

**TAPESTRY
CHARTER SCHOOL**

2008-09

**ACCOUNTABILITY PLAN
PROGRESS REPORT**

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Lynn Bass, Eric Levine, Christina Lesh and Joy Pepper prepared this 2008-09 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 was on the arts, social responsibility, and the small school setting. In addition to the standard academic subjects, the school day was lengthened and students were offered “super subjects” twice a week in art, dance, music, physical education and Spanish. Multiage classrooms and responsive classroom models were both employed to help build good school citizens and maintain a harmonious school community. School report cards were 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 5 through 11. 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, moving up graduating 8th graders from the lower school and adding the rest through public lottery, up to 75 in each class, except for the first class of 9th graders which stands at 50. In the 2008-09 school year, the high school had 200 students in grades 9, 10 and 11. By 2009-10 the first group will be in their senior year, with an anticipated graduation rate of 100 percent. The vast majority of students will have earned Regents or Advanced Regents diplomas, with a relatively small number earning local diplomas. All students will be completing applications for college.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2005-06	25	24	25	24	26	22	25	25	21	--	--	--	--	
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	--	

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 2005 state Accountability Cohort is comprised of students who entered the 9th grade in the 2005-06 school year, were enrolled in the

school on the state's annual enrollment-determination day (BEDS day) in the 2008-09 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
2006-07	2003-04	2003	n/a	n/a	n/a
2007-08	2004-05	2004	n/a	n/a	n/a
2008-09	2005-06	2005	n/a	n/a	n/a

The first class of ninth grade students entered Tapestry Charter High School in September 2006. This class will be entering their fourth year in the cohort in September 2009, with graduation expected in June 2010.

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 ¹ (b)	Graduation Cohort (a) + (b)
2006-07	2003-04	2003	n/a	n/a	n/a
2007-08	2004-05	2004	n/a	n/a	n/a
2008-09	2005-06	2005	n/a	n/a	n/a

¹ 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 ² (b)	Graduation Cohort (a) + (b)
2007-08	2003-04	2003	n/a	n/a	n/a
2008-09	2004-05	2004	n/a	n/a	n/a

² Number of students who had been enrolled for at least five months prior to leaving the school and who were discharged for unacceptable reasons

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 writing across the content areas. All teachers in grades K-8 have implemented the Six Traits writing process. In addition to the Six Traits writing process, the K-1 teachers use the Lucy Calkins Writing Workshop model to develop our students' foundational skills. Students in grades K-4 participate in a Guided Reading and are assessed in accordance to 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 5-8, 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.

The high school program offers English as a credited course at each grade level in keeping with the NYS diploma requirements. The curriculum at each level incorporates the NYS standards for English Language Arts and the Comprehensive English Regents is administered in January of junior year. As noted in the middle school, the influence of the ELOB model is to extend instruction for literacy development to all courses through the emphasis on literacy in content area subjects. All teachers are provided with professional development in Reading and Writing through ELOB. Students encounter familiar strategies for reading and writing development in all courses, as all teachers embrace their responsibility for encouraging effective use of the English language.

Goal 1: 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 English language arts examination.

Method

The school administered the New York State Testing Program English language arts assessment to students in 3rd through 8th grade in January 2009. Each student's raw score has been converted to a grade-specific scaled score and a performance level and. 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.

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.

**2008-09 State English Language Arts Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ³			Total Enrolled
		IEP	ELL	Absent	
3	25				25
4	25				25
5	25				25
6	25				25
7	25				25
8	24				24
All	149				149

Results

In addition to meeting the overall measure, Tapestry also met the measure within each grade exceeding the 75 percent measure in every grade 3-8.

**Charter School Performance on 2008-09 State English Language Arts 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	
3	All Students	0	8	76	16	92	25
	Students in At Least 2 nd Year	0	4	79	17	<u>96</u>	24
4	All Students	0	4	72	24	96	25
	Students in At Least 2 nd Year	0	4	72	24	<u>96</u>	25
5	All Students	0	8	92	0	92	25
	Students in At Least 2 nd Year	0	0	100	0	<u>100</u>	18
6	All Students	0	16	84	0	84	25
	Students in At Least 2 nd Year	0	13	88	0	<u>88</u>	24
7	All Students	0	8	84	8	92	25
	Students in At Least 2 nd Year	0	8	83	8	<u>91</u>	24
8	All Students	0	8	83	8	91	24
	Students in At Least 2 nd Year	0	0	86	9	<u>95</u>	21
All	All Students	0	9	82	9	91	149
	Students in At Least 2 nd Year	0	5	84	10	<u>94</u>	136

Evaluation

A number of factors contribute to Tapestry exceeding this accountability goal for each grade level – 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 09-10 school year with refinement to the curriculum, assessment practices and instructional methodologies.

³ 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.

When comparing our data for students who have been enrolled for at least two years, from the 07-08 school year to the 08-09 school year, it should be noted that at each grade level student performance improved by at least one percentage point. Of significant improvement was in the 8th grade where there was a 12% increase in level 3/4 scores as compared with 07-08.

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							
	2005-06		2006-07		2007-08		2008-09	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	76	21	92	25	96	23	96	24
4	92	26	91	23	91	23	96	25
5	94	18	87	16	91	23	100	18
6	75	24	89	18	81	21	88	24
7	70	23	83	24	94	18	92	24
8	45	22	60	23	82	22	95	21
All	76	132	85	129	88	129	94	136

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, which for 2008-09 is 144. The PI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PI is 200.

Results

Tapestry met the measure by exceeding the English Language Arts PI of 144 by 47 points, with a PI of 191.

Calculation of 2008-09 English Language Arts Performance Index (PI)

Grades	Percent of Students at Each Performance Level				Number Tested
	Level 1	Level 2	Level 3	Level 4	
3-8	0	9	82	9	149

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 9 & + & 82 & + & 9 & = & 100 \\
 & & & & + & 82 & + & 9 & = & 91 \\
 & & & & & & \text{PI} & = & \text{191}
 \end{array}$$

Evaluation

Tapestry met this measure by exceeding the AMO by 56 points with a PI of 189.

Additional Evidence

In each of the last four school years, Tapestry has exceeded the AMO for English Language Arts. It should also be noted that each year, Tapestry continued to increase the number of students tested and still showed positive results. The PI for tapestry has increased in each successive year and the percent of students performing at Level 1 and Level 2 in each successive year has gone down. This year, Tapestry had zero students score at a level 1 in grades 3-8. These trends indicate improvement in student performance in English language Arts.

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

Year	Grades ⁴	Number Tested	Percent of Students at Each Performance Level				PI	AMO
			Level 1	Level 2	Level 3	Level 4		
2005-06	3-8	143	3	20	64	14	176	122
2006-07	3-8	146	1	16	70	13	182	122
2007-08	3-8	148	1	11	74	15	189	133
2008-09	3-8	149	0	9	82	9	191	144

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

⁴ Beginning in 2005-06 the state administered tests in grades 3-8 and a single AMO was set for the aggregate PI of all tested students in those grades.

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 entering high school students in September 2006. There are no students who have completed a fourth year in the cohort.

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

Cohort Designation	Number in Cohort	Percent at Each Level ⁵				Percent Passing ⁶
		Level 1	Level 2	Level 3	Level 4	
2003	n/a					
2004	n/a					
2005	n/a					

Evaluation

This chart does not apply to Tapestry Charter School at this time.

Additional Evidence

Interim performance of cohorts who have completed their third high school year is very encouraging. Tapestry Charter School administered the Comprehensive English Regents for the first time in January 2009 to the 2006 cohort group, with a few students retaking the exam in June 2009.

Tapestry has already exceeded the goal of 75% passing rate for the Comprehensive English Regents. Extra supports have included 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 in May, and the Summer School Program in July.

English Regents Passing Rate by Cohort and Year

Cohort Designation	2005-06		2006-07		2007-08		2008-09	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2003								
2004								
2005								
2006							50	86
2007								
2008								

⁵ 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.

⁶ With a score of at least 65

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 2008-09 is 171. 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

Tapestry Charter School does not yet have students completing their fourth year in the cohort.

**English Language Arts Performance Index (PI)
of 2005 High School Accountability Cohort**

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	n/a	n/a	n/a	n/a

$$\begin{array}{rclclclclcl}
 \text{PI} & = & \text{n/a} & + & \text{n/a} & + & \text{n/a} & = & \text{n/a} \\
 & & & & \text{n/a} & + & \text{n/a} & = & \underline{\text{n/a}} \\
 & & & & & & \text{PI} & = & \text{n/a}
 \end{array}$$

Evaluation

This section is not applicable at this time.

Additional Evidence

This section is not applicable at this time.

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	n/a						159
2004	n/a						165
2005	n/a						171

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 all students performing at or above a Level 3 in all grades 3-8.

**2008-09 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	96	24	49	2,428
4	96	25	54	2,433
5	100	18	56	2,311
6	88	24	64	2,261
7	92	24	62	2,536
8	95	21	43	2,434
All	94	136	55	14,403

Evaluation

Tapestry met the measure by exceeding the performance of students from the local school district in every grade 3-8. Overall Tapestry students out-performed Buffalo Public School students by 39 percentage points at level 3/4.

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, every 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 difference in performance scores is noted to be particularly apparent at the elementary and 8th grade levels.

**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							
	2005-06		2006-07		2007-08		2008-09	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	76	37	92	35	96	47	96	49
4	92	38	91	40	86	42	96	54
5	94	35	88	39	91	53	100	56
6	75	31	88	35	81	44	88	64
7	70	27	83	27	94	44	92	62
8	45	21	70	33	82	28	95	43
All	76	30	85	35	88	42	94	55

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 2008-09 analysis is not yet available. This report contains 2007-08 results, the most recent ones available.

Results

Tapestry met the measure by exceeding the predicted level of performance to a large degree overall with an effect size of 1.21. In addition, individual grade levels also exceeded the predicted level of performance by at least a medium degree.

2007-08 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		25	96	78.64	17.36	1.87
4		25	84	79.45	4.55	0.46
5		26	92.3	84.76	7.54	0.91
6		25	80	75.79	4.21	0.43
7		24	95.8	76.85	18.95	2.11
8		23	82.6	63.52	19.08	1.59
All	20.06	148	88.51	76.73	11.77	1.21

School's Overall Comparative Performance:*Higher than expected to a large degree***Evaluation**

Tapestry met the measure with all individual grades exceeding the predicted level of performance by at least a medium degree and overall exceeding the predicted level of performance by a large degree. The overall effect size was 1.21 and the individual grade effect size ranged from 0.46 to 2.11.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2005-06	3-8	18.0	143	77.6	69.7	0.65
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	n/a	149	n/a	n/a	n/a

Goal 1: Comparative Measure

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

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

This section is not applicable at this time.

**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
2003				
2004				
2005				

Evaluation

This section is not applicable at this time.

Additional Evidence

As reported above, interim results are encouraging for students in the third year of the cohort. Efforts made by Tapestry to address NYS English standards appear to be effective. According to published reports of results for the Buffalo Public School District, Tapestry results have already exceeded Buffalo by a wide margin. It may be noted that the drop out rate for Buffalo is approximately 50 percent.

Goal 1: Growth Measure

Each year, 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 on the current year's state English language arts exam. 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 proficient. Each grade level cohort consists of those students who took the state exam in 2008-09 and also have a state exam score in 2007-08. It includes students who repeated the grade. Students who repeated the grade should be included in their current grade level cohort, not the cohort to which they previously belonged. The criterion for achieving this measure is for each grade-level cohort to halve the difference between the percentage of students proficient in 2006-07 and 75 percent proficient in 2008-09. If a cohort had already achieved 75 percent proficient in 2007-08, it is expected to show some positive growth in the subsequent year. 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 the measure in 4 of 5 grades and overall by showing gain to the percent of students in the cohort groups at Level 3 and Level 4 for the English Language Arts exam.

Cohort Growth on State English Language Arts Exam from 2007-08 to 2008-09

Grade	Cohort Size	Percent at Levels 3 and 4			Target Achieved
		2007-08	Target	2008-09	
4	25	96	Gain	96	YES
5	18	86	Gain	100	YES
6	24	91	Gain	88	NO
7	24	81	Gain	92	YES
8	22	94	Gain	95	YES
All	137	90	Gain	94	YES

Evaluation

Cohort groups were above 75 percent proficient in both cohort years for all grades and overall. Because of this, the target in each year and overall was to make gains in the percent proficient. Tapestry achieved this target in 4 of 5 grades and overall. In grade 6, the measure was not met, but with just one more student achieving proficiency, the percent would have been a gain from last year's percentage.

Additional Evidence

Tapestry has improved its number of cohorts meeting the target from 2 of 5 in 2006-07 to 3 of 5 in 2007-08 and 4 of 5 in 08-09. In addition, Tapestry had all cohorts above the 75 percent proficiency goal in 2006-07, 2007-08, and 2008-09.

**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
2006-07	4-8	2	5
2007-08	4-8	3	5
2008-09	4-8	4	5

(§) 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 2008-09 and also have a score from their first year in 2007-08. 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 2007-08 and the 50th NCE in 2008-09. If a cohort has already achieved an average NCE of 50 in 2007-08, it is expected to show some positive growth in the subsequent year.

Tapestry Charter School has begun to administer the NWEA Measures of Academic Progress. This norm referenced computerized adaptive test assesses Reading, Language, and Mathematics. Comparative results will be available with next year's administration.

Results

This data is not available at this time.

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					n/a
2007					n/a
2008					n/a

Evaluation

This data is not available at this time.

Additional Evidence

This data is not available at this time.

Cohort Performance on the Norm Referenced Reading Test by School Year

School Year	Cohort met target?
2006-07	n/a
2007-08	n/a
2008-09	n/a

Summary of the English Language Arts Goal

All measures were achieved in English Language Arts for grades K-8. Tapestry continues to focus efforts on improving and extending students' reading and writing abilities. Tapestry integrates English Language Arts throughout the curriculum areas.

Tapestry Charter High School did not have students in their fourth year cohort, for the 08-09 school year, therefore no goals for the high school program apply for this year's report.

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
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.	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
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	Each year, 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 exam and 75 percent at or above Level 3 on the current year's State exam.	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 09-10 school year will focus on assessment practice and continuation of curriculum alignment both vertically and horizontally. Tapestry continues to utilize two consultant teachers for students with an IEP to maintain low caseload levels. A reading specialist will continue to work with students on a push-in/pull-out basis for those who are identified as reading two grade levels below expectations.

At the high school level, professional development will continue to be presented for all staff with an emphasis on engaging instructional practices that include literacy skills and the effective use of assessment to improve student learning at a wide range of abilities. An Honors Extension Program is available for students who are already accomplished at grade level to gain exposure to college level reading and writing expectations. For struggling learners there are targeted literacy supports at each grade level, provided by two literacy teachers and two certified special education teachers (three in 2009-20). All students are directed to the additional supports of the After School Study Center, the Saturday School Program, the Summer School Program, and tutorial services with college partnerships, as needed.

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 08-09 school year, differentiation of instruction was also possible in the intermediate grades due to the addition of the an Academic Intervention Specialist who taught through the capacity of push-in and pull-out models. This support will continue in the 09-10 school year with the support of a teacher assistant who has specialized expertise in mathematics.

In 2008-09 the high school math program moved toward greater differentiation in smaller classes with additional staff. Three options were offered for incoming freshmen, including a two year program in Integrated Algebra for students with a weak math background, a one year Integrated Algebra program for students who would take the Regents in June of freshmen year, and an accelerated option for students who could challenge the Algebra Regents course and move to Geometry in their first high school year. The sophomores were provided with small class options for repetition of Algebra, and with Geometry for those who had progressed past their first Regents exam in June or August 2008. Some sophomores had been accelerated during their freshmen year into the Math A & B program (being phased out in NYS), and they all prepared successfully for the Math B Regents exam in June 2009. All of the juniors were provided with the Math B course curriculum.

Goal 2: 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 mathematics examination.

Method

The school administered the New York State Testing Program mathematics assessment to students in 3rd through 8th grade in March 2009. 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.

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.

**2008-09 State Mathematics Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ⁷			Total Enrolled
		IEP	ELL	Absent	
3	25				25
4	25				25
5	25				25
6	25				25
7	25				25
8	24				24
All	149				149

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 99 percent.

**Charter School Performance on 2008-09 State Mathematics 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	
3	All Students	0	4	64	32	96	25
	Students in At Least 2 nd Year	0	4	67	29	<u>96</u>	24
4	All Students	0	0	40	60	100	25
	Students in At Least 2 nd Year	0	0	40	60	<u>100</u>	25
5	All Students	0	4	64	32	96	25
	Students in At Least 2 nd Year	0	0	56	44	<u>100</u>	18
6	All Students	0	0	80	20	100	25
	Students in At Least 2 nd Year	0	0	79	21	<u>100</u>	24
7	All Students	0	0	88	12	100	25
	Students in At Least 2 nd Year	0	0	88	12	<u>100</u>	24
8	All Students	0	8	79	13	92	24
	Students in At Least 2 nd Year	0	0	86	14	<u>100</u>	21
All	All Students	0	3	69	28	97	149
	Students in At Least 2 nd Year	0	1	69	30	<u>99</u>	136

Evaluation

Tapestry met the measure with an overall result for students in at least their second year above the 75 percent criterion of success. Grades 4-8 were particularly successful with 100 percent of those students achieving Level 3 or Level 4. This is a marked improvement from the 07-08 school year when only grades 3-5 met this level of achievement.

⁷ 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

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Levels 3 and 4							
	2005-06		2006-07		2007-08		2008-09	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	95	21	100	25	100	23	96	24
4	88	26	96	23	100	22	100	25
5	100	18	71	14	100	22	100	18
6	63	24	94	17	76	21	100	24
7	52	23	88	24	94	18	100	24
8	15	20	40	23	77	22	100	21
All	69	132	82	126	91	128	99	136

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, which for 2008-09 is 119. The PI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PI is 200.

Results

Tapestry met the measure by exceeding the Mathematics PI of 119 by 78 points, with a PI of 197.

Calculation of 2008-09 Mathematics Performance Index (PI)

Grades	Percent of Students at Each Performance Level				Number Tested
	Level 1	Level 2	Level 3	Level 4	
3-8	0	3	69	28	149

$$\begin{array}{rclclclcl}
 \text{PI} & = & 3 & + & 69 & + & 28 & = & 100 \\
 & & & & 69 & + & 28 & = & 97 \\
 & & & & & & \text{PI} & = & 197
 \end{array}$$

Evaluation

Tapestry met the measure by exceeding the Mathematics PI of 119 by 78 points, with a PI of 197.

Additional Evidence

In each of the last four school years, Tapestry has exceeded the AMO for Mathematics. The PI for Tapestry has gone up in each successive year and the percent of students performing at Level 1 and Level 2 in each successive year has gone down. This school year, Tapestry had only four total students earn a level 2 score and no students earned a level 1 score. Both of these trends are positive and continue to indicate improvement in student performance in Mathematics.

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

Year	Grades	Number Tested	Percent of Students at Each Performance Level				PI	AMO
			Level 1	Level 2	Level 3	Level 4		
2005-06	3-8	143	0	22	55	14	160	86
2006-07	3-8	143	0	18	53	24	172	86
2007-08	3-8	146	0	8	63	28	190	102
2008-09	3-8	149	0	3	69	28	197	119

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 Math A, Math B, Geometry, and Integrated Algebra exams. 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 students in September 2006. There are no students who have completed a fourth year in the cohort.

Mathematics Regents Performance Level and Passing Rate by Fourth Year Accountability Cohort⁸

Cohort Designation	Number in Cohort	Percent at Each Level ⁹				Percent Passing ¹⁰
		Level 1	Level 2	Level 3	Level 4	
2003	n/a					
2004	n/a					
2005	n/a					

⁸ Based on the highest score for each student on any mathematics Regents exam

⁹ 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.

¹⁰ With a score of at least 65

Evaluation

This section is not applicable at this time.

Additional Evidence

Interim math performance of cohorts who have completed their second and third high school years is very encouraging. As seen in the chart below, by their second year of math instruction at the high school level, students already have earned passing math Regents scores at a greater rate than the fourth year goal of 75%. An effort was made to reduce class sizes by adding additional math certified instruction through an Americorps position. Tutoring and small group study was possible during the school day. Additional instruction time was also made available to students through the daily After School Center, the Saturday School Program in May, and the Summer School Program in July.

It may be noted that our first entering cohort group of 2006 was subject to the NYS Math A and Math B curriculum and testing, while the next entering cohort group of 2007 began the new NYS curriculum strand of Integrated Algebra, Geometry, and Algebra 2/Trigonometry. Tapestry Charter School administered the Math A Regents for the first time in January 2008 to the 2006 cohort group, and the Integrated Algebra Regents for the first time in June 2008 to students in the 2007 cohort group who had completed the Algebra curriculum in their first year of high school. In June 2009 the Math B and Geometry Regents exams were administered for the first time to the 2006 and 2007 cohort groups respectively. In 2009 the Integrated Algebra exam was administered to students in the 2007 cohort who had completed the Algebra curriculum over a two year period, with an impressive rise in passing rate for that cohort group by the second year. In June 2009 the Integrated Algebra exam was administered only to students in the 2008 cohort who completed the Algebra curriculum in one year (approximately two thirds of the cohort).

Regents Mathematics Passing Rate by Cohort and Year

Cohort Designation	2005-06		2006-07		2007-08		2008-09	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2003								
2004								
2005								
2006					50	82	49	84
2007					75	55	75	93
2008							75	47

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 2008-09 is 165. 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

This section is not applicable at this time.

**Mathematics Performance Index (PI)
of 2005 High School Accountability Cohort**

Cohort Size	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	n/a	n/a	n/a	n/a

$$\begin{array}{ccccccccc}
 \text{PI} & = & \text{n/a} & + & \text{n/a} & + & \text{n/a} & = & \text{n/a} \\
 & & & & \text{n/a} & + & \text{n/a} & = & \underline{\text{n/a}} \\
 & & & & & & \text{PI} & = & \text{n/a}
 \end{array}$$

Evaluation

This section is not applicable at this time.

Additional Evidence

As stated on the previous page, interim math performance of cohorts is encouraging. Though student course groupings in English, Social Studies and Science are heterogeneous, a careful decision was made to group entering students in math based upon level of math preparation prior to high school. There is benefit in allowing some students an extra year of Integrated Algebra instruction prior to Regents administration. It may also be noted that students who entered Tapestry High School with prior high school curriculum exposure have been given the chance to accelerate in math. Approximately seven students in the 2007 and 2008 cohorts are advanced.

**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	n/a						153
2004	n/a						159
2005	n/a						165

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.

**2008-09 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	96	24	75	2,472
4	100	25	64	2,478
5	100	18	62	2,355
6	100	24	57	2,309
7	100	24	63	2,601
8	100	21	58	2,503
All	99	136	63	14,718

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							
	2005-06		2006-07		2007-08		2008-09	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	95	40	100	43	100	66	96	75
4	88	47	96	44	100	53	100	64
5	100	27	71	38	200	50	100	62
6	63	27	94	38	76	49	100	57
7	52	22	88	29	94	50	100	63
8	15	17	39	26	77	34	100	58
All	69	29	82	36	91	50	99	63

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 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 2008-09 analysis is not yet available. This report contains 2007-08 results, the most recent ones available.

Results

Tapestry's effect size was in the higher than expected to a large degree range for grades 3-5. In grade 6, the effect size was lower than expected to a large degree. In grade 7, the effect size was higher than expected to a medium degree. In grade 8, the effect size was about the same as expected. Overall the effect size was higher than expected to a medium degree, so Tapestry did meet this measure.

2007-08 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		25	100.00	93.42	6.58	1.12
4		25	100.00	89.00	11.00	1.36
5		25	100.00	88.47	11.53	1.31
6		25	76.00	85.43	-9.43	-0.99
7		24	91.70	85.58	6.12	0.75
8		22	77.30	76.65	0.65	0.05
All	20.06	146	91.11	86.63	4.47	0.61

School's Overall Comparative Performance:*Higher than Expected to a Medium Degree***Evaluation**

Tapestry exceeded this measure by achieving in the range of higher than expected to a medium degree. Despite the sixth grade scoring in the lower than expected to a large degree range, the performance of this cohort group for the 08-09 school year will be evident as an area of strong growth.

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 exam up through the summer of their fourth year, the most recently available district results are presented.

Results

This section is not applicable at this time.

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

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2003				
2004				
2005				

Evaluation

This section is not applicable at this time.

Additional Evidence

Interim math performance of Tapestry cohorts after two or three years of enrollment are already surpassing Buffalo Public School District results for math regents completion.

Goal 2: Growth Measure

Each year, 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 on the current year's state mathematics exam. 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 proficient. Each grade level cohort consists of those students who took the state exam in 2008-09 and also have a state exam score in 2007-08. It includes students who repeated the grade. Students who repeated the grade should be included in their current grade level cohort, not the cohort to which they previously belonged. The criterion for achieving this measure is for each grade-level cohort to halve the difference between the percentage of students proficient in 2007-08 and 75 percent proficient in 2008-09. If a cohort had already achieved 75 percent proficient in 2007-08, it is expected to show some positive growth in the subsequent year. 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 by 5 of 5 cohorts achieving their targets.

Cohort Growth on State Mathematics Exam from 2007-08 to 2008-09

Grade	Cohort Size	Percent at Levels 3 and 4			Target Achieved
		2007-08	Target	2008-09	
4	25	100	Same	100	YES
5	18	100	Same	100	YES
6	24	75	Gain	100	YES
7	24	94	Gain	100	YES
8	21	77	Gain	100	YES
All	136	89	Gain	99	YES

Evaluation

Tapestry met the measure in 5 of 5 cohorts and overall. In grades 4 and 5, the target was to continue performance at 100 percent and this target was met. In grades 6, 7 and 8, the target was to gain, and in all three grades there was a gain. All grades have consistently scored at or above the 75% target for two consecutive years.

Additional Evidence

Tapestry has improved its number of cohorts meeting the target from 1 of 5 in 2006-07 to 4 of 5 in 2007-08 and then 5 of 5 in 08-09. In addition, Tapestry had all cohorts maintain a level at or above the 75 percent proficiency rate in 2008-09.

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
2006-07	4-8	1	5
2007-08	4-8	4	5
2008-09	4-8	5	5

(§) 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 2008-09 and also have a score from their first year in 2007-08. 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 2007-08 and the 50th NCE in 2008-09. If a cohort has already achieved an average NCE of 50 in 2007-08, it is expected to show some positive growth in the subsequent year.

Tapestry Charter School has begun to administer the NWEA Measures of Academic Progress. This norm referenced computerized adaptive test assesses Reading, Language, and Mathematics. Comparative results will be available with next year's administration.

Results

This data is not available at this time.

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					n/a
2007					n/a
2008					n/a

Evaluation

This data is not available at this time.

Additional Evidence

This data is not available at this time.

**Cohort Performance on the Norm Referenced Mathematics Test
by School Year**

School Year	Cohort met target?
2006-07	
2007-08	
2008-09	

Summary of the Mathematics Goal

Tapestry Charter School grades 3-8, achieved 5 of 5 measures in Mathematics.

Tapestry Charter High School did not have students in their fourth year cohort, for the 08-09 school year, therefore no goals for the high school program apply for this year's report.

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
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.	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
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	Each year, 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 exam and 75 percent at or above Level 3 on the current year's State exam.	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 09-10 school year will focus on assessment practice and continuation of curriculum alignment both vertically and horizontally. Tapestry continues to utilize two consultant teachers for students with an IEP to maintain low caseload levels. Two teaching assistants will be new additions to the elementary and the middle school programs. Both teaching assistants are New York State certified teachers who have expertise in the area of mathematics. They will 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.

At the high school level, student success was noted with the provision of smaller math class sizes and a greater range of options for students entering as freshmen. There will be an increase to five certified math teachers for 2009-10 so that small groupings continue to be possible. Expansion of differentiated math course options will continue for 2009-10, with the addition of courses in Applied Geometry, Financial Math, and Pre-Calculus. Professional development will be provided for math teachers to expand their knowledge of inquiry based teaching strategies and involvement of math content in ELOB learning expeditions that integrate the subject areas.

SCIENCE

Goal 3: Science

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

Background

The K-4 program utilizes thematic planning for science subjects on a six-trimester rotating schedule to accommodate the multi-age classrooms, reading, writing and mathematics across the science curriculum and to build interdisciplinary connections to the arts.

Fieldwork and labs are added to science instruction in grades 5-8 program 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 5-8 accommodates a variety of learning expeditions that involve literacy and cross-curricular connections.

In the 08-09 school year, the science curriculums, K-8, were formally mapped and were vertically and horizontally gap analyzed to ensure alignment with the state standards and proper scaffolding of skills.

The high school science options have matched the expectations for NYS Regents preparation, including Living Environment and Earth Science. Environmental Science was offered to juniors during 2008-09 as a good complement to the learning expedition relating local and national history to environmental issues. High school science instructors were also engaged in a careful examination of course curriculum maps with attention focused on the ways that science can be integrated with other subjects at each grade level.

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 2009. 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 100 percent of 8th grade students achieved level 3 and 4 scores.

**Charter School Performance on 2008-09 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	0	4	24	72	96	25
	Students in At Least 2 nd Year	0	4	24	72	<u>96</u>	25
8	All Students	0	33	63	29	92	24
	Students in At Least 2 nd Year	0	0	67	33	<u>100</u>	21

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 100 percent.

Additional Evidence

Tapestry continues to maintain a high level of proficiency in grade 4 and has exceeded the 75 percent criterion for four consecutive years. In grade 8, Tapestry has continued to improve each year and now has 100 percent at Level 3 and Level 4, which exceeds the 75 percent measure.

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

Grade	Percent of Students Enrolled in At Least Their Second Year at Levels 3 and 4							
	2005-06		2006-07		2007-08		2008-09	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
4	100	26	100	23	100	22	96	25
8	45	20	74	23	86	22	100	21
All	73	46	87	46	93	44	98	46

Goal 3: Absolute Measure

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

Method

New York State administers multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry and Physics. The school administered Living Environment and Earth Science exams. 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. There are no students who have completed a fourth year in the cohort.

Science Regents Performance Level and Passing Rate by Fourth Year Accountability Cohort¹¹

Cohort Designation	Number in Cohort	Percent at Each Level				Percent Passing
		Level 1	Level 2	Level 3	Level 4	
2003	n/a					
2004	n/a					
2005	n/a					

Evaluation

This section is not applicable at this time.

Additional Evidence

Interim results for science are encouraging, as passing rates have increased each year for each of the first two cohorts. The baseline of passing for students in their first year of science Regents administration has also increased slightly each year. A highly experienced science educator was added to the staff in June 2008 and serves as department head with tasks including program planning, grant writing and mentorship. This science emphasis has successfully encouraged strong student enrollment in science elective courses in fourth year.

Science Regents Passing Rate by Cohort and Year

Cohort Designation	2005-06		2006-07		2007-08		2008-09	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2003								
2004								
2005								
2006			50	68	50	82	49	84
2007					75	71	75	77
2008							75	75

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.

¹¹ Based on the highest score for each student on any science Regents exam

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.

2008-09 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	25	n/a	n/a
8	100	21	n/a	n/a

Evaluation

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

Additional Evidence

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							
	2005-06		2006-07		2007-08		2008-09	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
4	100	68	100	65	100	63	96	n/a
8	45	36	74	41	86	41	100	n/a
All	73	52	87	53	93	52	98	n/a

(§) Goal 3: Comparative Measure

Each year, the percent to 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

This section is not applicable at this time.

**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
2003				
2004				
2005				

Evaluation

This section is not applicable at this time.

Additional Evidence

Interim science performance of Tapestry cohorts after one, two, or three years of enrollment are already surpassing Buffalo Public School District results for Regents science completion.

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 08-09 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.

Tapestry Charter High School did not have students in their fourth year cohort, for the 08-09 school year, therefore no goals for the high school program apply for this year's report.

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.	n/a

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 09-10 school year will focus on assessment practice and continuation of curriculum alignment both vertically and horizontally. Tapestry continues to utilize two consultant teachers for students with an IEP to maintain low caseload levels. K-4 science curriculum has been analyzed and improved upon to incorporate more opportunities for literacy, the arts and humanities studies. The 5-8 curriculum has also been refined to expand further opportunities for fieldwork, labs and cross-curricular connections.

As the high school student body increases and the school expands to a full four years, further science Regents options and electives have been developed. Science, like all subject disciplines, is expected to draw meaningful connections for students to the other subjects being taught and to local applications of learning. This approach is intended to enhance students' science interest and engagement for success.

SOCIAL STUDIES

Goal 4: Social Studies

Students will demonstrate competency in the understanding and application of social studies.

Background

The K-4 program utilizes thematic planning for social studies subjects on a six-trimester rotating schedule to accommodate the multi-age classrooms, reading, writing and mathematics across the social studies curriculum and to build interdisciplinary connections to the arts.

Fieldwork and visits from experts add to social studies instruction in grades 5-8 program to further deepen the study of the social sciences as they connect to mathematics, english language arts, physical and life sciences and the visual and performing arts. A six-trimester rotating schedule in grades 5-8 accommodates a variety of learning expeditions that involve literacy and cross-curricular connections.

In the 08-09 school year, the social studies curriculums, K-8, were formally mapped and were vertically and horizontally gap analyzed to ensure alignment with the state standards and proper scaffolding of skills.

The high school social studies options have matched the expectations for NYS Regents preparation, including Global Studies 9 and 10 and US History. During 2008-09, high school social studies staff members were engaged in a careful review and revision of their course curriculum maps with attention focused on the ways that social studies can be integrated with other subjects at each grade level. As students move up to senior year, Economics and Government will be provided as the social studies option.

Goal 4: 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 social studies examination.

Method

The school administered the New York State Testing Program social studies assessment to students in 5th grade in November 2008 and 8th grade in June 2009. 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 5th 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, 100 percent of 5th grade students achieved level 3 and 4 scores and 90 percent of 8th grade students achieved level 3 and 4 scores.

**Charter School Performance on 2008-09 State Social Studies 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	
5	All Students	4	4	36	56	92	25
	Students in At Least 2 nd Year	0	0	33	67	<u>100</u>	18
8	All Students	0	17	54	29	83	24
	Students in At Least 2 nd Year	0	10	57	33	<u>90</u>	21

Evaluation

Tapestry met the measure with each year's result exceeding the 75 percent criterion of success. The result for grade 5 was 100 percent and the result for grade 8 was 90 percent.

Additional Evidence

Tapestry continues maintain a high level of proficiency in Social Studies grade 4, with no less than 87 percent of students scoring Level 3 and Level 4 in the last 5 school years. For grade 8, Tapestry continues to improve each year and now has 90 percent of students achieving at a Level 3 or Level 4, which exceeds the 75 percent measure.

**Social Studies Performance
by Grade Level and School Year**

Grade	Percent of Students Enrolled in At Least Their Second Year at Levels 3 and 4							
	2005-06		2006-07		2007-08		2008-09	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
5	100	19	87	16	100	23	100	18
8	40	20	48	23	86	22	90	21
All	70	39	68	39	93	45	95	39

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 2008-09 the 2005 Cohort finished its fourth year.

Results

Tapestry Charter School entered the first class of ninth grade high school students in September 2006. There are no students who have completed a fourth year in the cohort.

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	
2003	n/a					
2004	n/a					
2005	n/a					

Evaluation

This section is not applicable at this time.

Additional Evidence

Interim results in Global History indicate that Tapestry Charter School will meet and surpass the passing rate goal of 75 percent by the fourth year accountability deadline. A plan is in place to have failing students repeat sections of Global coursework in the Summer Program in order to be prepared for the Regents retake in August. Global course review will also be offered in the fall as necessary for students who do not pass in August. Global History Regents will be offered in January 2010 for these students.

Regents Global History Passing Rate by Accountability Cohort and Year

Cohort Designation	2005-06		2006-07		2007-08		2008-09	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2003								
2004								
2005								
2006					50	80	49	80
2007							75	72
2008								

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. Cohorts are labeled by the year in which the students entered the 9th grade, and in 2008-09 the 2004 Cohort finished its fourth year.

Results

Tapestry Charter School entered the first class of ninth grade high school students in September 2006. There are no students who have completed a fourth year in the cohort.

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	
2003	n/a					
2004	n/a					
2005	n/a					

Evaluation

This chart does not apply to Tapestry at this time.

Additional Evidence

Interim performance of 2006 cohorts who have completed their third high school year is very encouraging. Tapestry Charter School administered the US History Regents for the first time in June 2009 to the 2006 cohort group. Tapestry has already solidly exceeded the goal of 75% passing rate on this first administration. Extra supports at this grade level have included the addition of two designated literacy teachers who worked with students directly and in consultation with core academic teachers, including the US History teacher. Additional instruction time was also made available to students through the daily After School Center and the Saturday School Program in May.

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

Cohort Designation	2005-06		2006-07		2007-08		2008-09	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2003								
2004								
2005								
2006							49	88
2007								
2008								

Goal 4: 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 social studies 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 Social Studies exam results were not available by the date of this report.

**2008-09 State Social Studies 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
5	100	25	n/a	n/a
8	90	18	n/a	n/a

Evaluation

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

Additional Evidence

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

**Social Studies 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							
	2005-06		2006-07		2007-08		2008-09	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
5	100	57	87	n/a	100	n/a	100	n/a
8	40	27	48	n/a	86	n/a	90	n/a
All	70	42	68	n/a	93	n/a	95	n/a

(§) 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

This chart is not applicable at this time.

**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
2003				
2004				
2005				

Evaluation

This section is not applicable at this time.

Additional Evidence

Interim Global History performance of Tapestry cohorts after two and three years of enrollment is already surpassing Buffalo Public School District results for Regents Global completion. It may be noted that summary results from 2005 to 2008 for the Buffalo School District indicated a passing rate of only 55% on the Global History Regents.

(§) 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

This chart is not applicable at this time.

**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
2003				
2004				
2005				

Evaluation

This section is not applicable at this time.

Additional Evidence

Interim US History performance of Tapestry cohorts after three years of enrollment is already surpassing Buffalo Public School District results for Regents US History completion.

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 08-09 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 social studies.

Tapestry Charter High School did not have students in their fourth year cohort, for the 08-09 school year, therefore no goals for the high school program apply for this year's report.

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.	n/a

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 09-10 school year will focus on assessment practice and continuation of curriculum alignment both vertically and horizontally. Tapestry continues to utilize two consultant teachers for students with an IEP to maintain low caseload levels. K-4 social studies curriculum has been analyzed and improved upon to incorporate more opportunities for literacy, the arts and science studies. The 5-8 curriculum has also been refined

to expand further opportunities for fieldwork and cross-curricular connections.

As the high school student body increases and the school expands to a full four years, the social studies department will add instruction in Economics and Government. Social studies, like all subject disciplines, is expected to draw meaningful connections for students to the other subjects being taught and to local applications of learning. This approach is intended to enhance students' social studies interest and engagement and to increase social consciousness and activism.

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 2000-09 is "Good Standing" – this measure was met.

Evaluation

The measure was met with a status of "Good Standing" for 2008-09.

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
2006-07	Good Standing
2007-08	Good Standing
2008-09	Good Standing

APPENDIX A: HIGH SCHOOL GOALS AND MEASURES

HIGH SCHOOL GRADUATION

GOAL 5: HIGH SCHOOL GRADUATION

It is the goal of Tapestry Charter 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 four-year requirements, it is practically 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 to 4. In order to pass each course during the school year and earn the benefits accorded to passing, 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 the 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, and the non-Regents College Prep Chemistry/Physics and two different sets of trimester electives.

Results

Given the high academic expectations that are reinforced upon 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. Only one student has been recommended for repetition of the grade and assignment to a Crew at ninth grade for a second time, with full repetition of core academic classes. Two other students were recommended for full repetition of Science, but were promoted in English and Social Studies following participation in the Summer School Program.

Percent of Students Promoted by Cohort in 2008-09

Cohort Designation	Number in Cohort	Percent promoted
2006	50	100
2007	75	99
2008	75	*

* Summer School still in progress. Expectation 95 – 100%.

Evaluation

The goal of course promotion and credit accumulation is being met at a high level. Tapestry Charter High School students consistently pass courses through a combination of positive work ethic, strong effort, and lots of staff and family support. Parents/guardians are provided with regular feedback through consistent Crew leader availability, six times yearly home mailing of progress/report cards, and attendance at Student Led Conferences three times yearly in grades nine and ten. 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.

(§) 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 2008-09, the 2007 cohort will have completed its second year.

Results

Results in this section are a positive indication of student 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
2005	n/a	n/a
2006	49	90
2007	75	71

Evaluation

It is fully expected that the percentage of the 2007 cohort who have passed three Regents will rise by next year. 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 and Saturday School is very high. Though it is often the case that urban students define school success as “uncool” and resist making an effort, Tapestry school culture has successfully challenged that definition.

During the 2008-09 year, Tapestry contracted 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 in the After School Study Center daily, as well as from home. This resource was heavily used in spring 2009.

Additional Evidence

A cautionary note is provided that the indicator of three passing Regents exams falsely suggests that some students are headed for a Regents diploma when they are in fact more likely to earn a Local diploma. In the 2006 cohort group there are five students who have passed fewer than three Regents, but there are three additional students who have passed English, Global History, and US History but are unlikely to pass both Math and Science required for the Regents diploma. (All eight of these students are identified as educationally disabled by CSE or 504.) In the 2006 cohort, it is conservatively expected that 84 percent will earn Regents or Advanced Regents diplomas.

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 2008-09 the 2005 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 High School that each year, 75 percent of students in their fourth year of the Graduation Cohort will earn a Regents or Advanced Regents diploma.

Results

Tapestry's first senior year will begin in September 2009. The results of the chart are not available.

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

Cohort Designation	Number in Cohort	Percent Graduating
2003		
2004		
2005		

Evaluation

This section is not available for evaluation at this time.

Additional Evidence

Based upon current information regarding course and Regents passage, we are estimating that 84 percent of the 2006 cohort will graduate with a Regents or Advanced Regents diploma, while 16 percent (i.e., eight students) will earn Local diplomas.

(§) 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 2008-09 the 2004 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 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.

Results

The first Graduation Cohort entered Tapestry Charter High School in 2006.

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

Cohort Designation	Number in Cohort	Percent Graduating
2003	n/a	
2004	n/a	
2005	n/a	

Evaluation

This section is not available for evaluation at this time.

Additional Evidence

All members of the 2006 cohort are expected to graduate by June 2010 with a diploma and a plan for post high school study. All students have met with the school counselor and are expected to complete college applications in fall 2009.

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 first Graduation Cohort entered Tapestry Charter High School in 2006.

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
2003				
2004				
2005				

Evaluation

This section is not available for evaluation at this time.

Additional Evidence

Though formal comparative results are not available in the absence of a first graduating class, it should be noted that interim results of students' credit accumulation and Regents passage are very encouraging. There has been little student transience in the senior group. Since the graduation rate for the Buffalo Public School District is approximately 50 percent, it is safe to assume that Tapestry will far exceed that level.

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. The 2007 cohort completing tenth grade fell just short of 75 percent passing three Regents, but more than 20 of that class are currently enrolled in Summer School Program and will be taking Regents retakes in mid-August. For the soon-to-be seniors, Tapestry looks forward to far exceeding the local district for graduation.

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.	Not Applicable
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.	Not Applicable
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.	Encouraging Results

Action Plan

Tapestry Charter High School plans to continue the current emphasis on academic rigor. The school culture of academic focus and college preparation seems safely established. Additional resources were added last year through 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. Tapestry is confident that the first graduation will be very well attended.

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 75 percent of students in the Graduation Cohort will be accepted into four year institutions of higher learning. It is the goal of Tapestry that 100 percent of the Graduation Cohort will be accepted into a program of post high school study.

(§) 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 20 to 80 on each subsection with 160 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 2008-09	School	New York State 2008-09
2006-07	n/a					
2007-08	50	50	Not available		Not available	
2008-09	75	72	34.5	40.0±11.5	36.9	42.4±11.4

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 2008-09 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.

Additional Evidence

Tapestry appreciates that this is one measure of accountability. Performance on this assessment is a determiner of 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.

For the SAT include this description: 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 1600 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.

For the ACT include this description: The ACT is a national college admissions and placement examination. Students receive scaled scores in reading, mathematics, English and Science. Scaled scores range from 1 to 36 on each section and are averaged to calculate a student's composite score.. As students may choose to take the test multiple times during the year, only the highest scaled scores for each section 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

Tapestry Charter High School entered the first class of ninth grad students in September 2006. There are no 12th grade scores available at this time.

12th Grade SAT/ACT 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
2003-04	n/a					
2004-05	n/a					
2006-07	n/a					
2007-08	n/a					
2008-09	n/a					

Evaluation

This section is not applicable at this time.

Additional Evidence

In preparation for high performance on the SAT and ACT tests, Tapestry has offered the following opportunities to 10th and 11th grade students:

- University of Buffalo Free SAT Preparation Program from Sept. through June
- Online SAT/ACT Prep through Peterson Edge Program, available free to students through collaboration with Liberty Partnership
- Free SAT/ACT After School Prep Program funded through Liberty Partnership

(§) 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

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. It will be necessary that all students participate in this program before senior year. Individual meetings are scheduled with all students prior to senior year to complete a Personal College Profile that outlines students' college and career interests with attention paid to the development of personal action plans.

Results

Thanks to the addition of a skilled and experienced School Counselor and a college consultant who assisted in setting up the college preparation system, the college preparation goal was enacted enthusiastically. For the 2006 cohort group, college visits and college fairs were arranged for the whole group. Throughout the year, visits were arranged that included several campuses in a single day or couple of days. Most students had a chance to experience several schools. The counselor had prepared students prior to the visits with an organizational system that kept track of students' observations.

During the middle of the 2008-09 year, the counselor began the individual meetings in which students initiated their Personal College Profile. Before the end of the year, 100 percent of the 2006 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. A College Night was offered for families in January that included information about the junior and senior year expectations. A thorough College Planning Handbook was provided to each family.

Cohort Designation	College Campus Visits		College Fairs	
	Location of visit	Percent Attending	Location	Percent Attending
2006	1. Canisius College	1. 100	1. Buffalo State	1. 100
	2. SUNY Fredonia	2. 86	2. NACAC/Natl College Fair	2. 100
	3. Alfred/NU/Buf.State/Daemen/UB/ECC	3. 20	3. UB	3. 16
	4. Syracuse/URIT/St.John Fisher/Hilbert/Geneseo	4. 60		
2007	1. Medaille/Daemen/NU/D'Youville	1. 11	1. NACAC	1. 12
	2. Canisius College	2. 22		
	3. Buf. State	3. 33		
	4. NU/ECC	4. 8		
	5. UB	5. 20		
2008	1. UB/Buf. State	1. 7	1. NACAC	1. 1

Evaluation

The measure of college preparation revealed that the goal had been met. Students from freshmen to juniors were given opportunity to visit campuses. Juniors were given several opportunities and individual guidance to start their process of personal exploration.

(§) Goal 6: School Created Measure

Each Year, the school will demonstrate college attendance or achievement through at least one measure of its own design.

Method

This section is not applicable at this time.

Results

This section is not applicable at this time.

Evaluation

This section is not applicable at this time.

Summary

Tapestry Charter High School is encouraged by evidence of student participation in college preparation efforts. Overall, students appear to have grasped 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. The formal college application process will begin in fall 2009 with the 2006 cohort.

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 is below the NYS average makes their success on Regents and their eventual acceptance to college all the more satisfying.

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.	Not Applicable
Absolute/Comparative/Growth	Each Year, the school will demonstrate the preparation of its students for college through at least one measure of its own design.	Achieved/
Absolute/Comparative/Growth	Each Year, the school will demonstrate college attendance or achievement through at least one measure of its own design.	Not Applicable

Action Plan

Tapestry Charter High School intends to continue current efforts that engage students in the school's rigorous academic program. Interim progress of students toward graduation and college has been encouraging.

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 high school program based on a parent satisfaction survey.

Method

The Parent/Family Satisfaction Survey was prepared by a staff group in 2007. The aim was to seek feedback about broad areas for potential improvement, including impressions of instruction, administration, safety and school culture. The survey was designed for completion quickly and anonymously at the time of the Student Led Conferences (SLC) when parents were already at the school.

In spring 2009, the most recent surveys were given by 9th and 10th grade Crew leaders to parents at the time of the SLCs, with the request to have them completed and placed in the private return box before the parent left the school building. Space was provided on the survey for elaboration or comments, with name “optional.” Though attendance at the SLCs was virtually 100 percent, parents did not all choose to complete the survey at the time of the conference. The completion rate was 81 out of 147 families in the 9th and 10th grades. (The conferences for 11th grade were not held at that time.)

Results

Parent responses were uniformly positive. All written comments were complimentary.

2008-09 Parent Satisfaction Survey Responses in Spring 2009

Number of Responses	Number of Families	Response Rate
81	147	55%

2008-09 Parent Satisfaction on Key Survey Results

Item	Percent of Respondents Satisfied
Overall impression of Tapestry High School	100%
Impression of administrative management	99%
Impression of instructional quality	100%
Impression of school safety	96%
Impression of school “culture”/atmosphere for students	99%
Would you recommend Tapestry HS to family and friends?	100%: “Yes”

Evaluation

Results of the survey were encouraging. Family support and commitment appear to be established. The same survey has been distributed over the last three years with similar results. Tapestry Charter High School will continue to solicit family input.

Goal 6: Absolute Measure

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

Method

Student enrollment is closely monitored. Careful counts are maintained.

Results

There is very 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 no instances of students dropping out of school.

2008-09 Student Retention Rate

2007-08 Enrollment	Number of Students Who Graduated in 2007-08	Number of Students Who Returned in 2008-09	Retention Rate 2008-09 Re-enrollment ÷ (2007-08 Enrollment – Graduates)
125	n/a	117	94%

Evaluation

Tapestry Charter School is pleased with the student retention rate.

Additional Evidence

Year	Retention Rate
2005-06	n/a
2006-07	n/a
2007-08	94%
2008-09	94%

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 was close to the target goal of 95%.

2008-09 Attendance

Grade	Average Daily Attendance Rate
9-11	94%

Evaluation

Specific students with diagnosed medical conditions contributed to a lower attendance rate than desired. Situations this year included meningitis, pneumonia, pregnancy, juvenile diabetes, chronic kidney disease, and Tourettes. It has also been noticed that 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.) On two winter days this year attendance was very low when there was a weather related delay in starting time.

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 this year a revision of the attendance policy was made by a staff committee in order to address excessive unexcused absences for some students. Increasing days of absence now result in more Crew Leader interventions as well as conference with the Dean and later the Principal. Contracts are prepared and schedules of detention and Saturday School are assigned.

Additional Evidence

Year	Average Daily Attendance Rate K to HS
2005-06	98%
2006-07	96%
2007-08	96%
2008-09	95%