010							NA	NA

(§) 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 the high school Accountability Cohort from the local school district.

Method

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

Results

Based upon the available comparison, Tapestry substantially surpassed the Buffalo Public School (BPS) in percent passing the Global History Regents. (It should be noted, however, that Buffalo Public School district does not report data by cohort group. Comparisons are made here using the

data from the NYS District Report Card 2009-10, which only includes one year of results. Like Tapestry, Buffalo would undoubtedly administer re-takes of the exams to those students who failed, so that the data for the senior group cohort would be higher for Buffalo than indicated in the chart.)

**Global History Passing Rate
of Accountability Cohorts by Charter School and School District**

Cohort	Charter School		School District	
	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort
2004	NA	NA	NA	NA
2005	NA	NA	NA	NA
2006	90	50	57	2251
2007	88	76	41	2538

Evaluation

As stated previously, the favorable results are attributed to the application of research based “best practices” to the school’s program. School-wide all departments are continually refining curriculum, assessment practices and instructional methodologies. In addition, designated literacy resources have been made available for individualized support for literacy instruction as applied to content subjects and to provide a favorable student-teacher ratio in such settings as the After-School Center, Global History Tutorials, and Saturday School. Literacy specialists have consulted with general education teachers to encourage improved practices in content classes, and they have also provided direct instruction to students in preparation for Regents exams and course assessments.

Additional Evidence

Results for the 2008 cohort appear to be mirroring and even exceeding the success of the 2006 and 2007 cohorts.

HIGH SCHOOL GRADUATION

GOAL 5: HIGH SCHOOL GRADUATION

It is the goal of Tapestry Charter High School to graduate 100 percent of students into a post high school program of study no later than their fifth year in the Graduation Cohort. Each year 75 percent of students in their fourth year of the Graduation Cohort will earn a Regents or Advanced Regents diploma.

(§) Goal 5: Absolute Measure

Each year, 75 percent of students in the high school Graduation Cohort will pass their core academic subjects by the end of August and be promoted 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, 75 percent of students in each cohort are promoted to the next grade by the end of August.

As in most high schools, progress at Tapestry is marked by accumulation of credits as determined by individual course passage rather than by grade level passage in entirety. Since English and Social Studies are the only New York State four-credit subject requirements, in a practical sense it is necessary to pass in both of these areas each year in order to remain within range of graduation on schedule. At Tapestry, students are assigned to a Crew advisory group (which defines their grade level identity) at the grade level that corresponds to their enrollment in both English and Social Studies.

The standards based marking system at Tapestry High School results in course marks ranging from 1.0 to 4.0. In order to pass each course during the school year and earn the benefits accorded to passing unconditionally, a “mastery” mark of “3” is required. A “3” most closely corresponds to a mark of B or 80s in a more traditional system. The passing level for each course is held at a high level in order to encourage hard work and confident accomplishment of material. As marks close in June, students earning marks at or beyond “3” earn credit. Students earning marks between 2.5 and 2.9 can be granted credit conditionally, depending upon the individual circumstance of the student as considered by the grade level team of teachers and administration. As determined by the course instructor, additional academic work is sometimes required of the student in the form of a written project and sometimes full enrollment in a Summer School Program is required before credit and course promotion are granted. Marks between 2.0 and 2.4 require successful enrollment in Summer Program in order to earn credit.

Students are required to take four years of English and Social Studies, and are expected to take four years of Math and Science, though only three are formally required. Math options include Integrated Algebra (taken as a one or two year course), Geometry, Applied Geometry, Algebra 2/Trigonometry, Financial Math, Pre-Calculus, and Calculus. Math A and B were offered as a three-year sequence to the entering 2006 cohort only, prior to the change in curriculum ordered by NYS. Science course options include Regents Living Environment, Earth Science, Chemistry, and Physics. During the 2010-11 year, a college credit Chemistry course was offered in cooperation with Niagara University and in lieu of a “regents” Chemistry option. The Science Department coordinator is an adjunct professor at NU and was approved to offer college credit for the course taught at Tapestry.

Results

Given the high academic expectations that are reinforced at the time of high school enrollment and throughout the school year, and the strong program of academic support that is provided for students to reach those expectations, course passage is expected for all students at least 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 have earned course credit for that course. In summer 2010, it was possible for students to take up to two summer school courses approved by Tapestry and located at alternate sites. (Due to the transition of the high school to a new building for Fall 2010, summer enrollment was available through the Buffalo Public School Summer Program at Lafayette High School, or at Oracle Charter High School or Charter School for Applied Technology.) Through these options, a student could recover up to two credits and/or prepare to retake Regents exams.

Through the 2009 summer, only one student had been recommended for repetition of the grade with assignment to a Crew at ninth grade for a second time, with full repetition of core academic classes and without option of summer school. At the conclusion of the 2009-10 year, there were seven students recommended for repetition of ninth grade and four students were recommended for tenth

grade repetition in 2010-11 without summer option. By the close of the 2010-11 year, six students in the 2007 cohort of seniors were not prepared to graduate, but have the option of completing diploma requirements in the 2011-12 year. Two students in the 2008 cohort group had withdrawn from school and were not promoted. One ninth grade student was recommended for repetition of the grade.

Percent of Students Promoted by Cohort in 2010-11

Cohort Designation	Number in Cohort	Percent promoted
2007	76	92
2008	83	96
2009	82	99
2010	69	99

Evaluation

The goal of course promotion and credit accumulation is being met at a high level, exceeding the 75 percent expected measure. Tapestry Charter High School students consistently pass courses through a combination of positive work and lots of staff and family support. Parents/guardians are provided with regular feedback through consistent Crew leader availability by phone and email, home mailing of progress/report cards six times yearly, and expected attendance at Student Led Conferences one to three times yearly in all grades. Parents/guardians are persistently invited to engage as partners in their child’s education and they accept the invitation at a very high rate. Resources for further instruction are readily offered to students and their families when learning lags are noticed, so there is no excuse for failure.

Additional Evidence

A consistent pattern of course success has been noted, with a high level of engagement in summer program offerings. Now that Tapestry has a permanent location, summer program is once again being offered on site for credit recovery in English 9, 10, and 11, Global History 9 and 10, and Integrated Algebra, with regents exam re-takes available in Global History and Integrated Algebra. Students are also being referred to the Buffalo Public School Summer Program for regents exam preparation in English, Global History, US History, Living Environment, Earth Science, Integrated Algebra and Geometry. All students who were told to attend have registered.

(§) Goal 5: Absolute Measure
 Each year, 75 percent of students in the high school Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.

Method

This measure serves as a leading indicator of the performance of high school Cohorts and examines their progress towards graduation based on Regents exam passage. The measure requires that 75 percent of students in each Cohort have passed at least three Regents exams by their second year in the cohort. In August of 2010, the 2008 cohort will have completed its second year.

Results

Results in this section are a positive indication of students' progress toward Regents diplomas.

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

Cohort Designation	Number in Cohort	Percent Passing Three Regents
2007	75	71 (96*)
2008	77	65 (93**)
2009	82	72

Evaluation

In the 2008-09 report, it was stated that Tapestry fully expected the percentage of the 2007 cohort who had passed three Regents to rise significantly by the end of their third year. Indeed, by summer 2010, the percent of the 2007 cohort passing three Regents did rise from 71 percent to 96 percent* including all students served by special education services. Similarly it was expected that the percent of the 2008 cohort passing three Regents would mirror this success, and they did indeed, reaching a level of 93 percent**. In considering the 2009 cohort, the current 72 percent rate rather accurately reflects the struggle that many Tapestry students have upon entering high school. A quality educational experience is not a function of speed, and at Tapestry the belief is strongly communicated that hard work with a patient and persistent approach will pay off over time. Several students have been applauded for passing the Integrated Algebra exam on their fourth try.

Tapestry communicates a clear expectation of students passing Regents exams, and this message is respected by students and their families. The school offers many resources for continued Regents study and students are accepting those invitations willingly. Families express appreciation for these opportunities, and attendance at Summer School is very high. Though it is often the case that urban students define school success as "un-cool" and resist making an effort, Tapestry school culture has successfully challenged that definition.

Additional Evidence

During the 2010-11 year, Tapestry continued to contract with the Castle Learning Program to gain students individual access to practice Regents questions and exams online. When students answer incorrectly, hints are provided with links to key vocabulary and concept descriptions. Teachers are able to assign sets of questions by topic, and they can monitor individual student use of and success with the system. Online access is available at school, as well as from home. This resource has been heavily used and will continue to be available in 2011-12.

Goal 5: Absolute Measure

Each year, 75 percent of students in the high school Graduation Cohort will graduate after the completion of their fourth year in the cohort.

Method

This measure examines students in the high school Graduation Cohort who enter the 9th grade in the same year and graduate four years later. In 2010-11 the 2007 Cohort completed its fourth year of high school. At a minimum, these students have passed five Regents exams in English language arts, mathematics, science, U.S. History and Global History. Students had until the summer of their fourth year to complete their graduation requirements.

It is the goal of Tapestry Charter High School that each year at least 75 percent of students in their fourth year of the Graduation Cohort will earn a Regents or Advanced Regents diploma, meeting all credit and exam requirements as stipulated by New York State.

Results

In the 2006 cohort, two students did not reach the graduation goal by the end of August. One of the students had passed the five core regents exams but had not completed all of her necessary credits due to ill health in the last months of pregnancy before delivering a baby in June 2010. She returned to Tapestry in the fall and completed the required work for credit recovery. She was awarded her diploma in January 2011. Another student had taken the Global History Regents exam four times and the RCT twice, each time earning a few more points than before, but not passing. He had met the criteria for local diploma credit in all areas, including course credit, except for the results of the Global History Regents /RCT. Offers of support continued to be provided to him in contacts through the fall, but he did not prepare for or re-take the exam in January 2011 as he had said he would. This student is eligible for the granting of an Individualized Education Plan (IEP) diploma by virtue of his Committee on Special Education classification.

In the 2007 cohort, in spite of energetic and heartfelt efforts to urge all students to complete school, five students withdrew from attendance in the spring of 2011. All five had been successful in completion of the required regents exams, but needed to maintain attendance and complete work to earn credit to graduate. In each case, families had joined the school in urging better judgment and were greatly disappointed, but each of these students maintained willful resistance. One of those students plans to return in fall 2011 as a repeat senior for the full year, with graduation in June 2012. The door remains open to the others, and information has already been shared with families regarding GED programs available in the area. An additional student had left Tapestry in the fall 2010 after an inpatient mental health hospitalization and a suspension related to drug use and violent behavior; he pursued a GED program but at last contact he had not passed that exam.

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

Cohort Designation	Number in Cohort	Percent Graduating
2004	NA	NA
2005	NA	NA
2006	50	96
2007	76	92

Evaluation

In the 2006 cohort, forty-eight (48) students met the required expectations for graduation with a local, Regents, or Advanced Regents diploma by June 2010, with one additional student earning the diploma by

January 2011. In the 2006 cohort, eight students qualified for a local diploma based upon at least one of the five required Regents scoring at a level 2 or being substituted with an RCT. One additional student did not earn above level 1 on his Global History Regents, and he is eligible for an IEP diploma. All of those students were identified as having an educational disability. Of the remaining forty-one students or 82 percent of the cohort, 26 or 52 percent earned a Regents diploma and 14 or 28 percent earned an Advanced Regents diploma. Of those earning a Regents diploma, three were identified as having an educational disability. Of those earning an Advanced Regents diploma, one was so identified.

In the 2007 cohort, seventy (70) students graduated with a local, Regents, or Advanced Regents diploma by June 2011. Sixty-one (61) of the graduates earned a Regents diploma, with eight of those qualifying for the Advanced designation, and one of those with Honors. Of the Regents diploma graduates, four were classified by CSE and one qualified for a Section 504 Accommodation Plans. Eight students qualified for a local diploma based upon at least one of the five required Regents scoring at a level 2 or being substituted with an RCT. Of those local diploma graduates, five were classified by CSE and three qualified for Section 504 Accommodation Plans. One additional student had joined the school at the start of senior year from a public charter school in New York City that had a waiver for Regents exams, though he was granted a local diploma for having earned all required course credits; he was classified by CSE.

Additional Evidence

Tapestry continues to be extremely proud of its graduates for their strong rate of graduation that solidly exceeds the measured goal, especially given the nature of the group with regard to socioeconomic need (61% free and reduced lunch) and disability rates (14% CSE and 6% 504).

(§) Goal 5: Absolute Measure

Each year, 95 percent of students in the high school Graduation Cohort will graduate after the completion of their fifth year in the cohort.

Method

This measure examines students in the high school Graduation Cohort who enter the 9th grade in the same year and graduate four years later. In 2010-11 the 2006 Cohort completed its fifth year of high school. At a minimum, these students have passed five Regents exams in English language arts, mathematics, science, U.S. History and Global History.

It is the goal of Tapestry Charter High School that each year at least 95 percent of students in their fifth year of the Graduation Cohort will earn a local, Regents or Advanced Regents diploma, meeting all credit and exam requirements as stipulated by New York State.

Results

As noted in earlier narrative, an additional student from the 2006 cohort completed the requirements for a Regents Diploma in fall 2010, and was awarded her diploma in January 2011. This brought the total of graduates to forty-nine (49) of the fifty (50) students in the group finishing within five years.

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

Cohort Designation	Number in Cohort	Percent Graduating
2004	NA	NA
2005	NA	NA
2006	50	98

Evaluation

The expected level of high school completion was met and exceeded. The continuation of effort by the student into her fifth year was thanks in large measure to the persistence of her Crew leader who maintained contact and made specific arrangements for the student to find her way to the new school location with her baby in tow. Staff continue to speak to the final student, and have not entirely given up on his return for the Global History re-take.

Additional Evidence

Efforts will continue to urge the six students of the 2007 cohort to complete diploma requirements.

Goal 5: 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.

Method

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

Results

The percent of Tapestry students in the 2007 cohort who have graduated far exceeds the percent graduating in the Buffalo Public School district.

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

Cohort Designation	Charter School		School District	
	Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2004	NA	NA	NA	NA
2005	NA	NA	NA	NA
2006	50	96	2251	57.3
2007	76	92	1127	72

Evaluation

The Tapestry program advertises its goal clearly, and that is to prepare students for successful graduation from high school and acceptance into a college program. Dedicated staff and student effort in this personalized program of high school study has resulted in a graduation rate worthy of pride.

Additional Evidence

Tapestry is committed to assisting all students in reaching the goal of diploma completion. In the spirit of charter schools, it is hoped that effective practices can be shared with the local district in order to improve the outcomes of the Buffalo Public System.

Summary

Tapestry Charter High School students are demonstrating their engagement in a school culture of academic achievement by doing the necessary work to pass courses for credit. Regents passage results are approaching and exceeding the target goals.

Type	Measure	Outcome
Absolute	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	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	Each year, 75 percent of students in the high school Graduation Cohort will graduate after the completion of their fourth year in the cohort.	Achieved
Absolute	Each year, 95 percent of students in the high school Graduation Cohort will graduate after the completion of their fifth year in the cohort.	Achieved
Comparative	Each year, the percent of students in the high school Graduation Cohort graduating after the completion of their fourth year will exceed that of the Graduation Cohort from the local school district.	Achieved

Action Plan

Tapestry Charter High School plans to continue the emphasis on academic rigor. The school culture of academic focus and college preparation is safely established. Real world learning, including fieldwork and the creation of meaningful quality products, has led to a strong rate of student engagement. An Honors Extension Program has engaged a wide-range of students in an intellectually challenging course of student beyond the typical Regents course offerings. Formal partnerships with Canisius College and Niagara University have allowed students access to college courses. Two teachers have acquired AP certification and Tapestry offered AP Calculus for the first time this year to students in the 2007 cohort.

Additional resources have been added through the partnerships with Canisius College Talent Search Program and Buffalo State's Liberty Partnership, allowing for tutoring, college visits, and attendance at college fairs. Literacy teachers were added to the staff and special education supports have increased in proportion to our growing population. AmeriCorps has provided educational support for extra staffing for small group instruction. Continued student success is anticipated.

COLLEGE PREPARATION

(§) GOAL 6: COLLEGE PREPARATION

It is the goal of Tapestry Charter School that 100 percent of the Graduation Cohort will complete applications to two and/or four year institutions of higher learning. It is the goal of Tapestry that 95 percent of students in the Graduation Cohort will be accepted into a program of post secondary education, two or four year institutions of higher learning, or the military.

(§) Goal 6: 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 1800 as the highest possible score. As students may choose to take the test multiple times during the year, only the highest scores on each subsection are considered when reporting on this measure. School averages are compared to the New York State average for all 10th grade (sophomore) test takers in the given year.

Results

The average scores of Tapestry Charter High School students were below the national average but within one standard deviation of the mean in both Critical Reading and Mathematics.

10th Grade PSAT Performance by School Year

School Year	Number of Students in the 10 th Grade	Number of Students Tested	Critical Reading		Mathematics	
			School	New York State	School	New York State
2007-08	50	50	NA	NA	NA	NA
2008-09	75	72	34.5	40 ± 11.5	36.9	42.4 ± 11.4
2009-10	77	59	35.9	40.4 ± 11.1	34.5	42.1 ± 10.8
2010-11	75	69	34.9	42.5 ± 11.1	35.4	44.0 ± 11.0

Evaluation

Tapestry Charter High School students scored on average within one standard deviation of the mean for all students in NYS, according to the PSAT state summaries reported for 2010-11 Sophomores.

The Tapestry average was below the state average. This result supports the continuation of the targeted assistance Tapestry has provided to students for P/SAT and ACT preparation. The results of the P/SAT were item analyzed and shared with teachers and patterns of student weaknesses were identified. This analysis was followed by a discussion of ways that classroom instruction could incorporate skills that are tapped on the P/SAT. The results were also shared with parents/guardians in the context of the Student Led Conferences during the school year, with individual consultation offered from the guidance department.

Additional Evidence

Tapestry appreciates that this is one measure of accountability. Performance on this assessment is associated with future success; however, it should not be an isolated measure. Though Tapestry will continue to provide access to targeted P/SAT and ACT preparation programs, and will continue to provide a strong academic emphasis in the general instructional program overall in the hopes of positively impacting P/SAT and ACT results, the comparison of Tapestry students to NYS averages seems to be a questionable practice in assessing the charter's program quality. The value of these tests has long been questioned, as researchers study the factors that relate to scoring. Racial and socioeconomic trends have long been reported, for example, while explanations for those trends have been elusive. SAT scores are notoriously resistant to change, even when quality educational programs have been implemented to target them.

(§) Goal 6: 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 1800 as the highest possible score. As students may choose to take the test multiple times during the year, only the highest scores are considered when reporting on this measure. School averages are compared to the New York State average for all 12th grade (senior) test takers in the given year.

Results

As noted in the section reporting P/SAT results, Tapestry students have not earned scores that exceed the New York State average, although they have performed within one standard deviation of the state mean in both Critical Reading and Mathematics.

12th Grade SAT Performance by School Year

School Year	Number of Students in the 12 th Grade	Number of Students Tested	Reading		Mathematics	
			School	New York State	School	New York State
2007-08	NA	NA				
2008-09	NA	NA				
2009-10	50	33	427	428 \pm 113	402	502 \pm 118
2010-11	76	55	414	484 \pm 113	403	499 \pm 118

Evaluation

Efforts have been made to support effective student preparation for these tests, and those efforts will continue. In departments as appropriate, teachers have been provided with information about the test content and format, and information about Tapestry students' patterns of weaknesses. In the English and Math Departments particularly, units of study have been added, including P/SAT vocabulary and math reasoning with reference to actual P/SAT questions. Content teachers were also made aware of the test format and student results, and they have made a commitment to include references to such concepts as 'reasoning and inference' and 'organization and ideas' as tested in the P/SAT.

Additionally, partnerships with Liberty Partnership and other community resources will be expanded to offer specific test preparation courses. Programs that were offered in past years through University at Buffalo were discontinued.

Additional Evidence

Tapestry is pleased with student progress in meeting graduation requirements and in pursuing post secondary plans. In times of limited resources, it is the judgment of the Tapestry leadership that internal resources should not be disproportionately spent on efforts to specifically raise SAT or ACT scores.

(§) Goal 6: School Created College Prep Measure

Each Year, the school will demonstrate the preparation of its students for college in the following manner: 100 percent of students will visit at least two college campuses by the end of junior year; 100 percent of students will complete a Personal College Profile with the School Counselor in which students will identify schools of interest and personal matches.

Method

A file is kept for each student in the counseling office with a checklist of required actions. Lists are maintained for each grade level tracking all students, and lists are reviewed by the counseling office staff on a regular basis.

Results

Tapestry Charter High School arranges regular opportunities for students to visit college campuses locally and within the broader geographic region of Western NY and Northern Pennsylvania. All students participated in this program before senior year. All students have been registered for the SAT at least once

and completed the 1st draft of their college essay by the end of their Junior year. Students also completed the ASVAB before senior year, this is a skills inventory assessment that identifies areas of strength and suggest careers that align with the students strong suits. Individual meetings were scheduled with all students prior to senior year to complete a Personal College Profile that outlines students' college and academic interests with attention paid to the development of personal action plans. Students were provided direct access to the Peterson's Student Edge program online that is a resource center for college and career preparation. During senior year, 39 college representatives visited Tapestry and students attended college fairs.

Type	Measure	Outcome
Absolute	Each year, 100 percent of students will visit at least two college campuses by the end of junior year	Achieved
Absolute	Each year, 100 percent of students will complete a Personal College Profile with the School Counselor in which students will identify schools of interest and personal matches.	Achieved

Evaluation

Thanks to the skilled and experienced School Counselor the college preparation goal was enacted enthusiastically. For the 2007 and 2008 cohort groups, college visits and college fairs were attended. Some students from the 2009 cohort were also included in these activities. Throughout the year, visits were arranged that included several campuses in a single day or over a couple of days. Most students had a chance to experience more than two schools. The counselor had prepared students prior to the visits with an organizational system that kept track of students' observations.

In the fall 2010, the seniors were guided in the preparation of college applications, including the essays and resumes to accompany the applications. Interviews were arranged at Tapestry and with students and their colleges of interest. Students were also provided with college scholarship information.

During the middle of the 2010-11 year, the counselor began the individual meetings with sophomores and juniors in which students initiated their Personal College Profile. Before the end of the year, 100 percent of the 2008 cohort had completed their profiles. SAT and ACT sign ups had occurred and students were directed to resources that could provide help with the process.

Parents of juniors and seniors were encouraged to engage in the college process at different levels, including a College Night for junior parents that provided information about the junior and senior year expectations, and both College and Financial Aid Nights for seniors' parents designed to assist them with the FAFSA forms and in applying for scholarships. Resources from both Buffalo State College and St. Lawrence University were involved in these events. A thorough College Planning Handbook was provided to each family.

(§) Goal 6: School Created Measure

Each Year, the school will demonstrate college attendance or achievement by tracking student enrollment in post secondary programs through June of the year following graduation. Seventy-five percent of graduates will be enrolled through the year.

Method

Data on graduates' continued enrollment in post-high school programs was gathered through use of social media networks and personal communication. A commercially purchased product will be used in tracking graduates from the 2007 cohort group and the groups that follow, so that Tapestry can track data more reliably than the informal methods used this year.

Results

Results indicated that thirty-five (35) students or seventy percent of the 2006 cohort has maintained attendance in a college program.

Evaluation

Of the fifteen students who have not pursued a college program: five girls have had babies and are not enrolled in college; one boy left a college program when he was hired for full time employment at Ford Motor Company; one boy has fathered a child and is now employed; another boy was employed sporadically and has now enrolled for full time college program participation starting in fall 2011; four other students were enrolled in a program that they did not continue and have said that they are planning to return to school in the next year; and three students were not available to share information.

According to 2008 data published by the National Center for Higher Education Management Systems (<http://www.higheredinfo.org/>), of one hundred (100) ninth grade students in New York State, 63.4% graduate, and of the graduates 47.1% enter college. Of these students, 34% return for a second year. Though the Tapestry data did not meet the stated goal of seventy-five percent enrollment for a full year after high school graduation, and there is a need to work harder to meet this goal, it does appear that the results for Tapestry far exceed the average results for New York State.

Summary

Tapestry Charter High School is encouraged by evidence of student participation in college preparation efforts. The efforts for the 2007 cohort paid dividends as all students completed applications in December and by spring all were accepted in programs of post secondary education.

Overall, Tapestry students appear to have accepted the relationship between academic effort and successful progression through high school toward college and careers. Students are consistently accessing the extra academic supports available to pass classes and Regents, and Tapestry students' rates of Regents passage and credit accumulation are quite positive. Students have enthusiastically participated in college visits and interaction with the School Counselor for completion of their Personal College Profiles. Colleges have warmly received these students, and over \$1 million in scholarships and grants were made available.

It is unrealistic to expect that a year of high school participation will strongly impact the P/SAT assessment administered in October of sophomore year. The fact that the performance of Tapestry students on the P/SAT and the SAT is below the NYS average makes their success on Regents and their eventual acceptance to college all the more satisfying.

Tapestry is also encouraged by the rate of graduates' college continuation one year past graduation. Results indicate that seventy percent of the 2006 cohort is planning to return for a second year of college in 2011-12. Though this rate is lower than the stated goal, it is substantially higher than the average rate for New York State high school graduates.

Type	Measure	Outcome
Comparative	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/
Comparative	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.	Did Not Achieve/
Absolute	Each Year, the school will demonstrate the preparation of its students for college in the following manner: 100 percent of students will visit at least two college campuses by the end of junior year; 100 percent of students will complete a Personal College Profile with the School Counselor in which students will identify schools of interest and personal matches.	Achieved/
Absolute	Each Year, the school will demonstrate college attendance or achievement by tracking student enrollment in post secondary programs through June of the year following graduation. Seventy-five percent of graduates will be enrolled through the year.	Did Not Achieve/

Action Plan

Tapestry Charter High School intends to continue current efforts that engage students in the school's rigorous college preparatory academic program. Student success with reaching graduation goals is a point of pride.

APPENDIX B: OPTIONAL GOALS

The following sections are for optional goals; data tables are provided for commonly used optional measures.

Goal 6: Parent Satisfaction

Tapestry will maintain strong family support and commitment.

Goal 6: Absolute Measure

Each year two-thirds of parents will demonstrate satisfaction with the school's program based on a parent satisfaction survey.

Method

The high school parent satisfaction survey was first developed in 2007, with input from the Principal's Advisory Group comprised primarily of parents, with some student and faculty representation. Areas of interest included parents' impressions of administration, instructional quality, school safety, school culture, and the overall high school program. At that time, there was interest in developing something short and simple enough to be completed quickly at the time of Student Led Conferences (SLC) when parent attendance was very high, with opportunity in the survey for anonymity as well as an option for free response comments. The participation in 2007 and 2008 was very strong when the survey was completed with paper and pencil at SLCs, but in 2009 – 10 the transition to a computer based format to be completed at home did not yield a strong response rate. With the availability of Survey Monkey and a school computer lab with a bank of functioning computers, the survey was repeated in the late fall 2010 at the time of the first SLC of the year including all grade levels over two days.

Results

Survey responses indicated a strong sense of parent/guardian satisfaction with the school program.

2010-11 Parent Satisfaction Survey Responses

Number of Responses	Number of Families	Response Rate
153	302	51%

2010-11 Parent Satisfaction on Key Survey Results

Item	Percent of Respondents Satisfied
Overall impression of Tapestry Charter High School	100%
Impression of administrative management	99.3%
Impression of instructional quality	98.7%
Impression of school safety	96.6%
Impression of school culture/atmosphere for students	98%

Evaluation

The response rate was good for the first time with the Survey Monkey computer format. It is hoped that in future years teachers will be more aware of the available computers in the lab and can ensure an even higher participation from the greater than 90% rate of parents who were in attendance in the building to participate in the Student Led Conferences. With fifty-one percent of parents participating in the Survey Monkey, it was encouraging to have such a strong endorsement of parent satisfaction with the various aspects of the program. Over seventy families identified themselves by name, and fifty-nine families wrote comments. Those comments were almost entirely positive and some offered constructive suggestions.

Goal 6: Absolute Measure

Each year, 90 percent of all students enrolled during the course of the year return the following September.

Method

Student enrollment is closely monitored. Careful counts are maintained.

Results

There is relatively little student transience. Each individual who leaves meets with the school counselor who ensures a smooth transition to a new school setting. There have been few instances of students dropping out of school, and these have only occurred after considerable efforts to intervene.

2010-11 Student Retention Rate

2009-10 Enrollment	Number of Students Who Graduated in 2009-10	Number of Students Who Returned in 2010-11	Retention Rate 2010-11 Re-enrollment ÷ (2009-10 Enrollment – Graduates)
273	49	205	92%

Evaluation

Tapestry Charter School is satisfied with the student retention rate given the challenging transitions that the high school program has had to negotiate. We have been located in three different buildings in a span of three years, including a run-down former elementary building in 2009-2010. Having finally moved in August 2010 into a permanent location that is well appointed, it is expected that the retention rate will improve over the 92 percent level.

Additional Evidence

Year	Retention Rate
2006-07	NA
2007-08	94%
2008-09	94%
2009-10	94%
2010-11	92%

Goal 6: Absolute Measure

Each year the school will have a daily attendance rate of at least 95 percent.

Method

Attendance is reported by students' homeroom teachers using the computer based PowerSchool attendance tracking system. The front desk administrative assistant checks PowerSchool for teachers' compliance with the system by late morning on a daily basis. Students arriving late to school are required to sign in at the front desk. The absence list is printed out and available to all teachers to check during the day. Changes or corrections are reported to the administrative assistant.

Results

Average daily attendance at the high school was lower than the target goal of 95 percent.

2010-11 Attendance

Grade	Average Daily Attendance Rate
1	95%
2	95%
3	97%
4	97%
5	96%
6	96%
7	96%
8	95%
Overall	96%

Evaluation

At the high school level the attendance during the 2010-11 year was lower than expected. There are a variety of factors that are presumed to related to this result, and continuing efforts are being made to improve the rate of attendance for the 2011-12 year.

Factors contributing to the lower rate include:

- Specific students with diagnosed medical conditions are enrolled, including chronic asthma, pneumonia, pregnancy, heart abnormality, chronic kidney disease, and Tourettes.
- Tapestry High School attendance is negatively affected by schedule changes for half days and conference days that are different than the Buffalo Public Schools' schedule. (Some high school students are put in care of younger siblings enrolled in BPS while parents work.)
- The move to the new high school location at 65 Great Arrow necessitated more complicated bus routes and longer pedestrian travel routes for some students than the early location at St. Mary's.

NFTA bus routes ran less frequently than desired and there was a problem with the regularity of the buses. Planning is in progress with the NFTA for improvement for 2011-12.

- Students who had been reassigned to temporary programs by court placement were counted as absent for most of the year. The procedure for computing attendance was changed by spring 2011 and will be completed correctly in the future.

On a daily basis, calls are made home for students who are absent. Students are required to bring excuse notes from parent/guardian for each absence. During the 2010-11 year a revision of the attendance policy was made by a staff committee in order to address excessive unexcused absences for some students. The revisions did not prove to be effective enough, and revisions are again being planned for 2011-12. The updated policy will be widely and emphatically advertised to parents of returning students and at intakes for new students. The routine of daily Crew meetings will include charting of crew members attendance with regular discussion of the impact of Increasing days of absence result in more Crew Leader interventions as well as conference with the Dean and later the Assistant Principal. Credit for courses may be denied if a student has missed as many as fifteen class days with unexcused absences. Contracts will be prepared and schedules of detention and Saturday School will be assigned. Rules for sports eligibility will also be strictly enforced with attention to attendance.

Additional Evidence

Year	Average Daily Attendance Rate
2006-07	96%
2007-08	96%
2008-09	95%
2009-10	91.5%
2010-11	96%

APPENDIX C: ADDITIONAL EVIDENCE

The following optional tables may be used in the Additional Evidence sections. They are organized by subject and measure. Table titles need to be adapted to reflect the appropriate subject area, i.e. English language arts, mathematics, etc.

Additional Data Tables for English Language Arts and Mathematics

Absolute Measure

In 2010-11, 75 percent of all tested students who are enrolled in at least their second year will perform at or above the Time Adjusted Level 3 cut score on the New York State examination.

This table examines whether performance changes the longer students are enrolled in the school. In a successful school, student performance should increase with prolonged participation in the academic program.

2010-11 English Language Arts Performance by Grade Level and Years Attending the School

Grade	Percent of Students at or above the Time Adjusted Level 3 cut score According to Number of Years Enrolled							
	One		Two		Three		Four or More	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3								
4								
5								
6								
7								
8								
All								

Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the state exam will be greater than that of all students in the same tested grades in the local school district.

While schools are required to compare themselves to the local school district, there may be individual schools that also provide a compelling comparison. These might be schools in the same neighborhood, with the same demographics, or having similar programs. Two tables are provided: one featuring a grade level breakdown for 2010-11, the other with annual aggregate results over time.

2010-11 English Language Arts Performance of Charter School and Comparison Schools by Grade Level

Grade	Percent of Charter School Students Enrolled in At Least Their Second Year and All Students in Comparison Schools Scoring at or above Level 3 on State Exam							
	Charter School		District School 1	District School 2	District School 3			
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3								
4								
5								
6								
7								
8								
All								

English Language Arts Performance of School and Comparison Schools by School Year

School Year	Grades	Percent of Charter School Students Enrolled in At Least Their Second Year and All Students in Comparison Schools Scoring at or above Level 3 on State Exam							
		Charter School		District School 1	District School 2	District School 3			
		Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
2006-07									
2007-08									
2008-09									
2009-10									
2010-11									

Growth Measure (state exams)

On the current year’s state English language arts exam, each grade-level cohort will reduce by one-half the gap between the percent at or above Level 3 on the previous year’s state English language arts exam and 75 percent at or above Level 3. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, that cohort is expected to show at least an increase in the current year.

This table provides the opportunity to examine year-to-year changes in the same students’ performance levels. It shows how many students in a particular performance level in 2009-10 remained at the same level, moved to a higher level, or moved to a lower level in 2010-11. It shows the number of students, not percentages. Students in the upper right quadrant are those who moved from below proficiency in 2009-10 to proficiency in 2010-11. Do not include students who were tested in one year but not in the other. Multiple tables could be used for individual grades.

**Change in English Language Arts Performance Levels
from 2009-10 to 2010-11**

		Number of Students at Each Performance Level				
		2010-11				
		Level 1	Level 2	Level 3	Level 4	Total Number
2009-10	Level 1					
	Level 2					
	Level 3					
	Level 4					
	Total Number					

Growth Measure (national norm-referenced assessment)

Each year, on a national norm-referenced assessment, all grade-level cohorts of students (in grades K-3) will reduce by one half the gap between their average NCE in the previous year and an NCE of 50 in the current year. If a grade-level cohort exceeds an NCE of 50 in the previous year, the cohort is expected to show a positive gain in the current year.

If the school has administered a norm referenced test, e.g. Terra Nova, ITBS, Stanford 10, it should report cohort growth results in a similar fashion to the growth measure based on state tests.

Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making towards the desirable outcome of grade level or an NCE of 50. Each grade level cohort consists of those students who took the same norm-referenced exam in 2009-10 and 2010-11. It includes students who repeated the grade. In addition, the aggregate of all cohorts is examined to determine the growth of all students who took the exam in both years.

Include a brief narrative that describes the type of test administered, to which grades, the date of administrations, etc.

Results

Cohort Growth on Cohort Growth on XXX Test from Spring 2010 to Spring 2011

Grade	Cohort Size	Percent Performing At or Above NCE of 50			Target Achieved
		2009-10	Target	2010-11	
1					YES/NO
2					YES/NO
3					YES/NO
All					YES/NO

Evaluation

Narrative explicitly stating whether or not the measure was met, i.e. whether all of the cohorts achieved their targets. In addition, the evaluation may include how close each cohort came to its target, which cohorts' performance increased or decreased, and the overall performance of all cohorts.

Additional Evidence

Narrative provides an analysis of year-to-year cohort performance including the previous year.

Cohort Performance on the Norm Referenced Reading Test by School Year

School Year	Cohort met target?
2007-08	
2008-09	
2009-10	
2010-11	

Cohort Growth on XXX Test from Spring 2010 to Spring 2011

Grade	Cohort Size	Average NCE			Target Achieved
		2009-10	Target	2010-11	
K					YES/NO
1					YES/NO
2					YES/NO
3					YES/NO
4					YES/NO
5					YES/NO
6					YES/NO
7					YES/NO
8					YES/NO
9					YES/NO
10					YES/NO
11					YES/NO
12					YES/NO
All					YES/NO

Cohort Performance on XXX Test by School Year

School Year	Cohort Grades	Number of Cohorts Meeting Target	Number of Cohorts
2005-06	?-?		
2007-08	?-?		
2008-09	?-?		
2009-10	?-?		
2010-11	?-?		

Additional Data Tables for Science

Absolute Measure

Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State examination.

**2010-11 Science Performance
by Grade Level and Years Attending the School**

	Percent of Students at Levels 3 and 4 According to Number of Years in School							
	One		Two		Three		Four or More	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
4								
8								

Additional Data Tables for High School Measures

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.

Cohort Passing Rate by Regents Mathematics Exam

Exam	Cohort			
	2004	2005	2006	2007
Math A				
Math B				
Integrated Algebra				
Geometry				
Algebra 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.

Cohort Passing Rate by Regents Science Exam

Exam	Cohort			
	2004	2005	2006	2007
Living Environment				
Earth Science				
Chemistry				
Physics				