

**TAPESTRY
CHARTER SCHOOL**

**2012-13 ACCOUNTABILITY PLAN
PROGRESS REPORT**



Submitted to the SUNY Charter Schools Institute on:

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Lynn Bass, Christina Lesh, and Joy Pepper prepared this 2012-13 Accountability Progress Report on behalf of the school's board of trustees.

Trustee's Name	Board Position
C. Teo Balbach	Board Chair, Finance Committee, Marketing Committee HR Committee, Nominating Committee
Joshua Feinstein	Secretary
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Nancy Wallace, PhD	Nominating Committee

Joy Pepper has served as school leader since 2001.

INTRODUCTION

Tapestry Charter School is a K-12 Arts Integrated School, partnered with Expeditionary Learning (EL) Schools. Learning expeditions at each grade level are arts integrated and meet the Common Core Standards in each academic subject area. 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.

Teachers are engaging in professional development, culture and curriculum work throughout the year with guidance from our EL school designer and our own instructional leadership teams. Students collect work for their portfolios and present their work in yearly student-led conferences. Parent involvement at these conferences is well attended along with members of the staff and community. The report cards given each trimester are standards based, with grades earned for each learning target met.

A vibrant, caring culture for students and staff is achieved through our emphasis on the core values of Perseverance, Integrity, Respect, and Responsibility. Since opening as a K-4 program in 2001, Tapestry has grown one grade per year until we became a complete K-12 school in 2010. Since 2010, we have successfully graduated three classes of college bound seniors.

In the fall of 2011, the K-8 and High School joined together in a new facility. With program growth at the Lower School at 52 students per grade, it is projected that more students will be promoted from Tapestry's 8th grade program, into our High School. This will add continuity and shared community to our K-12 school program.

Tapestry's student body is a diverse representation of the city of Buffalo. In 2012-13, our K-8 student body had a 53% free and reduced lunch population with 15% of students having an IEP. These students, along with those that received Title 1 reading and math support, ESL and 504 services account for 45% of the 416 students in K-8 this past year.

In grades 9-12, we had a total High School population of 320 students, with 74.5% qualifying for free and reduced lunch. Students with IEPs accounted for 13% of our population. Students who received Title 1 support as well as ESL and 504 students amounted to 30%.

Tapestry employs 7 special education teachers, 3 school counselors, 2 speech pathologists, and 5 literacy or math specialists to meet the needs of these students.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2009-10	25	25	26	24	25	25	25	24	22	73	77	73	50	494
2010-11	26	24	27	26	26	26	26	25	26	76	75	80	78	541
2011-12	52	52	52	27	26	52	52	26	25	80	83	82	80	689
2012-13	52	52	52	52	26	52	52	52	26	81	81	81	77	736

Goal 1: English Language Arts

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

Background

Tapestry's English Language Arts curriculum emphasizes reading and writing across the content areas. All teachers in grades K-8 implement the Six +1 Traits writing process. In addition to the Six Traits writing process, the K-4 teachers use the Lucy Calkins Writing Workshop model to develop our students' foundational skills. Students in grades K-4 participate in Guided Reading and Reader's Workshop. All students are assessed using Fountas and Pinnell reading benchmarks and the Scholastic Reading Inventory to monitor progress. Because students participate in multi-age classrooms, with a small 13:1 student to adult ratio, differentiated instruction in the area of literacy is easily facilitated.

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

The staff participated in extensive training to refine their practice around differentiated instruction, formative assessment methods, and implementation of the ELA Common Core standards and instructional shifts. ELA teachers utilize the Reader's Workshop Model to improve students' reading comprehension strategies and to foster a sense of independence toward reading. Students also participated regularly in a Writer's Workshop during their ELA classes to explicitly refine their writing skills. In addition to Readers and Writer's Workshops, students received literacy support or extension classes in small groups determined by formal assessment, on-going informal assessment and by examining the students' performances on the NYS ELA assessment. Each student received instruction in a homogenous group for an hour in addition to Reading/Writing Workshop, in which students created authentic written products for authentic audiences.

During the 2012-13 school year, the school aligned its instruction and curriculum guides to the new Common Core Learning Standards for ELA. Literacy Specialists pushed into content area classes, science and social studies, to co-teach and to ensure explicit literacy support for close-reading of challenging text and for writing grounded in evidence in the content areas. Additionally, the K-4 literacy specialist pushed into Readers' and Writers' Workshop in the elementary classes to assist with reading and writing instruction. By pushing into classrooms, teachers and specialists co-taught through a variety of models allowing for maximum opportunities for differentiated instruction, modeling of best practice, and routinely assessing student progress.

Goal 1: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State English language arts examination for grades 3-8.¹

Method

The school administered the New York State Testing Program English language arts assessment to students in 3 through 8 grade in April 2013. Each student’s raw score has been converted to a grade-specific scaled score and a performance level.

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 not enrolled in at least their second year.

**2012-13 State English Language Arts Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ²			Total Enrolled
		IEP	ELL	Absent	
3	50			2	52
4	25			1	26
5	51	1		1	52
6	49			3	52
7	50			0	50
8	25			1	26
All	250			8	258

Results

The percentage of Tapestry Charter School students who were in their second year earning proficient scores on the NYS ELA assessment was within the range of 24% to 37%. Overall, 31.1% of Tapestry Charter School students in their second year earned a proficient score.

¹ Because of the state’s new 3-8 testing program, aligned to its high school college and career readiness standards, the Institute

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

**Performance on 2012-13 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grades	All Students Achieving Proficiency		Enrolled in at least their Second Year Achieving Proficiency	
	Percent	Number Tested	Percent	Number Tested
3	32	50	37	48
4	24	25	29	21
5	19.6	51	32	19
6	30.6	49	30	43
7	20	50	24	38
8	32	25	35	20
All	26.3	250	31.1	189

Evaluation

Tapestry Charter School students earned scores far below the accountability goal of 75% of students in their second year earning a proficient score. 31.1% of students in their second year at Tapestry Charter School earned a proficient score. The reader is asked to consider that this percentage is consistent with the NYS average and far above the City of Buffalo average of 11.4%. At a time when NYS implemented new learning standards and a new assessment, Tapestry Charter School was in the first and second years of a three-year expansion process to double our student body. There is a notable difference in performance levels between the whole student population versus students who have been with the school for at least two school years.

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2010-11		2011-12		2012-13	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	88	26	56.0	25	37	48
4	92	24	76.9	26	29	21
5	95	20	75.0	20	32	19
6	76	20	64.0	25	30	43
7	89	20	55.0	20	24	38
8	83	24	80.0	25	35	20
All	87	134	67.8	141	31.1	189

Goal 1: Absolute Measure

Each year, the school’s aggregate Performance Level Index (PLI) 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 enabling all students to be proficient. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state’s learning standards in English language arts. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the current year’s English language arts AMO. The PLI 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 PLI is 200.³

Results

Tapestry Charter School earned a PLI of 87 for ELA in 2012-13.

English Language Arts 2012-13 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
250	39	35	20	6

$$\begin{array}{rcccccccc}
 \text{PI} & = & 35 & + & 20 & + & 6 & = & 61 \\
 & & & & 20 & + & 6 & = & \underline{26} \\
 & & & & & & \text{PLI} & = & 87
 \end{array}$$

Evaluation

The State Education Department has not recalibrated the AMO to align with the new English Language Arts 3-8 testing program

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³ In contrast to SED’s Performance Index, the PLI does not account for year-to-year growth toward proficiency.

Goal 1: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency 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

A school compares tested students enrolled in at least their second year 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 in at least their second year at the school and the total result for all students at the corresponding grades in the school district.⁴

Results

Tapestry Charter School greatly outperformed the home district at each grade level and for the overall performance by nearly 20 percentage points.

**2012-13 State English Language Arts Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	37	48	12	2,306
4	29	21	10.7	2,342
5	32	19	9.8	2,374
6	30	43	12.3	2,413
7	24	38	10.5	2,444
8	35	20	13.5	2,285
All	<u>31.1</u>	189	<u>11.4</u>	14,164

Evaluation

Tapestry met the measure by exceeding the performance of students from the local school district in grades 3-8. Overall Tapestry students out-performed Buffalo Public School students by 20 percentage points at level 3/4. This is consistent with past performance – in 2011 and 2012 Tapestry students out-performed the Buffalo Public School students by 40 percentage points.

⁴ Schools can acquire these data when the State Education Department releases its Access database containing grade level ELA and math test results for all schools and districts statewide. The SED announces the release of the data on its [News Release webpage](#).

**English Language Arts Performance of Charter School and Local District
by Grade Level and School Year**

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2010-11		2011-12		2012-13	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	77	26	56	27	37	12
4	75	28	77	31	29	10.7
5	65	25	75	27	32	9.8
6	72	34	64	31	30	12.3
7	47	24	55	26	24	10.5
8	67	23	80	24	35	13.5
All	67	27	68	26	31.1	11.4

Goal 1: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.⁵

Method

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

Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2012-13 analysis is not yet available. This report contains 2011-12 results (using free-lunch eligible percentage), the most recent Comparative Performance Analysis available.

⁵ The Institute will begin using *economically disadvantaged* instead of *eligibility for free lunch* as the demographic variable in 2012-13. Schools should report previous year’s results using reported free-lunch statistics.

Results

Tapestry Charter School met its goal by achieving an effect size of 0.42 which is greater than 0.3.

2011-12 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		26	61.5	56.5	5.0	0.37	
4		26	76.9	60.5	16.4	1.36	
5		52	51.9	58.4	-6.5	-0.50	
6		50	56.0	55.2	0.8	0.07	
7		25	56.0	50.9	5.1	0.35	
8		25	80.0	49.5	30.5	2.21	
All		42.9%	204	61.3	59.6	1.7	0.42

School's Overall Comparative Performance:

Higher than expected to a small degree

Evaluation

Tapestry Charter School met this measure with overall the school performing better than expected to a *small degree*. Of important note is how the students in the fourth and eighth grades performed compared with where they were predicted to perform. Both the fourth and eighth graders performed better than expected to a large degree. Also important to note is the sharp increase in the percentage of students who qualify for free-lunch. This percentage increased 13.9% in one year and yet the students still performed higher than expected for ELA.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2009-10	3-8	22.5	145	66.9	62.2	0.42
2010-11	3-8	29.0	155	61.3	58.6	0.22
2011-12	3-8	42.9	204	61.3	59.6	0.42

Goal 1: Growth Measure⁶

Each year, under the state’s Growth Model, the school’s mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state’s unadjusted median growth percentile.

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 in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2012-13 and also have a state exam score in 2011-12 including students who were retained in the same grade. Students with the same 2011-12 scores are ranked by their 2012-13 scores and assigned a percentile based on their relative growth in performance (mean growth percentile). Students’ growth percentiles are aggregated school-wide to yield a school’s mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

The State Education Department has not yet reported schools’ mean growth percentiles for the 2012-13 school year.⁷

Results

Leave Blank

(§) Goal 1: Growth Measure

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

Method

This measure examines the change in performance of the same cohort of students from their first year to their second year in grades 5-8 on a norm referenced reading test. Each cohort consists of those students who have norm-referenced reading test results for their first two years in the school. 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 the first year and the 50th NCE in the second. If a cohort has already achieved an average NCE of 50, it is expected to show some positive growth in the subsequent year.

⁶ See Guidelines for Creating a SUNY Accountability Plan for an explanation.

⁷ See the Guidelines.

Tapestry administers the Scholastic Reading Inventory (SRI) to all students three times per year as a tool for identifying students' reading performance. The SRI is a well-regarded norm-referenced test that measures reading comprehension on the Lexile Framework[®] for Reading. The SRI is research-based, computer-adaptive test that provides information to make accurate placement recommendations and identify students in need of tier 2 and tier 3 reading interventions. The SRI supports a Response to Intervention framework, is aligned with state goals to target intervention strategies, and provides many reports that provide accurate and clear information both individually and comparatively. By using Lexile scores, teachers are able to align text to student abilities and make appropriate instructional choices about materials and resources they will use with students. The SRI provides a "year end Proficiency Lexile Range" that aligns grade level reading abilities to a Lexile score range, allowing teachers and administrators to track students relative to grade level reading expectations.

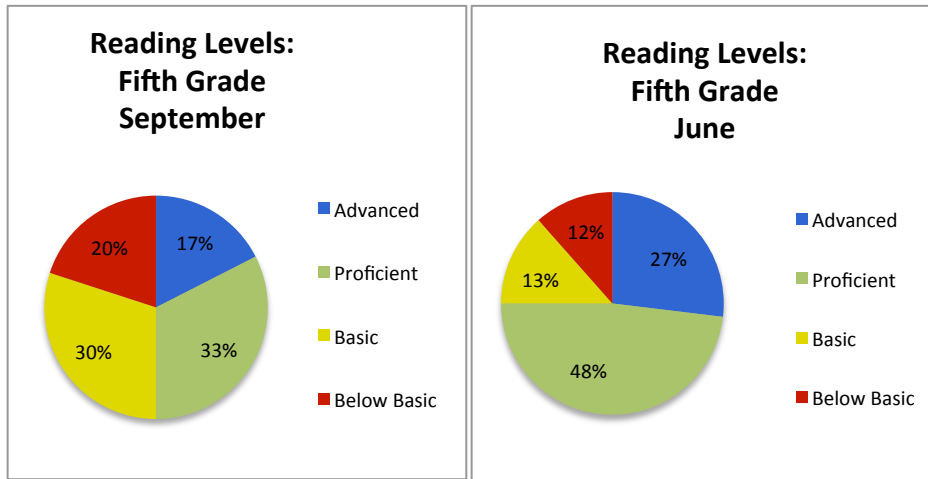
It should be noted that the SRI does not report NCE scores. Testing results do suggest strengths and weaknesses that are addressed by staff in a variety of ways. Growth is measured and the pre- and post-testing is reported here.

Results

In 2012-2013, 180 students (Grades 5-8) were enrolled in the SRI program for pre- and post-testing. Student performance was assessed between September 2012, January 2013, and May 2013. All students took the test two or more times, producing data to compare relative growth over time. It is recognized that the data is not reported in terms of NCE comparisons. The information and comparisons provided were very useful to the school as a whole and to the support services team, charged with serving the needs of the students at risk of not making adequate academic gains.

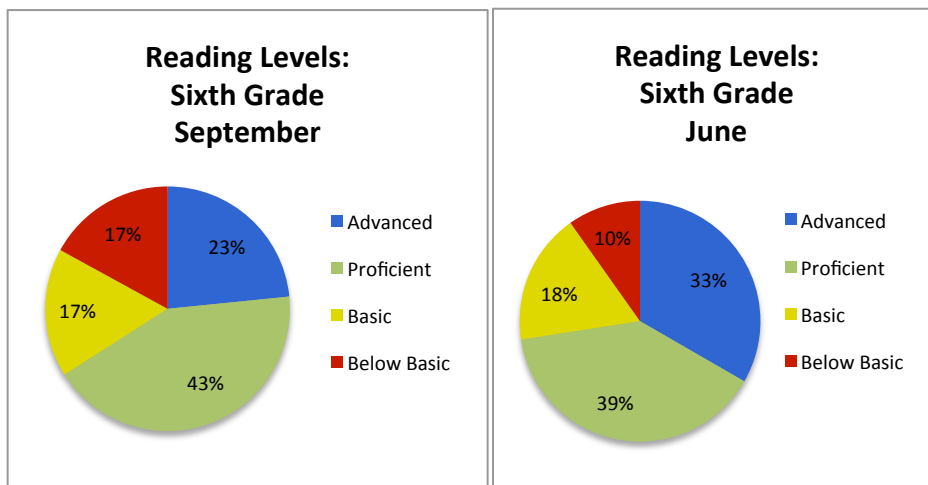
Fifth Grade

For the 2012-13 school year, 36 of the 52 fifth graders were new to the Tapestry community. In September 2012, according to their SRI scores, 50% of the fifth graders were reading below the 'proficient' grade level expectations. By June 2013, 25% of students were reading below the 'proficient' expectation and the number of students reading at an 'advanced' level had grown from 17% to 27%.



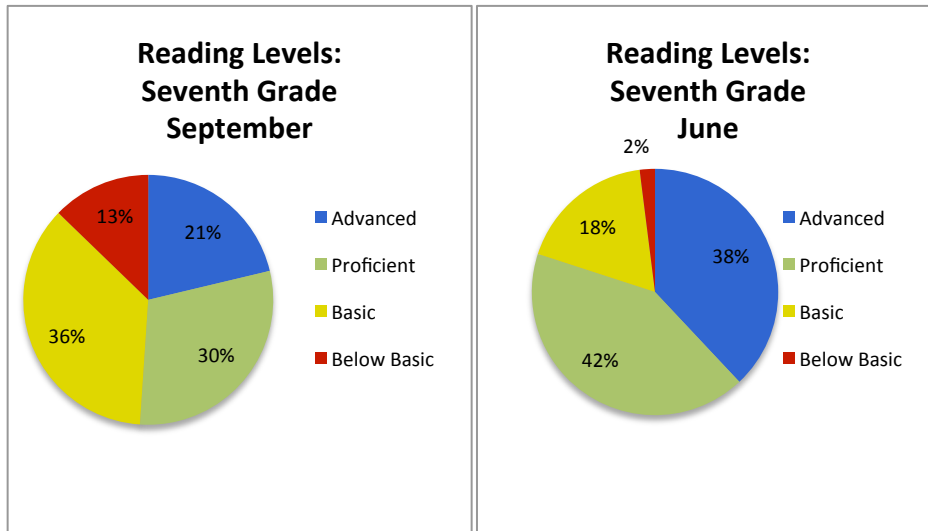
Sixth Grade

In the 2012-13 school year, 5 of the 52 sixth graders were new to the Tapestry community and 30 were in only their second year at Tapestry. In September 2012, 34% of our students were reading below the 'proficient' level for grade level expectations. In June 2013, 28% of the students were reading below the 'proficient' grade level expectations, and the number of students reading at an 'advanced' level had grown from 23% to 33%.



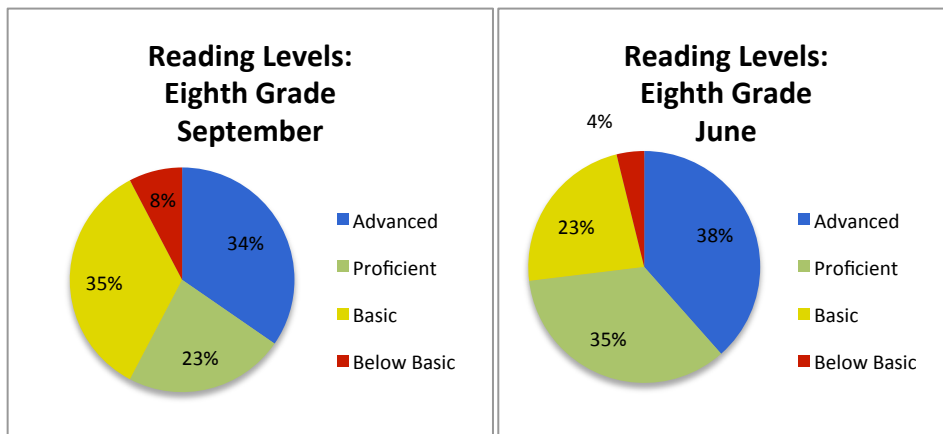
Seventh Grade

In the 2012-13 school year, 12 of the 50 seventh graders were new to the Tapestry community and 24 were in only their second year at Tapestry. In September 2012, 49% of our students were reading below the 'proficient' level for grade level expectations. In June 2013, 20% of the students were reading below the 'proficient' grade level expectation, and the number of students reading at an 'advanced' level had grown from 21% to 38%.



Eighth Grade

In the 2012-13 school year, 5 of the 26 eighth graders were new to the Tapestry community and 4 were in only their second year at Tapestry. In September 2012, 43% of our students were reading below the 'proficient' level for grade level expectations. In June 2013, 27% of the students were reading below the 'proficient' grade level expectations, and the number of students reading at an 'advanced' level had grown from 34% to 38%.



Evaluation

At the end of the 2012-2013 school year, evaluation using the SRI tool showed that at each grade level students consistently gained in Lexile Ranges. Tapestry continues to be convinced that this is the right tool to measure student proficiency levels and continues to use the data to inform instruction and selection of materials and resources. In 2013-2014, the plan is to continue to administer the SRI tool for students in grades 5-8 and begin using it in grades 3 and 4 to assist in identifying students who need additional support for reading instruction.

Summary of the English Language Arts Goal

Tapestry Charter School met both comparative goals; however, the absolute measure for 75% of students in their second year achieving proficiency was not met.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state English language arts exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of 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 English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2011-12 school district results.)	Achieved
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	N/A

Action Plan

Tapestry continues to challenge students who are prepared to extend their learning, and to support students in need of additional assistance. With the use of the Scholastic Reading Inventory and the Fountas and Pinnell Reading Inventory, Tapestry implements a school-wide assessment procedure to identify students in need of tier 2 and tier 3 literacy interventions. This information is formally shared through the Response to Intervention team. On a weekly basis, grade level teams analyze curriculum-based evidence that is tightly aligned to the Common Core curriculum guides to provide explicit support to classroom teachers regarding literacy instruction and remediation. Professional development, facilitated by the Instructional Support Team, provides teachers with supported implementation of best practice for literacy instruction. Tapestry has aligned all grade levels with the performance standards outlined in the new framework for the Common Core.

In 2013-14 Tapestry will continue to use the RtI model to identify the needs of struggling readers and writers early and provide short-term interventions. Additionally, we will continue to implement the co-teaching model between general education teachers, literacy specialists and consultant teachers to maximize opportunities for small group instruction and instruction based on readiness. Tapestry is fully implementing the ELA Common Core Learning Standards and the necessary instructional shifts. Short-term instructional goals will be informed by the use of interim assessments that will be administered every six weeks. The interim assessments have been reviewed by the local BOCES and experts with Expeditionary Learning to ensure they match the rigor and expectations of the new Common Core assessments.

MATHEMATICS

Goal 1: Mathematics

Students will demonstrate a mastery of mathematical concepts.

Background

With the transition to the new Common Core Learning Standards, Tapestry has adjusted its math instruction to align with the new 8 mathematical practices. The school pulls from a number of resources to supplement the curriculum standards including mathematic programs such as Envisions, Investigations, My Math, and Everyday Math. The teachers use workshop model and inquiry-based lessons to teach mathematical concepts. By building a context through a project-based approach to learning, the teachers are able to create compelling scenarios for students to develop alternative methods to solving problems and challenge their use of mathematical reasoning skills. Mathematics instruction also includes a significant portion of literacy skills and requires students to defend their process and outcomes through sentence and paragraph explanation. For example, this year students in grades 7/8 prepared detailed information regarding the Tapestry Charter School budget, with a discussion of revenue and expenditures, as part of their Charter School accountability investigation.

Mathematics is not taught in multi-age classrooms as with the other subjects, but because of the small student to adult ratio, differentiation of instruction has been successful in heterogeneous groupings. Consultant teachers, teaching assistants, and, in the middle school an Academic Intervention Specialist, co-teach with the general education teacher through a variety of co-teaching models to maximize the opportunities for small group instruction based on readiness.

Goal 1: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State mathematics examination for grades 3-8.⁸

Method

The school administered the New York State Testing Program mathematics assessment to students in 3 through 8 grade in April 2013. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

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 not enrolled in at least their second year.

⁸ Because of the state's new 3-8 testing program, aligned to its high school college and career readiness standards, the Institute is no longer using Time Adjusted Level 3 cut scores. Please report results for previous year's using the state's published results for scoring at proficiency.

**2012-13 State Mathematics Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ⁹			Total Enrolled
		IEP	ELL	Absent	
3	50			2	52
4	25			1	26
5	50	1		2	52
6	49			3	52
7	50			0	50
8	25			1	26
All	249			9	258

Results

The percentage of Tapestry Charter School students who were in their second year earning proficient scores on the NYS Math assessment was within the range of 0% to 36%. Overall, 20.2% of Tapestry Charter School students in their second year earned a proficient score.

**Performance on 2012-13 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grades	All Students Achieving Proficiency		Enrolled in at least their Second Year Achieving Proficiency	
	Percent	Number Tested	Percent	Number Tested
3	32	50	33	48
4	20	25	24	21
5	20	50	36	17
6	16.3	49	18	43
7	0	50	0	38
8	12	25	10	20
All	16.7	249	20.2	187

Evaluation

Tapestry Charter School students earned scores far below the accountability goal of 75% of students in their second year earning a proficient score. 20.2% of students in their second year at Tapestry Charter School earned a proficient score. The reader is asked to consider that this

⁹ 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.

percentage is only slightly below the NYS average and far above the City of Buffalo average of 9.7%. At a time when NYS implemented new learning standards and a new assessment, Tapestry Charter School was in the first and second years of a three-year expansion process to double our student body. There is a notable difference in performance levels between the whole student population versus students who have been with the school for at least two school years.

Additional Evidence

This school year, Tapestry Charter School will be implementing the Scholastic Math Inventory to provide an additional data review of our students’ growth in mathematics. For this report such supplemental evidence does not exist.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2010-11		2011-12		2012-13	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	73	26	44	25	33	48
4	83	24	66	26	24	21
5	55	20	80	20	36	17
6	57	20	56	25	18	43
7	69	20	65	20	0	38
8	55	24	84	25	10	20
All	65	134	66	141	20.2	187

Goal 1: Absolute Measure

Each year, the school’s aggregate Performance Level Index (PLI) 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 enabling all students to be proficient. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state’s learning standards in mathematics. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the current year’s mathematics AMO. The PLI 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 PLI is 200.¹⁰

¹⁰ In contrast to SED’s Performance Index, the PLI does not account for year-to-year growth toward proficiency.

Results

Tapestry Charter School earned a Performance Level Index (PLI) of 73.

Mathematics 2012-13 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	44	39	13	4

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 39 & + & 13 & + & 4 & = & 56 \\
 & & & & 13 & + & 4 & = & \underline{17} \\
 & & & & & & \text{PLI} & = & 73
 \end{array}$$

Evaluation

The State Education Department has not recalibrated the AMO to align with the new Mathematics 3-8 testing program

Leave Blank

Goal 1: Comparative Measure

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

Method

A school compares tested students enrolled in at least their second year 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 in at least their second year at the school and the total result for all students at the corresponding grades in the school district.¹¹

Results

Tapestry Charter School greatly outperformed the home district at each grade level and for the overall performance by nearly 10 percentage points.

¹¹ Schools can acquire these data when the State Education Department releases its Access database containing grade level ELA and math test results for all schools and districts statewide. The SED announces the release of the data on its [News Release webpage](#).

**2012-13 State Mathematics Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	33	48	13.5	2,314
4	24	21	10.2	2,397
5	36	17	9.3	2,415
6	18	43	10.7	2,479
7	0	38	7.4	2,491
8	10	20	6.8	2,353
All	20.2	187	9.7	14,449

Evaluation

Tapestry met the measure by exceeding the performance of students from the local school district in grades 3-8. Overall Tapestry students out-performed Buffalo Public School students by 10 percentage points at level 3/4. This is consistent with past performance – in 2011 and 2012 Tapestry students out-performed the Buffalo Public School students by 35 percentage points.

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

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2010-11		2011-12		2012-13	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	73	28	44	27	33	13.5
4	83	35	66	37	24	10.2
5	55	31	80	28	36	9.3
6	57	32	56	34	18	10.7
7	69	32	65	30	0	7.4
8	55	28	84	23	10	6.8
All	65	31	66	30	20.2	9.7

Goal 1: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.¹²

Method

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

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2012-13 analysis is not yet available. This report contains 2011-12 results (using free-lunch eligible percentage), the most recent Comparative Performance Analysis available.

Results

Tapestry did not meet this measure since the effect size outcome was -0.35. The overall average was greatly impacted by the low score for 3rd grade where our students performed a full 15 percentage points less than they were predicted to perform.

2011-12 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	42.9	26	46.2	62.0	-15.8	-1.15	
4		26	65.4	70.0	-4.6	-0.36	
5		52	61.6	67.4	-5.8	-0.38	
6		50	54.0	64.3	-10.3	-0.62	
7		25	68.0	63.7	4.3	0.27	
8		25	68.0	59.6	8.4	0.48	
All		42.9	204	59.8	64.9	-5.1	-0.35

School's Overall Comparative Performance:

¹² The Institute will begin using *economically disadvantaged* instead of *eligibility for free lunch* as the demographic variable in 2012-13. Schools should report previous year's results using reported free-lunch statistics.

Lower than expected

Evaluation

Tapestry Charter School did not meet this measure with overall the school performing *lower than expected*. Important note is the sharp increase in the percentage of students who qualify for free-lunch. This percentage increased 13.9% in one year. Our actual performance on the assessments remained constant despite an increase in 50 students assessed and a sharp increase in free-lunch eligibility.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2009-10	3-8	22.5	145	70.3	68.7	0.18
2010-11	3-8	29.0	155	60.0	68.5	-0.61
2011-12	3-8	42.9	204	59.8	64.9	-0.35

Goal 1: Growth Measure¹³

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.

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 in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2012-13 and also have a state exam score in 2011-12 including students who were retained in the same grade. Students with the same 2011-12 scores are ranked by their 2012-13 scores and assigned a percentile based on their relative growth in performance (mean growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

The State Education Department has not yet reported schools' mean growth percentiles for the 2012-13 school year.

¹³ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

Results

Leave Blank

Summary of the Mathematics Goal

Tapestry Charter School met the comparative goal relative to the home school district; however, the absolute measure for 75% of students in their second year achieving proficiency and the comparative measure of actual performance of predicted performance based on free-lunch rates was not met.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state mathematics exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of 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 mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2011-12 school district results.)	Did Not Achieve
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	N/A

Action Plan

During the 2012-13 school year, Tapestry made significant shifts in the instructional model for mathematics. Two mathematics teachers worked alongside experts from Expeditionary Learning and BOCES to construct curriculum guides for teachers that are fully aligned with the new Common Core Standards. Through the weekly RtI structure, teachers regularly analyzed student work and other curriculum-based measures to inform instructional decision-making. This was also an opportunity for professional development for teachers to learn the new expectations for providing instruction aligned with the Common Core Learning Standards. Additionally, shifts in our schedule structure for K-4 and middle school mathematics helped to maximize common planning time between the general education teachers and support services staff.

In 2013-14 Tapestry will continue to use the RtI model to identify the needs of struggling mathematics students and provide short-term interventions. Additionally, we will continue to implement the co-teaching model between general education teachers, academic intervention

specialists and consultant teachers to maximize opportunities for small group instruction and instruction based on readiness. At the middle school level, we have started the use of mathematics interim assessments that will be given every 6-8 weeks to determine what skills and content the students have learned, retained, and can apply after a period of instruction. These interim assessments have been reviewed by BOCES to ensure they meet the rigor and expectations of the new Common Core assessments. Tapestry fully implementing of the Mathematics Common Core Learning Standards.

SCIENCE

Goal 3: Science

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

Background

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

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

During the 2011-12 and 2012-13 school years, the K-8 staff planned learning expeditions with the EL school designers and building-level leadership to further develop learning expeditions to contextualize the science curriculum into compelling topics and to address the Common Core literacy skills necessary for content areas. This teaching method continues to give students opportunities to practice their science learning and skills in authentic experiences. Additionally, for middle school science, a literacy specialist pushed into class several times per week for direct literacy instruction in the content area as well as one time per week common planning with the content teacher to assist with modifying the lesson to account for reading and writing non-fiction text.

Goal 3: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency 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 2013. The school converted each student's raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at proficiency.

Results

Tapestry did not meet this measure. 90% of the 4th grade in their second year earned a proficient score while only 70% of 8th graders in their second year earned a proficient score.

**Charter School Performance on 2012-13 State Science Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
4	90	20	n/a	n/a
8	70	20	n/a	n/a

Evaluation

Tapestry partially met this measure with the 4th grade results exceeding the 75 percent criterion of success. The result for grade 4 was 90 percent and the result for grade 8 was 70 percent. Tapestry continues to maintain a high level of proficiency in grade 4 and has exceeded the 75 percent criterion for seven consecutive years.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2010-11		2011-12		2012-13	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
4	96	24	85	26	90	20
8	83	24	80	25	70	20
All	90	48	83	51	80	40

Goal 3: Comparative Measure

Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state science exam will be greater than that of all students in the same tested grades in the local school district.

Method

The school compares tested students enrolled in at least their second year 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 in at least their second year 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.

**2012-13 State Science Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
4	90	20	n/a	n/a
8	70	20	n/a	n/a

Evaluation

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

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

Grade	Percent of Charter School Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students					
	2010-11		2011-12		2012-13	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
4	96	68	85	62	90	n/a
8	83	39	80	40	70	n/a
All	90	54	83	51	80	n/a

Summary of the Science Goal

Tapestry partially met the absolute measure by exceeding 75 percent achievement on the New York State science assessment in grade 4. Despite lacking data for the 2012-13 school year from the local school district to assert whether or not Tapestry met its comparative goal, by examining the trend since the 05-06 school year, it is clearly evident that Tapestry continues to out perform the local school district in the area of science.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	Did Not Achieve
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the local school district.	Achieved

Action Plan

Tapestry will continue to challenge students who are prepared to extend their learning as well as keep systems in place to identify struggling learners and provide interventions to remediate gaps in student learning. Curriculum work for the summer of 2013 has included explicit inclusion of the new literacy standards for the CCLS to the science curriculum maps. Science curriculum was gap-analyzed and compared with item analysis of the 8th grade science assessments for the last three years. Additionally Tapestry Charter School made a significant staffing change to positively impact the quality of instruction provided at the 7th and 8th grade levels. As the EL instructional model has been implemented school-wide, the K-8 curriculum has been refined to expand further opportunities for fieldwork, labs and cross-curricular connections.

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 No Child Left Behind (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 2011-12 is "Good Standing" – this measure was met.

Evaluation

The measure was met with a status of "Good Standing" for 2012-13. 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
2010-11	Good Standing
2011-12	Good Standing
2012-13	Good Standing

APPENDIX A: HIGH SCHOOL GOALS AND MEASURES

High School Cohorts

Accountability Cohort

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

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

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

Fourth-Year High School Accountability Cohorts

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort's Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30 th
2009-10	2006-07	2006	50	0	50
2010-11	2007-08	2007	79	6	73
2011-12	2008-09	2008	79	2	77
2012-13	2009-10	2009	80	0	80

Total Cohort for Graduation

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

Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30 th of the Cohort's Fourth Year (a)	Additional Students Still in Cohort ¹⁴ (b)	Graduation Cohort (a) + (b)
2009-10	2006-07	2006	50	0	50
2010-11	2007-08	2007	73	3	76
2011-12	2008-09	2008	77	4	81
2012-13	2009-10	2009	76	8	82

Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30 th of the Cohort's Fifth Year (a)	Additional Students Still in Cohort ¹⁵ (b)	Graduation Cohort (a) + (b)
2010-11	2006-07	2006	1	0	1
2011-12	2007-08	2007	1	0	1
2012-13	2008-09	2008	3	0	3

#

ENGLISH LANGUAGE ARTS

Goal 1: Absolute Measure

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

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

Method

The school administered the New York State Regents Comprehensive English exam that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department defines the following pass levels: scoring 65 to meet the graduation requirement for a Regents diploma; and scoring 75 to meet the college and career readiness standard.¹⁶ This measure

¹⁴ Number of students who had been enrolled for at least one day prior to leaving the school and who were not discharged for an acceptable reason.

¹⁵ Number of students who had been enrolled for at least one day prior to leaving the school and who were not discharged for an acceptable reason

¹⁶ The statewide adaptation of the Common Core State Standards includes incorporating college and career readiness performance standards for the English language arts exam. The state has benchmarked student ELA test performance to the

examines the percent of the Accountability Cohort that passed the exam by the completion of their fourth year in the cohort. Students have until the summer of their fourth year to do so.

Results

Tapestry Charter School entered the first class of ninth grade high school students in September 2006. Of the fifty students in that class, forty-six (46) students, or 92 percent, passed the New York State English Regents exam. Of the seventy-six (76) students counted in the 2007 cohort, sixty-nine (69), or 91 percent, passed the Regents exam.

Of the seventy-seven (77) students enrolled in the 2008 cohort, seventy-one (71), or 92 percent, passed the New York State English Regents exam. Of the group who passed, twenty (20) students or twenty-six percent, reached Level 4. Of the eighty (80) students enrolled in the 2009 cohort, seventy-one (71), or 89 percent, passed the exam with a 65, while eighteen (18) students, or 23 percent, reached what had previously been considered a Level 4 with a score of 85 or better. The results during the starting years of Tapestry met and safely exceeded the ELA Absolute Measure goal of 75 percent passing.

Now that attention is drawn to a new cut score measuring college and career readiness at 75, the satisfaction with a consistently strong passing rate at a cut score of 65 is diminished. The updated achievement goal is to have at least 65 percent of students earning scores of 75 or better. If a score of 75 was the cut score for the cohorts of 2007, 2008, and 2009, the results of 38 percent, 49 percent and 49 percent, respectively, are disappointing.

English Regents Passing Rate with a Score of 65 (75) by Fourth Year Accountability Cohort¹⁷

Cohort Designation	Number in Cohort	Percent Passing with a score of 65 (75)
2007	76	91 (38)
2008	77	92 (49)
2009	80	89 (49)

Evaluation

It is admirable to raise the bar for New York State students to a “college and career readiness standard.” Given that a score of 65 had long been the standard, however, students were previously unlikely to repeat the exam if their scores were between 65 and 74. Students were all meeting their personal needs, and achieving the Regents scores necessary to earn their diplomas. (A few students with special needs were earning local diplomas with scores between 55 and 64 after multiple attempts at the test.)

likely need for remedial course work when students enter college by comparing student 3-8 test results and Regents results to their post-secondary experience at SUNY and CUNY. Besides raising the cut scores for proficiency in the 3-8 testing program, the state has begun to set college and career readiness standards for passing Regents.

¹⁷ Based on the highest score for each student on the English Regents exam

Now that the bar is officially raised, the school policy has shifted for future cohort groups to require re-administration of the Regents exam for all students scoring below 75. A strong message has been communicated to students that there is a change in state and school expectations with the aim of helping them to be more successful in college and careers. They are now familiar with the common college practice of pre-testing students in ELA and Math, and requiring paid enrollment in non-credited remedial courses for any student who does not meet criteria.

With new information about the higher standards, students are expected to be more motivated to aim high and to re-take the exams as necessary. Careful twice-yearly administration of the Scholastic Reading Inventory (SRI) at all grade levels provides relevant information for students, families, and staff so that interventions can be effectively targeted for struggling students.

Additional Evidence

Additionally, professional development continues to be directed toward full staff engagement in the development of literacy skills, with guidance emerging from the Common Core initiatives. Tapestry High School was fortunate to be included in a yearlong grant from the National Writing Project with Canisius College, which produced an impressive plan and supporting materials this summer to improve school-wide practices related to written language skills. AmeriCorps tutorial services are now entirely directed toward literacy skills and will carefully monitor student growth using the SRI. Preliminary responses from staff and students are encouraging. Results for the 2010 cohort are already improved over the 2009 group.

English Regents Passing Rate with a score of 65 (75) by Cohort and Year

Cohort Designation	2010-11		2011-12		2012-13	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2009	---	--	84	83	80	89 (49)
2010	--	--	--	--	71	86 (55)
2011			--	--	--	--
2012					--	--

Goal 1: Absolute Measure

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

(S) Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will meet the college and career ready standard (currently scoring 75 on the New York State Regents English exam) by the completion of their fourth year in the cohort.

Method

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

Results

Of the twenty-eight students in the 2009 cohort whose records from the 8th grade language arts exam were available, ten had scored below proficiency level. Of those ten students, nine (9), or 90 percent, passed the English Regents with a score of 65. Four (4), or 40 percent, reached the college and career readiness standard of 75.

**English Regents Passing Rate with a Score of 65 (75) among Students
Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ¹⁸**

Cohort Designation	Number in Cohort	Percent Passing with a score of 65 (75)
2007	--	--
2008	--	--
2009	10	90% (40%)

Evaluation

Referencing the old standard, results exceeded the goal. When referencing the new standard, the goal of 65 percent reaching a score of 75 or better was not reached. As noted previously, the cohort of 2009 lacked adequate motivation for retaking the exam in order to raise what was a sufficient passing score to earn a Regents diploma by the state's own definition.

See previous section for description of efforts that will move students toward the new goal.

¹⁸ Based on the highest score for each student on the English Regents exam

Additional Evidence

It should be noted that the number of students with 8th grade state exam records is very low in spite of enthusiastic efforts to obtain those records from the Buffalo Public Schools. Drawing conclusions from such limited data is questionably meaningful. It would be a great help if the state could make all 8th grade state exam results available to high schools via students' state ID numbers.

Goal 1: Absolute Measure

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

Method

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

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

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

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

Results

Based upon the AMO set this year in the state's NCLB accountability system, Tapestry High School's Accountability Performance Level (APL) did not meet the objective.

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

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
80	11	40	36	13

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 40 & + & 36 & + & 13 & = & 89 \\
 & & & & 36 & + & 13 & = & 49 \\
 & & & & & & \text{APL} & = & 138
 \end{array}$$

Evaluation

In past years Tapestry has met and exceeded the expectation set by the state for achievement in ELA. Given the changes in the definitions of the Levels, the numbers of students in the desired Levels 3 and 4 have decreased.

In examining the individual students who fell short of Level 3, it is noted that all students in Level 1 are eligible for local diplomas by virtue of their disability classification. Two of them were repeated in ninth grade, and will continue in their fifth year as seniors to re-take the exam to improve their scores. Seven opted for graduation with the local diploma. Most of those students are already enrolled in community college for fall 2013.

In January 2013 three seniors retook the exam, and only one rose to a Level 3 score. For seniors who were already eligible for a Regents diploma, motivation to participate in retesting was low. They understood that the change in actual score would have virtually no personal meaning.

In terms of the school’s motivation to improve scores in the future, all staff are clear that the goal has been raised formally and that the rationale of increased preparedness for college and careers is sound. The message to students and parents is being communicated in a variety of settings, including our Crew advisory groups, English classes, Student Led Conferences, and guidance meetings.

In addition, teachers in all subject areas, including physical education and art, have participated in professional development emphasizing the urgency of improved literacy skills and the role of non-ELA teachers in that process. Common Core standards have been presented to and discussed with all staff. Strategies for improvement of students’ skills include text based writing in all subjects, the development of a school-wide writing manual for use by all teachers, and careful grade-level analysis of the students’ results on the Scholastic Reading Inventory. Tapestry High School is continuing the weekly schedule of Monday morning professional development, and efforts to strengthen the teachers’ skills are on-going.

Additional Evidence

In examining trends over time, the numbers of students in score categories have remained quite stable. The state’s change in the cut-offs for the Levels naturally changed the distribution by Level. As discussed previously, considerable effort is being applied to raising the skills of students to meet the new score objectives. Students in the 2010 cohort and younger have already been informed

that they will retake the ELA regents if they do not meet a score of at least 75 because this is deemed to be the reasonable expectation for college and career readiness.

Goal 1: Comparative Measure

(§) Each year, students in the high school *Total Cohort* will exceed the predicted pass rate on a Regents mathematics exam or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all high schools in New York State.

Method

The Charter Schools Institute will conduct a Comparative Performance Analysis, as it has for 3-8 schools. The Institute examines the school’s performance in terms of demographically similar high schools state-wide by using a regression analysis to control for the percentage of economically disadvantaged students among all high schools in New York State. The Institute compares the school’s actual performance to the predicted performance of high schools with a similar economically disadvantaged percentage. The difference between the schools’ actual and predicted performance, relative to other high schools with similar economically disadvantaged statistics produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a small degree, is the target for achieving this measure.

Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2012-13 analysis is not yet available.

Results

Leave Blank

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.

(§) Each year, the Accountability Performance Level (APL) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the local school district.

Method

The school compares the performance of students in their fourth year in the charter school Accountability Cohort to that of the respective cohort of students in the local school district. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.¹⁹

¹⁹ The New York State Report Card provides the district results for students scoring at or above 65. The New York State Accountability Report provides the district results for students scoring at or above 75.

Results

Based upon the available comparison for the 2007 and 2008 cohorts, Tapestry substantially surpassed the Buffalo Public Schools (BPS) in percent passing the English Regents. The passing percentage for Tapestry's 2009 cohort has remained stable and is undoubtedly higher than the districts' rate.

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

Cohort	Charter School		School District ²⁰	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2007	91	76	62	1655
2008	92	77	75	2153
2009	89	80	N/A	N/A

Evaluation

The performance of the Buffalo Public School District (BPS) is not used as a meaningful comparative measure for Tapestry. It is understood that the BPS faces different challenges and does not set a high enough standard at this time.

Regarding Tapestry's performance, we are aiming to reach and exceed the new standards and college and career readiness levels regardless of the BPS outcomes. As noted previously, Tapestry has presented the Common Core Learning Standards and the new College and Career Readiness goals to all staff. Professional development occurs weekly and has been targeted to the areas of literacy and improved academic school culture.

Additional Evidence

Renewed efforts are being made to explain to students the new and higher national standards of achievement and to engage their motivation effectively. Cohorts who have not yet reached their fourth year are clearer that a score of 75 is the goal.

²⁰ District results for the 2009 cohort are not yet available.

Goal 1: Growth Measure

(§) Each year, under the state’s high school Growth Model (under development) the relative growth of selected students will exceed the state’s median growth.

Method

This measure will examine the change in performance of the same group of students during the course of their high school careers and the progress they are making in comparison to other students with the similar scores in the eighth grade. The analysis only includes students from whom the eighth grade scores are available. In following the existing 3-8 Growth Model, students with the same scores are ranked and assigned a percentile based on their relative growth in performance (mean growth percentile). Students’ growth percentiles are aggregated school-wide to yield a school’s mean growth percentile. In order for a school to perform above the statewide median, it will have a mean growth percentile greater than 50.

The State Education Department has not yet developed the high school Growth Model.

Results

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Summary of the High School English Language Arts Goal²¹

Tapestry High School’s performance in English Language Arts has continued to earn students the Regents and local diplomas that are honored for college entrance at this time. The graduation rate is impressive relative to statewide results, without using the local district as a comparison. Many Tapestry students who have qualified for local diplomas have surpassed that goal and earned Regents credit in ELA. As the state’s standards change and the definition of the Levels is restructured, we are adjusting our practices accordingly.

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents English exam by the completion of their fourth year in the cohort.	Achieved on first stated measure, not (§)
	(§) Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career ready standard (currently scoring 75 on the New York State Regents English exam) by the completion of their fourth year in the cohort.	
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will did not score proficient on the New York State 8th grade English language arts exam will score at least 65 on the New York State Regents	Achieved on first stated measure, not (§)

²¹ If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

	English exam by the completion of their fourth year in the cohort. (§) Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will meet the college and career ready standard (currently scoring 75 on the New York State Regents English exam) by the completion of their fourth year in the cohort.	
Absolute	Each year, the Accountability Performance Level (APL) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.	Did Not Achieve
Comparative	(§) Each year, students in the high school Total Cohort will exceed the predicted pass rate on the Regents English exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all high schools in New York State.	N/A
Comparative	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. (Using 2011-12 school district results.) (§) Each year, the Accountability Performance Level (APL) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the local school district. (Using 2011-12 school district results.)	Achieved
Growth	(§) Each year, under the state’s high school Growth Model (under development) the relative growth of selected students will exceed the state’s median growth.	N/A

Action Plan

Program revisions that address the ELA Goal include the designated assignment of ninth and tenth grade students to two additional periods weekly of targeted instruction in literacy skills. In ninth grade this includes two periods in the computer lab using technology to reinforce the material being taught in the English 9 class, such as writing and research skills. In tenth grade this includes two periods weekly of “English B” in which students will build on the daily English 10 course with a certified English teacher who also teaches theatre.

School-wide, all departments are continually refining curriculum, assessment practices and instructional methodologies to incorporate literacy. Designated literacy resources, including AmeriCorps members and Liberty Partnership college tutors, have been made available for individualized support for literacy instruction. These resources allow for a favorable student-teacher ratio in such settings as Academic Support periods, after-school resources, and Summer School programming. Literacy specialists consult with general education teachers regularly to encourage improved practices in content classes, and they also provide direct instruction to students. Special education teachers are available at each grade level to address the specific needs of classified students. English Language Learners receive support from a designated literacy specialist.

In addition to improved instructional practices relating to delivery of academic subject material, Tapestry also works hard to establish a school culture that encourages literacy and academic achievement, and that is personal and motivating. For example, four days weekly there is a twenty-minute period of Sustained Silent Reading in which all adults and students engage in supervised silent reading throughout the building. This practice is supported by the librarian, English department members, and support staff, who assist reluctant students with book choices and book clubs.

Another structure that supports ELA development is Crew. Each student meets daily in his or her Crew of twelve (12) students with a teacher leader who is part of the grade level team. The teacher Crew leaders assist students in developing and maintaining their portfolios of work and in preparing to present those to their parents/guardians during the individual Student Led Conferences that occur at least once yearly. Results of the Scholastic Reading Inventory are analyzed in the grade level teams and then shared with students and their parents/guardians. The Tapestry program includes high expectations of achievement as well as high levels of personal support to reach those expectations. The majority of students cooperate with this expectation and maintain a reasonable work ethic.

Through the 2012-13 year and summer, a dedicated group of teachers engaged in a National Writing Project grant prepared by Canisius College with Tapestry as the high school partner. The goal of the National Writing Project is to connect experts to educators to improve writing and learning for all. Through this grant the participant teachers were able to bring in local experts to instruct staff regarding how to make writing more interesting for our students, using technology to provide an authentic audience for their work. The end product of the grant work is a resource group of eight teachers who have been trained in up-to-date methods of communication and who have put together a writing program for our school. These individuals will serve as leaders in dispersing the information to the rest of the staff.

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MATHEMATICS

Goal 2: Absolute Measure

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

(§) Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career ready standard (currently scoring 80 on a New York State Regents math exam) by the completion of their fourth year in the cohort.

Method

The school administered the New York State Regents Geometry, Integrated Algebra and Algebra 2 exams. The school scores Regents on a scale from 0 to 100. The State Education Department defines the following pass levels: scoring 65 to meet the graduation requirement for a Regents diploma; and scoring 80 to meet the college and career readiness standard.²² This measure requires students in each Accountability Cohort to achieve the requisite score on any one of the Regents mathematics exams by their fourth year in the cohort. Students may have taken a particular Regents mathematics exam multiple times or have taken multiple mathematics exams. Students have until the summer of their fourth year to pass a mathematics exam.

Results

Tapestry Charter School entered the first class of ninth grade high school students in September 2006. Of the fifty students in that class, forty-four (44) students, or 88 percent, passed a New York State Regents Math exam with a minimum score of 65, which has been the cut-off for Level 3. Of the seventy-six (76) students counted in the 2007 cohort, seventy-two (72) students, or 95 percent, passed a Math Regents exam. Of the seventy-seven students (77) in the 2008 cohort, seventy-three (73), or 95 percent, passed a Math Regents exam.

If the same cut-of for passage was used, seventy-three (73), or 91 percent, of the eighty (80) students in the 2009 cohort passed the Math exam at a level sufficient to earn a Regents diploma. If one uses the college and career standard for measuring success, fifteen (15) students, or 19 percent, reached the desired level. These outcomes are comparable to previous years, but below the level of mastery currently considered necessary for success. Now that attention is drawn to a new cut score measuring college and career readiness at 75, the satisfaction with a consistently strong passing rate at a cut score of 65 is diminished. The updated achievement goal is to have at least 65 percent of students earning scores of 75 or better. If a score of 75 was the cut score for the cohorts of 2007, 2008, and 2009, the results of 18 percent, 16 percent and 19 percent, respectively, are disappointing.

²² The statewide adaptation of the Common Core State Standards includes incorporating college and career readiness performance standards for the English language arts exam. The state has benchmarked student mathematics test performance to the likely need for remedial course work when students enter college by comparing student 3-8 test results and Regents results to their post-secondary experience at SUNY and CUNY. Besides raising the cut scores for proficiency in the 3-8 testing program, the state has begun to set college and career readiness standards for passing Regents.

**Mathematics Regents Passing Rate with a Score of 65 (80)
by Fourth Year Accountability Cohort²³**

Cohort Designation	Number in Cohort	Percent Passing with a score of of 65 (80)
2007	76	95 (18)
2008	77	95 (16)
2009	80	91 (19)

Evaluation

As stated in the previous section on ELA results, it is admirable to raise the bar for New York State students to a “college and career readiness standard.” Given that a score of 65 had long been the standard, however, students were previously unlikely to repeat the exam if their scores were between 65 and 74. Students were all meeting their personal needs, and achieving the Regents scores necessary to earn their diplomas. (A few students with special needs were earning local diplomas with scores between 55 and 64 after multiple attempts at the test.)

Now that the bar is officially raised, the school policy has shifted for future cohort groups to require re-administration of the Regents exam for all students scoring below 80. A strong message has been communicated to students that there is a change in state and school expectations with the aim of helping them to be more successful in college and careers. They are now familiar with the common college practice of pre-testing students in ELA and Math, and requiring paid enrollment in non-credited remedial courses for any student who does not meet criteria. With new information about the higher standards, students are expected to be more motivated to aim high and to re-take the exams as necessary.

Additional Evidence

During the last three school years, Tapestry High School has shifted the Algebra program from a dominantly one-year to two-year program. For the entering group of freshmen in the cohort of 2007, the year of the initiation of Integrated Algebra (away from Math A/B), Tapestry placed almost all students in the one-year math class with an expectation of readiness for the Regents in June of freshman year. The rates of passage with a cut score of 65 were somewhat disappointing, and the students who failed were scheduled for summer school or a second year of Algebra until they reached at least 65. Students who passed with 65 in ninth grade were generally moved on to Geometry, although it was noted that their foundation of mathematics was poor, and the rates of passing Geometry in sophomore year were lower than Integrated Algebra.

The Math Department noted that the passing score of 65 was reflective of an absolute earned score of less than 40 percent of the material included in the Integrated Algebra Regents exam, given the conversion charts provided by the state. Given this poor foundation, it was no wonder that

²³ Based on the highest score for each student on the Mathematics Regents exam

students were not successful in the higher levels of Regents math, even if they had “passed” the exam at a level adequate to earn a Regents diploma.

With this in mind, an additional certified math teacher was hired so that class sizes for Algebra could be smaller. Freshmen entering in 2011 were screened for math competence, and one section (of four) was designated for a two-year Algebra program, in which students would expect to take the Regents at the end of tenth grade instead of ninth. In the chart below, if one compares the percent of students earning the college and career readiness score of 80, one can see that 22 percent of the cohort of 2011 reached a score of 80 at the end of their sophomore year, compared to only 13 percent of the juniors in the cohort of 2010. It appeared that greater mastery was reached with more students if class sizes were smaller and thoroughness was the goal.

Not satisfied, with the rate of mastery, however, it was decided that the cohort of 2012 would be screened more stringently and that the five sections of Integrated Algebra would include only two sections of one-year Algebra leading to a ninth grade Regents, while three sections would experience a foundation year with the Regents planned for the end of tenth grade. Of the twenty-three (23) students enrolled in the one-year course, eleven (11) reached college and career readiness, while twelve (12) did not. The remaining students in the grade include fifty (50) who have not taken the Regents yet, and seven (7) who had entered ninth grade with Algebra passed in middle school. The Math Department is hopeful that the students who were programmed in the two-year Algebra foundation can reach college and career mastery in greater numbers at the end of tenth grade.

While studying the Common Core Math Standards throughout the 2012-13 year, and examining the math backgrounds of Tapestry’s entering students, the Math Department recommended that the emphasis on building a strong two-year foundation of Integrated Algebra should be extended. In 2013-14, there will be five sections of two-year and only one section of the one-year Integrated Algebra course. Families and students are being informed about the higher state standards for Math and the importance of a strong Regents performance on Integrated Algebra to predict future Math success. Only students who have demonstrated unusual competence will be placed in the one-year course. Results of this curricular shift will be available next year.

Mathematics Regents Passing Rate with a score of 65 (80) by Cohort and Year

Cohort Designation	2010-11		2011-12		2012-13	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2009	82	66	84	90	80	91 (19)
2010	69	35	73	89	71	94 (13)
2011			75	43	78	88 (22)
2012					80	31 (14)

Goal 2: Absolute Measure

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

(S) Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade math exam will meet the college and career ready standard (currently scoring 80 on a New York State Regents math exam) by the completion of their fourth year in the cohort.

Method

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

Results

Of the twenty-eight students in the 2009 cohort whose records from the 8th grade mathematics exam were available, five had scored below proficiency level. Of those five students, all passed the Integrated Algebra Regents with a score of 65. None reached the college and career readiness standard of 80.

Mathematics Regents Passing Rate with a Score of 65 (80) among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ²⁴

Cohort Designation	Number in Cohort	Percent Passing with a score of 65 (80)
2007		
2008		
2009	5	100 (0)

Evaluation

Referencing the old standard, results exceeded the goal. When referencing the new standard, the goal of 65 percent reaching a score of 80 or better was not reached. As noted previously, the cohort of 2009 lacked adequate motivation for retaking the exam in order to raise what was a sufficient passing score to earn a Regents diploma by the state’s own definition.

See previous section for description of efforts that will move students toward the new goal.

²⁴ Based on the highest score for each student on the Mathematics Regents exam

Additional Evidence

It should be noted that the number of students with 8th grade state exam records is very low in spite of enthusiastic efforts to obtain those records from students' previous schools. Drawing conclusions from such limited data is questionably meaningful. It would be a great help if the state could make all 8th grade state exam results available to high schools via students' state ID numbers.

Goal 2: Absolute Measure

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

Method

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

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

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

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

Results

Based upon the AMO set this year in the state's NCLB accountability system, Tapestry High School's Accountability Performance Level (APL) did not meet the objective.

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

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
80	9	73	18	1

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 73 & + & 18 & + & 1 & = & 92 \\
 & & & & 18 & + & 1 & = & \underline{19} \\
 & & & & & & \text{APL} & = & 111
 \end{array}$$

Evaluation

In past years Tapestry has met and exceeded the expectation set by the state for achievement in Mathematics. Given the changes in the definitions of the Levels, the numbers of students in the desired Levels 3 and 4 have decreased.

In examining the individual students who fell short of Level 3, it is noted that all seven students in Level 1 would be eligible for local diplomas by virtue of their disability classifications. Two of them came to Tapestry after the start of ninth grade and have since decided to drop out and pursue GEDs. Four opted for graduation with local diplomas and they are already enrolled in community college for fall 2013. One is continuing as a fifth year senior.

For seniors who were already eligible for a Regents diploma, and had earned a now Level 2, motivation to participate in retesting was low. They understood that the change in actual score would have virtually no personal meaning.

In terms of the school’s motivation to improve scores in the future, all staff are clear that the goal has been raised formally and that the rationale of increased preparedness for college and careers is sound. The message to students and parents is being communicated in a variety of settings, including our Crew advisory groups, Math classes, Student Led Conferences, and guidance meetings.

As noted in the previous section, the Math Department has recommended a major shift in the structure of the curriculum, and building a stronger foundation in Integrated Algebra over two years is likely to produce students who are more successful with the demonstration of math skills.

Additional Evidence

In examining trends over time, the numbers of students in score categories have remained quite stable. The state’s change in the cut-offs for the Levels naturally changed the distribution by Level. As discussed previously, considerable effort is being applied to raising the skills of students to meet the new score objectives. Students in the 2010 cohort and younger have already been informed that they will retake Regents in mathematics if they do not meet a score of at least 75 because this is deemed to be the reasonable expectation for college and career readiness.

Goal 2: Comparative Measure

(S) Each year, students in the high school *Total Cohort* will exceed the predicted pass rate on a Regents mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all high schools in New York State.

Method

The Charter Schools Institute will conduct a Comparative Performance Analysis, as it has for 3-8 schools. The Institute examines the school’s performance in terms of demographically similar high schools state-wide by using a regression analysis to control for the percentage of economically disadvantaged students among all high schools in New York State. The Institute compares the school’s actual performance to the predicted performance of high schools with a similar economically disadvantaged percentage. The difference between the schools’ actual and predicted performance, relative to other high schools with similar economically disadvantaged statistics produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a small degree, is the target for achieving this measure.

Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2012-13 analysis is not yet available.

Results

Leave Blank

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.

(S) Each year, the Accountability Performance Level (APL) in mathematics of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the local school district.

Method

The school compares the performance of students in their fourth year in the charter school Accountability Cohort to that of the respective cohort of students in the local school district. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.²⁵

²⁵ The New York State Report Card provides the district results for students scoring at or above 65. The New York State Accountability Report provides the district results for students scoring at or above 75.

Results

Based upon the available comparison for the 2007 and 2008 cohorts, Tapestry substantially surpassed the Buffalo Public Schools (BPS) in percent passing Mathematics Regents. The passing percentage for Tapestry's 2009 cohort has remained relatively stable and is undoubtedly higher than the districts' rate.

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

Cohort	Charter School		School District ²⁶	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2007	95	76	41	3600
2008	95	77	45	3866
2009	91	80	N/A	N/A

Evaluation

As stated previously, the performance of the Buffalo Public School District (BPS) is not used as a meaningful comparative measure for Tapestry. It is understood that the BPS faces different challenges and does not set a high enough standard at this time. Regarding Tapestry's performance, the aim is to reach and exceed the new standards and college and career readiness levels regardless of the BPS outcomes.

Additional Evidence

Renewed efforts are being made to explain to students and their families the new and higher national standards of achievement and to engage their motivation effectively. Cohorts who have not yet reached their fourth year are clearer than their predecessors that a mathematics Regents score of 80 is the minimum goal.

Goal 2: Growth Measure

(§) Each year, under the state's high school Growth Model (under development) the relative growth of selected students will exceed the state's median growth.

Method

This measure will examine the change in performance of the same group of students during the course of their high school careers and the progress they are making in comparison to other students with the similar scores in the eighth grade. The analysis only includes students from whom the eighth grade scores are available. In following the existing 3-8 Growth Model, students with the same scores are ranked and assigned a percentile based on their relative growth in performance (mean growth percentile). Students' growth percentiles are aggregated school-wide

²⁶ District results for the 2009 cohort are not yet available.

to yield a school’s mean growth percentile. In order for a school to perform above the statewide median, it will have a mean growth percentile greater than 50.

The State Education Department has not yet developed the high school Growth Model.

Results

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Summary of the High School Mathematics Goal ²⁷

Tapestry High School’s performance in Mathematics has continued to earn students the Regents and local diplomas that are honored for college entrance at this time. The graduation rate is impressive relative to statewide results, without using the local district as a comparison. Many Tapestry students who have qualified for local diplomas have surpassed that goal and earned Regents credit in mathematics. As the state’s standards change and the definition of the Levels is restructured, we are adjusting our practices accordingly.

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents mathematics exam by the completion of their fourth year in the cohort.	Achieved on first stated measure, not (§)
	(§) Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career ready standard (currently scoring 80 on a New York State Regents mathematics exam) by the completion of their fourth year in the cohort.	
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will did not score proficient on the New York State 8th grade English language arts exam will score at least 65 on a New York State Regents mathematics exam by the completion of their fourth year in the cohort.	Achieved on first stated measure, not (§)
	(§) Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will meet the college and career ready standard (currently scoring 75 on a New York State Regents mathematics exam) by the completion of their fourth year in the cohort.	
Absolute	Each year, the Accountability Performance Level (APL) on a New York State Regents mathematics exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.	Did Not Achieve
Comparative	(§) Each year, students in the high school Total Cohort will exceed the predicted pass rate on a New York State Regents mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all high schools in New York State.	N/A
Comparative	Each year, the percent of students in the high school Accountability Cohort passing a New York State Regents mathematics exam with a score of 65 or above will exceed that of the high school Accountability Cohort from the local school district. (Using 2011-12 school district results.)	Achieved

²⁷ If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

	(§) Each year, the Accountability Performance Level (APL) on a New York State Regents mathematics exam of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the local school district. (Using 2011-12 school district results.)	
Growth	(§) Each year, under the state’s high school Growth Model (under development) the relative growth of selected students will exceed the state’s median growth.	N/A

Action Plan

In targeted Teacher Learner Cycle sessions with the Math Department and the principal during 2012-13, implementation of Common Core Math Standards and the new College and Career Readiness goals were discussed. Methods of data analysis were proposed and a new system for administering and monitoring interim assessments was established for use in 2013-14.

As noted previously, while studying the Common Core Math Standards throughout the 2012-13 year, and examining the math backgrounds of Tapestry’s entering students, the Math Department and administration have recommended that the opportunity to build a strong two-year foundation of Integrated Algebra should be extended. In 2013-14, there will be five sections of two-year Integrated Algebra and only one section of the one-year course of Integrated Algebra 9 Regents. Families and students are being informed of the higher state standards for Math and the importance of a strong Regents performance on Integrated Algebra to predict future Math and college success. Only students who have demonstrated unusual competence will be placed in the one-year course. Results of this curricular shift will be available next year.

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SCIENCE

Goal 3: Absolute Measure

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

Method

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

Results

Tapestry Charter School entered the first class of ninth grade high school students in September 2006. Of the fifty students in that entering class, forty-three (43) students, or 86 percent, passed a New York State Regents Science exam. Of the seventy-six (76) students counted in the 2007 cohort, sixty-eight (68) students, or 89 percent, passed a Science Regents exam. Of the seventy-seven (77) students in the 2008 cohort, seventy-four (74), or 96 percent, passed a Science Regents exam. In the most recent graduating class, the cohort of 2009, seventy-five (75), or 94 percent, successfully earned a score of at least 65 on a Science Regents exam.

Science Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort²⁸

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2007	76	89
2008	77	96
2009	80	94

Evaluation

Tapestry High School met the established goal for success of at least 75 percent of students on a Science Regents exam. There were no students who were limited from earning a Regents diploma because of Regents' achievement in Science.

Additional Evidence

²⁸ Based on the highest score for each student on a science Regents exam

Achievement on Science Regents exams has remained relatively stable, with slight improvement in numbers of students passing by the conclusion of freshmen and sophomore years. Over the last three years, additional minutes of instruction have been added, and greater consistency is provided in the class and lab instruction. An additional certified science teacher was added to the staff in 2013-13, so that class sizes could be reduced in the core science classes of Living Environment and Earth Science.

Substantial professional development was also provided for the Science Department encouraging the effective use of: instructional literacy strategies, including text based writing and close reading; tools to improve use of interim assessments; and, maintaining effective behavior management with utilization of classroom consistencies.

In the chart below it is encouraging to see the steady increase in the percentage of students who had accomplished a passing science Regents by the end of their sophomore year (74 percent for the cohort of 2009, 81 percent for 2010 cohort, and 90 percent for the 2011 cohort).

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

Cohort Designation	2010-11		2011-12		2012-13	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2009	82	74	84	87	80	94
2010	69	68	73	81	71	89
2011			75	69	78	90
2012					80	69

Goal 3: Comparative Measure

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

Method

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

Results

Based upon the available comparison for the 2007 and 2008 cohorts, Tapestry substantially surpassed the Buffalo Public Schools (BPS) in percent passing Science Regents. The passing percentage for Tapestry’s 2009 cohort has remained relatively stable and is undoubtedly higher than the districts’ rate.

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

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2007	89	76	52	2661
2008	96	77	61	2803
2009	94	80	NA	NA

Evaluation

As stated previously, the performance of the Buffalo Public School District (BPS) is not used as a meaningful comparative measure for Tapestry. It is understood that the BPS faces different challenges and does not set a high enough standard at this time. Regarding Tapestry’s performance, the aim is to reach and exceed the rising standards for college and career readiness levels, regardless of the BPS outcomes.

Additional Evidence

Results for the 2010 cohort are already exceeding the accountability goal, and well ahead of typical district levels.

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SOCIAL STUDIES

Goal 4: Social Studies

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

Goal 4: Absolute Measure

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

Method

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

Results

Tapestry Charter School entered the first class of ninth grade high school students in September 2006. Of the fifty students in that class, forty-six (46) students, or 92 percent, passed the New York State Regents exam in U.S. History. Of the seventy-six (76) students counted in the 2007 cohort, seventy-four (74) students, or 97 percent, passed the U.S. History Regents exam. Of the seventy-seven (77) students in the 2008 cohort, seventy (70), or 91 percent, passed the U.S. History Regents exam with scores above 65, while six students designated with educational disabilities earned scores sufficient for a local diploma at Level 2. In the most recent graduating class, the cohort of 2009, seventy-one (71), or 89 percent, successfully earned a score of at least 65 on the U.S. History Regents exam.

U.S. History Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort²⁹

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2007	76	97
2008	77	91
2009	80	89

²⁹ Based on the highest score for each student on a science Regents exam

Evaluation

Tapestry High School exceeded the established goal for success of at least 75 percent of students on the U.S. History Regents exam. There were no students who were limited from earning a Regents diploma because of Regents' achievement in U.S. History.

Additional Evidence

Achievement on the U.S. History Regents exam has remained relatively stable through the years it has been administered to juniors at Tapestry. Professional development has been provided for the Social Studies Department encouraging the effective use of: instructional literacy strategies, including text based writing and close reading; tools to improve use of interim assessments; and, maintaining effective behavior management with utilization of classroom consistencies.

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

Cohort Designation	2010-11		2011-12		2012-13	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2009	NA	NA	84	83	80	89
2010	NA	NA	NA	NA	71	89
2011			NA	NA	NA	NA
2012					NA	NA

Goal 4: Comparative Measure

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

Method

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

Results

Based upon the available comparison for the 2007 and 2008 cohorts, Tapestry substantially surpassed the Buffalo Public Schools (BPS) in percent passing the U.S. History Regents. The passing percentage for Tapestry's 2009 cohort has remained relatively stable and is undoubtedly higher than the districts' rate.

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

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2007	97	76	66	1949
2008	91	77	62	2389
2009	89	80	NA	NA

Evaluation

As stated previously, the performance of the Buffalo Public School District (BPS) is not used as a meaningful comparative measure for Tapestry. It is understood that the BPS faces different challenges and does not set a high enough standard at this time. Regarding Tapestry’s performance, the aim is to reach and exceed the rising standards for college and career readiness levels, regardless of the BPS outcomes.

Additional Evidence

Results for the 2010 cohort exceed the accountability goal, and are ahead of typical district levels.

Goal 4: Absolute Measure

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

Method

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

Results

Tapestry Charter School entered the first class of ninth grade high school students in September 2006. Of the fifty students in that class, forty-five (45) students, or 90 percent, passed the New York State Regents exam in Global History. Of the seventy-six (76) students counted in the 2007 cohort, sixty-seven (67) students, or 88 percent, passed the Global History Regents exam. In the 2008 cohort, seventy-two (72) students, or 89 percent, passed the Regents exam with a score of at least 65.

**Global History Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort³⁰**

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2007	76	88
2008	77	93
2009	80	89

Evaluation

Tapestry High School exceeded the established goal for success of at least 75 percent of students on the Global History Regents exam.

Additional Evidence

Achievement on the Global History Regents exam has remained relatively stable through the years it has been administered to juniors at Tapestry.

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

Cohort Designation	2010-11		2011-12		2012-13	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2009	82	57	84	83	80	89
2010	NA	NA	73	71	71	85
2011			NA	NA	78	62
2012					NA	NA

Goal 4: Comparative Measure

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

Method

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

³⁰ Based on the highest score for each student on a science Regents exam

Results

Based upon the available comparison for the 2007 and 2008 cohorts, Tapestry substantially surpassed the Buffalo Public Schools (BPS) in percent passing the Global History Regents. The passing percentage for Tapestry's 2009 cohort has remained relatively stable and is undoubtedly higher than the districts' rate.

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

Cohort	Charter School		School District	
	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort
2007	88	76	41	2538
2008	93	77	50	2880
2009	89	80		

Evaluation

As stated previously, the performance of the Buffalo Public School District (BPS) is not used as a meaningful comparative measure for Tapestry. It is understood that the BPS faces different challenges and does not set a high enough standard at this time. Regarding Tapestry's performance, the aim is to reach and exceed the rising standards for college and career readiness levels, regardless of the BPS outcomes.

Additional Evidence

Results for the 2010 cohort already exceed the accountability goal, and are ahead of typical district levels.

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HIGH SCHOOL GRADUATION

GOAL 6: HIGH SCHOOL GRADUATION

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

Goal 6: Absolute Measure

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

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

Method

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

- Students are required to take four years each of English and Social Studies, and are expected to take four years of Math and Science, though only three years of Math and Science are formally required by NYS Commissioner's Diploma Requirements.
- 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 / B sequence has not been offered since 2009.) The Pre-Calculus course has been approved for college credit as of September 2012, following the accreditation of the instructor by Erie County Community College.
- Science course options include Regents Living Environment, Regents Earth Science, Chemistry, and Physics. During the 2010-11 and 2011-12 years, a college credit Chemistry course was offered in cooperation with Niagara University and in lieu of a "regents" Chemistry option. The Science Department coordinator is an adjunct professor at NU and was approved to offer college credit for the course taught at Tapestry. During 2012-13 her position was changed to Instructional Coach and her replacement is in the process of seeking approval for college credit from NU.
- Students are required to take at least one year of Spanish/LOTE, though they are encouraged to continue for at least three years, through the exam required for the Advanced Regents level.
- Studio Art is offered as a requirement for a half credit in both ninth and tenth grade. A variety of art electives are available in eleventh and twelfth grades for a full credit yearly. Unless a student is scheduled for academic electives, including the Honors Program Seminar, students are scheduled for art yearly, typically going beyond the one required credit.

-- Physical Education is required to be taken for ½ credit yearly, and Health is required for ½ credit, offered in junior or senior year.

-- All students are required to take Crew for ½ credit yearly. This small advisory group structure includes introduction to occupations and college advisement, discussion of problem solving and personal life choices, discussion of social relations and community discipline structures, and participation in community service structures. It is in Crew that students maintain their academic portfolios and prepare for the defense of their grade level promotions in and graduation from high school.

Results

Given the rigorous academic expectations that are reinforced at the time of high school enrollment and throughout the school year, and the strong program of academic support that is provided for students to reach those expectations, course passage is expected for all students at least by the end of the Summer School Program. Even if a Regents examination has not been passed for a particular course, it is possible to have earned course credit for that course. In summers of 2011, 2012, and 2013 it has been possible for students to take up to three summer school courses at Tapestry or prepare for up to two failed Regents exams through the Buffalo Public Schools.

Percent of Students Promoted by Cohort in 2012-13

Cohort Designation	Number in Cohort	Percent promoted
2009	84	99
2010	73	100
2011	75	97
2012	80	100

Evaluation

The goal of course promotion and credit accumulation is being met at a high level, substantially exceeding the 75 percent expected measure. Tapestry Charter High School students consistently pass courses through a combination of positive work and lots of staff support. Parents/guardians are provided with regular feedback through consistent Crew leader availability by phone and email, home mailing of progress/report cards six times yearly, and expected attendance at Student Led Conferences at least once and up to three times yearly in all grades. Parents/guardians are persistently invited to engage as partners in their child’s education and they accept the invitation at a very high rate. In the 2012-13 year, 96 percent of families attended the first trimester conference. Resources for further instruction are readily offered to students and their families when learning lags are noticed, so there is no excuse for failure.

Additional Evidence

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

During the summer 2012, there were 133 students involved in summer program, with eighty-nine (89) students in attendance at Tapestry and forty-four (44) students in Regents preparation in Buffalo. Summer 2013, there were 118 students in program, with fifty-six (56) at Tapestry and sixty-two (62) in Buffalo. Programming ranged from attendance in classes and the re-administration of the Regents exams by our regular teaching staff to completion of a teacher prescribed project under the supervision of AmeriCorps and VISTA members.

Goal 6: Absolute Measure

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

Method

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

Results

Results in this section are a positive indication of students' progress toward Regents diplomas, though the results for the 2011 cohort are lower than 75 percent. Tapestry fundamentally questions this measure and would suggest that it is unnecessarily discouraging to predict that students without three passing Regents at the end of sophomore year are predicted not to graduate.

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

Cohort Designation	Number in Cohort	Percent Passing Three Regents
2007	76	71 (96)
2008	77	65 (93*)
2009	82	72 (90**)
2010	73	70 (90***)
2011	78	64

Evaluation

In the 2008-09 Accountability Progress Report, it was stated that Tapestry fully expected the percentage of the 2007 cohort who had passed three Regents to rise significantly by the end of their third year. Indeed, by summer 2010, the percent of the 2007 cohort passing three Regents did rise from 71 percent to 96 percent including all students served by special education services. Similarly it was expected that the percent of the 2008 cohort passing three Regents would mirror this success, and they did indeed, reaching a level of 93 percent*. Among the 2009 cohort, the 72 percent rate rose to 90 percent**. In considering the 2010 cohort, the rate of 70 percent rose to 90 percent*** by year three. The percent for the 2011 cohort is consistent with previous years at a 64 percent level, expected to rise to graduation levels with student and school perseverance.

These results rather accurately reflect the struggle that many Tapestry students have upon entering high school. Tapestry enters approximately 40 percent of its students from the Buffalo Public Schools, which are chronically underperforming. The measures of students' reading upon entry reveal a significant portion of children who are below grade level. In the entering 2012 cohort, 60 percent of the eighty-two (82) students measured below proficient on the Scholastic Reading Inventory at the time of their Intake. At Tapestry it is believed that a quality educational experience is not a function of speed or negative pressure. Hard work and perseverance will translate into achievement and graduation. This belief is strongly communicated to students and families, and it pays off over time. Several students have been applauded for passing the Integrated Algebra exam on their fourth try.

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

Additional Evidence

During the last two school years, Tapestry continued to contract with the Castle Learning Program to allow students individual access to practice Regents questions and exams online. In this online assessment prep program, when students answer incorrectly, hints are provided with links to key vocabulary and concept descriptions. Teachers are able to assign sets of questions by topic, and they can monitor individual student use of and success with the system. Online access is available at school, as well as from home. This resource has been heavily used and will continue to be available in 2013 - 14.

Goal 6: Absolute Measure

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

Method

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

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

Results

In the 2006 cohort, two students did not reach the graduation goal by the end of August. One of the students earned her diploma by the fall 2010, while the other student did not accept offers of continued instruction. He was granted an Individualized Education Plan (IEP) diploma by virtue of his Committee on Special Education classification.

In the 2007 cohort, in spite of energetic and heartfelt efforts to urge all students to complete school, five students withdrew from attendance in the spring of 2011. All five had been successful in completion of the required regents exams, but needed to maintain attendance and complete work to earn credit to graduate. In each case, families had joined the school in urging better judgment and were greatly disappointed, but each of these students maintained willful resistance. One of those students returned in fall 2011 as a repeat senior for the full year, but he withdrew mid-year and chose to pursue a GED. Another student returned and took the remaining required classes for credit, and she was granted a diploma by spring 2012. Two other students have successfully confirmed completion of GED exams.

In the 2008 cohort, only three students started senior year and failed to finish with their classmates in June. One became involved in the court system after an arrest; another left before the end of the school year and has chosen to enroll as a fifth year senior in his home suburban district; and a third took summer school to pass the US History Regents, but again earned a Level 1 score. By January 2013 she earned a Level 2 score on the US History exam and was granted a local diploma. The other five students who are counted as non-completion students after four years include two students who have now graduated. They had enrolled with Tapestry in tenth grade after having already repeated grade 9. One other student joined Tapestry in grade 11 and only attended school for less than a week before refusing to continue school.

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

Cohort Designation	Number in Cohort	Percent Graduating
2006	50	96
2007	76	92
2008	81	90
2009	82	90

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

Cohort Designation	Number in Cohort	Percent Graduating
2006	50	98
2007	76	93
2008	81	94

Evaluation

The expected level of high school completion was met and exceeded. The continuation of effort by students into their fifth year is a point of pride for Tapestry. The students' spirit of perseverance is a tribute staff support and the school's "Compass" of character values.

Additional Evidence

Of the eight (8) students in the cohort of 2009 who did not graduate, there are three who had repeated ninth grade and are now entering senior year. All three receive educational accommodations, and are progressing toward local diplomas. Another student has recently enrolled in a senior year program in Pennsylvania, where she moved with a boyfriend after running away from home. Four have stated that they are pursuing GEDs.

Goal 6: Comparative Measure

Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the local school district.

Method

The school compares the graduation rate of students completing their fourth year in the charter school's Total Graduation Cohort to that of the respective cohort of students in the local school district³¹. Given that students may take Regents exams through the summer of their fourth year, district results for the current year are generally not available at this time.

Results

³¹ Schools can retrieve district level graduation rates from the SED's Information and Reporting Services office. News releases and an Excel workbook containing these data are available from the [IRS Data Release webpage](#).

The percent of Tapestry students in the 2009 cohort who have graduated far exceeds the percent graduating in the Buffalo Public School district.

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

Cohort Designation	Charter School		School District ³²	
	Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2007	76	92	2237	58
2008	81	90	2200	54
2009	82	90		N/A

Evaluation

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

Additional Evidence

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

Summary of the High School Graduation Goal

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

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Total Graduation Cohort will pass their core academic subjects by the end of August and be promoted to the next grade.	Achieved
	(§) Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.	
Absolute	Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their	Did Not Achieve (always achieve by year #3)

³² District results for the 2009 cohort are not yet available.

	second year in the cohort.	
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort and 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	Did Not Achieve (94% graduated)
Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the local school district.	Achieved

Action Plan

Tapestry Charter High School continues the emphasis on academic rigor. The school culture of academic focus and college preparation is now solidly established. Real world learning, including fieldwork and the creation of meaningful quality products, has led to a strong rate of student engagement. An Honors Extension Program has engaged a wide-range of students in an intellectually challenging course of study beyond the typical Regents course offerings. Formal partnerships with Canisius College, Niagara University, and Erie County Community College have allowed students access to college courses.

Resources have been provided to students through partnerships with Canisius College Department of Education 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 ABLE and VISTA programs have provided educational support for extra staffing for small group instruction. Continued student success is anticipated.

Tapestry prides itself on upholding the values of a professional learning community, encouraging a positive atmosphere of adult learning and problem solving. With adoption of the national Common Core standards and shifting accountability structures within New York State, it is especially important that all staff are open to continuous learning and self-reflection. Regularly scheduled Professional Development occurs weekly from September to June, and in special sessions during the summer. High quality adult instruction is coordinated with the Expeditionary Learning Schools organization, with which Tapestry continues a formal consultation relationship. An in-house Instructional Coach ensures continuity between the EL organization and the Tapestry staff. During the 2012-13 year, it is noteworthy that EL emerged as a valuable contributor to the development of Common Core curriculum materials, preparing modules for instruction that are featured on the State Education Department’s website.

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COLLEGE PREPARATION

GOAL 7: COLLEGE PREPARATION

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

Goal 7: Comparative Measure

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

Method

This measure tracks student performance on 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, the school reports only on a student's highest score on each subsection. Compare school averages to the New York State average for all 10th grade (sophomore) test takers in the given year.

Results

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

10th Grade PSAT Performance by School Year

School Year	Number of Students in the 10 th Grade	Number of Students Tested	Critical Reading		Mathematics	
			School	New York State	School	New York State
2010-11	75	69	34.9	42.5 + 11.1	35.4	44.0 + 11.0
2011-12	82	83	35.9	41.2 + 10.9	33.7	42.0 + 11.3
2012-13	82	71	35.9	41.5 + 9.9	34.1	42.1 + 11.2

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 2012-13 Sophomores. The Tapestry average was below the state average. This result supports the continuation of the targeted assistance Tapestry has provided to students for P/SAT and ACT preparation. The results of the P/SAT were item analyzed and shared with teachers and patterns of student weaknesses were identified. This analysis was followed by a discussion of ways that classroom instruction could incorporate skills that are tapped on the P/SAT. The results were also

shared with parents/guardians in the context of the Student Led Conferences during the school year, with individual consultation offered from the guidance department. Tapestry's relationship with Liberty Partnership through Buffalo State College has now provided a P/SAT preparation program during the school day.

Additional Evidence

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

Goal 7: Comparative Measure

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

Method

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

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

Results

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

12th Grade SAT Performance by School Year

School Year	Number of Students in the 12 th Grade	Number of Students Tested	Reading		Mathematics	
			School	New York State	School	New York State
2010-11	76	55	414	484 + 113	403	499 + 118
2011-12	77	65	416	485 + 114	398	499 + 119
2012-13	80	77	398	483 + 114	392	500 + 119

Evaluation

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

Additionally, partnerships with Liberty Partnership and other community resources have been expanded to offer specific test preparation courses.

Additional Evidence

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

Goal 7: School Created College Preparation Measure

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

Method

A file is kept for each student in the counseling office with a checklist of required actions. Lists are maintained for each grade level tracking all students, and these are reviewed by the counseling department on a regular basis. The Naviance computer-based college preparation program is now maintained for all students, starting in ninth grade. Proper use of this program is taught during Crew periods, under the guidance of the school college counselor.

Results

Tapestry Charter High School arranges regular opportunities for students to visit college campuses locally and within the broader geographic region of Western NY and Northern Pennsylvania. All students participated in this program before senior year. All students have been registered for the SAT at least once and completed the 1st draft of their college essay by the end of their Junior year. During the 2012-13 year, Tapestry has implemented the Naviance Program that allows for the collection and organization of information about individual students' college preparation process. During senior and junior years, thirty to forty college representatives visited Tapestry and all students attended college fairs. The Western New York College Consortium visited Tapestry onsite for an afternoon, and a regional college fair was also hosted at Tapestry, including approximately 30 schools, such as the RIT, Colgate, St. Lawrence, Geneseo, UB, and Buffalo State.

Evaluation

Thanks to the skilled School Counseling Department the college preparation goal was enacted enthusiastically. For the 2009 and 2010 cohort groups, college visits and college fairs were attended. Some students from the 2011 cohort were also included in these activities. Throughout the year, visits were arranged that included several campuses in a single day or over a couple of days. Most students had a chance to experience more than two schools. The counselor had prepared students prior to the visits with an organizational system that kept track of students' observations.

During the 2012-13 year, Tapestry continued its investment in an online college preparation and student profile program called Naviance. This online resource allows each student to develop and maintain a personal profile, including interest assessments and college match programs, along with a resume builder and extensive information about the process of college preparation and application. Parents can tap into their child's online site and learn about options and their own child's progress in the college selection process. Individual meetings were scheduled with all students prior to senior year to complete a Personal College Profile that outlines students' college and academic interests with attention paid to the development of personal action plans. Students were also provided with college scholarship information. Before the end of the year, 100 percent of the 2010 cohort had completed their profiles. SAT and ACT sign ups had occurred and students were directed to resources that could provide help with the process.

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

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

Method

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

Results

The rate at which Tapestry students met the Aspirational Performance Measure was below the statewide average.

Percent of Graduates Meeting the Aspirational Performance Measure³³

Cohort	Charter School	Statewide ³⁴
2007	14	34.7
2008	12	35.3
2009	14	N/A

Evaluation

Tapestry did not meet the Aspirational Performance Measure for the cohorts of 2007, 2008, or 2009. This result is not surprising, given that the announcement of this measure occurred only in 2012. Now that the expectations are clear, and the explanations have been provided, the teachers, students, and families are aware that the bar has been raised for ELA and math, and students will retake Regents exams if they fall short of the expected measures in both areas.

School programs have been expanded to increase relevant skills. This includes two additional periods of ELA weekly in tenth grade for all students; targeted Literacy classes for at risk students from AmeriCorps members in eleventh grade; and a standard of two years rather than one year of Integrated Algebra class instruction before the first administration of the math Regents in tenth grade.

³³ Schools can retrieve state level graduation rates from the SED’s Information and Reporting Services office. News releases and an Excel workbook containing these data are available from the [IRS Data Release webpage](#).

³⁴ District results for the 2009 cohort are not yet available.

Professional development has been provided related to the raising of expectations. Common Core learning standards have been discussed with consideration of the increased emphasis on deeper thinking and the application of learning. Teachers of all content areas are expected to include targeted literacy strategies in daily instruction, with increased use of such practices as evidence-based writing and close reading. Weekly Monday morning professional development sessions regularly include the sharing of best practices.

Professional development has also included information on research and practices related to student expectations of success and their approach to learning and assessment (e.g., Dweck; Duckworth; Aronson and Steele). Tapestry communicates to students regarding the “growth mindset” that encourages hard work and the development of “grit” as a response to failure. Students and families are informed of this approach and are asked to commit to college preparation as part of the ninth grade intake process.

(§) The percent of graduating students will graduate with a Regents diploma with advanced designation will exceed the local district.

Method

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

Results

Tapestry students have graduated with Regents diplomas with advanced designation at a rate of between ten and twenty percent, which exceeds the local district rate.

Percent of Graduates with a Regents Diploma with Advanced Designation³⁵

Cohort	Charter School	School District ³⁶
2007	11	N/A
2008	18	9.7
2009	12	N/A

Evaluation

Tapestry met the measure by exceeding the rate of the local district for Regents diplomas of advanced designation.

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

Method

Tapestry Charter does not support this measure of success for high school. Though Tapestry's approach to education from the ninth to twelfth grade levels is focused on college preparation, there is not an emphasis on all students taking college level material while in high school. Thorough engagement in an appropriate high school program aiming at a quality Regents diploma is determined to be a reasonable goal. Moving a greater number of students toward the College and Career Readiness levels of Regents performance will be an important step toward greater rigor.

General programming at Tapestry is designed to expose students to real world application of learning and thoughtful community-based experiences. Among the diverse population of students enrolled, many are ready for more advanced work than Regents provides, and all students have options from which they can choose for that purpose. Those options include the Honors Extension Program, courses for college credit, and limited AP access (i.e., Calculus).

Results

Though Tapestry does not endorse the goal of 75 percent of students passing college level courses, regular access to college material is formally provided through partnerships with Canisius College, Niagara University, and Erie County Community College. We have three teachers who are approved to offer courses in the Tapestry building that have potential to earn college credit through NU or ECC. We also have partnerships with Canisius College and NU that encourage students to take courses on their campuses at a low cost. In addition, we have two teachers approved to instruct in AP Calculus for students who are ready for and interested in that option.

³⁵ Schools can retrieve information about diplomas conferred from the SED's Information and Reporting Services office. News releases and an Excel workbook containing these data are available from the [IRS Data Release webpage](#).

³⁶ District results for the 2009 cohort are not yet available.

Graduates Passing a Course Demonstrating College Preparation

Cohort	Number of Graduates	Percent Passing the Equivalent OF a College Level Course ³⁷
2007	76	33
2008	81	31
2009	82	29

Evaluation

Almost one third of each cohort participated and succeeded in one or more college course options. Tapestry is pleased with this result, as a companion to the 90 percent plus rate of graduation. In addition to access to college course involvement, all students are all eligible to participate in the Honors Extension Program that includes a full credit seminar course of advanced reading and research, with additional course demand for participation in community engagement activities. In 2013-14 that program has been extended down to ninth grade and is beginning in September rather than spring of ninth grade.

In a student survey in May 2013, 97 percent of students reported that they “are capable of high achievement.” It is encouraging that students are accepting their potential to succeed, and recognize that teachers have faith in their potential.

Goal 7: School Created College Attendance or Achievement Measure

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

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

Method

During the 2012-13 school year, the commercially purchased Naviance program was used to track students’ enrollment in college through the National Student Clearinghouse function.

³⁷ Advanced Placement (AP) exam, a College Level Examination Program (CLEP) exam, or a college level course

Results

As Tapestry explored the new Naviance tool, early results from November 2012 revealed the college enrollment of the 2006 and 2007 cohorts. Of the 125 graduates of 2010 and 2011, forty students (32 percent) were enrolled in two year programs and fifty-five students (44 percent) were enrolled in four year programs, totaling 76 percent of the graduates enrolled.

Evaluation

As we enter our second year of use of the Naviance and National Student Clearinghouse tools, outcomes appear to be favorable and the percentage of college enrollment is meeting the goal. Tapestry is now routinely obtaining social security numbers for students and is explaining to families that the reason is the tracking of college enrollment. With this method we can have confidence that information is accurate.

Summary of the College Preparation Goal

Overall, Tapestry students appear to have accepted the relationship between academic effort and successful progression through high school toward college and careers. Students are consistently accessing the extra academic supports available to pass classes and Regents, and Tapestry students' rates of Regents passage and credit accumulation are quite positive. Now that new levels of success have been established for College and Career Readiness in ELA and Math, conversations about true college level skills have progressed, and students are aiming higher.

Students have enthusiastically participated in college visits and interaction with the School Counselor for completion of their Personal College Profiles. Colleges have warmly received these students, and continue to visit Tapestry to do preliminary interviews on site. The Say Yes to Education Buffalo scholarship program has provided a powerful incentive all Tapestry students to accept college and post secondary education as a realistic option regardless of family income. (This program provides full last-dollar tuition coverage for all students who reside within the city of Buffalo and who have attended public school, including charters.)

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

Tapestry is thus far encouraged by the rate of graduates' college continuation one year past graduation. Results indicate that a large number of students in the 2006, 2007, and 2008 cohorts are planning to return to college in 2013-14. Though the actual rate is lower than the stated goal, it is substantially higher than the average rate for New York State high school graduates.

Type	Measure	Outcome
Comparative	Each year, the average performance of students in the 10 th grade will exceed the state average on the PSAT test in Critical Reading and Mathematics.	Did Not Achieve
Comparative	Each year, the average performance of students in the 12 th grade will exceed the state average on the SAT or ACT tests in reading and mathematics.	Did Not Achieve
College Preparation	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 Naviance Personal College Profile with the School Counselor in which students identify schools of interest and personal matches.	Achieved
	(S) The percent of graduating students that meets the state’s aspirational performance measure (APM), currently defined as the percentage of students in a cohort who graduate with a score of 80 or better on a math Regents exam AND 75 or better on the English Regents exam, will exceed the statewide average.	Did Not Achieve
	(S) Each year, 75 percent of graduating students will demonstrate their preparation for college by passing an Advanced Placement (AP) exam, a College Level Examination Program (CLEP) exam or a college level course.	Did Not Achieve
	(S) Each year, 75 percent of graduating students will matriculate in a college or university in the year after graduation.	Achieved
College Attainment	Each Year, the school will demonstrate college attendance or achievement by tracking student enrollment in post secondary programs through the year following graduation. Seventy-five percent of graduates will be enrolled through the year.	Achieved
	(S) Each year, 75 percent of graduating students will matriculate in a college or university in the year after graduation.	

Action Plan

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

APPENDIX B: OPTIONAL GOALS

The following section contains a Parent Satisfaction optional goal, as well as examples of possible optional measures.

Goal S: Parent Satisfaction

Tapestry will maintain strong family support and commitment.

Goal S: Absolute Measure

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

Method

The high school parent satisfaction survey was first developed in 2007, with input from the Principal's Advisory Group comprised primarily of parents, with some student and faculty representation. Areas of interest included parents' impressions of administration, instructional quality, school safety, school culture, and the overall high school program. At that time, there was interest in developing a measure that was short and simple enough to be completed quickly at the time of December Student Led Conferences (SLC) when parent attendance was very high, with opportunity in the survey for anonymity as well as an option for free response comments. The participation in 2007 and 2008 was very strong when the survey was completed with paper and pencil at SLCs, but in 2009 the transition to a computer-based format to be completed at home did not yield a strong response rate. With the availability of Survey Monkey and a school computer lab with a bank of functioning computers, the survey was repeated in the late fall 2010 at the time of the first SLC of the year including all grade levels over two days. At that time a 51 percent response rate was achieved from 153 families. The aim in 2011 was for a higher rate of participation, and steps were taken to structure the SLC meeting differently and to have a laptop computer available for the survey in the room with the student and parent/guardian, to ensure that teachers obtained input from as many families as possible. Indeed 84 percent of families responded to the computer-based survey, and results were highly favorable.

In December 2012, 96 percent of the enrolled students were represented by an adult family member at the Student Led Conferences. This was the best rate of family participation since the school opened. Almost 240 families, or 79 percent, completed the survey at the time of SLCs (NOTE: twenty-five families have siblings in the school).

Results

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

2012-13 Parent Satisfaction Survey Response Rate

Number of Responses	Number of Families	Response Rate
236	297	79%

2012-13 Parent Satisfaction on Key Survey Results

Item	Percent of Respondents Satisfied
Overall impression of Tapestry Charter High School	97.8
Impression of administrative management	96.8
Impression of instructional quality	98.2
Impression of school safety	97.3
Impression of school culture/atmosphere for students	96.5

Evaluation

The response rate was very good with the SurveyMonkey computer format administered on laptops during the Student Led Conferences. With eighty-four percent of parents participating in the Survey Monkey, it was encouraging to have such a strong endorsement of parent satisfaction with the various aspects of the program. Forty-five families wrote comments, of which thirty-seven were resoundingly positive, four offered suggestions, and four contained criticisms.

Goal S: Absolute Measure

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

Method

Student enrollment is closely monitored. Careful counts are maintained.

Results

There is relatively little student transience. The school counselor has contact with each individual who leaves in order to ensure a smooth transition to a new school setting. There have been few instances of students dropping out of school, and these have only occurred after considerable efforts were made to intervene for a more positive outcome. Of the students who dropped out, most have pursued the GED.

2012-13 Student Retention Rate

2011-12 Enrollment	Number of Students Who Graduated in 2011-12	Number of Students Who Returned in 2012-13	Retention Rate 2012-13 Re-enrollment ÷ (2011-12 Enrollment – Graduates)
308	77	217	94

Evaluation

Tapestry Charter High School was satisfied with the student retention rate of 92 percent in the 2010-11 year, given the challenging transitions that the high school program had to negotiate. The school was located in three different buildings in a span of three years, including a run-down former elementary building in 2009-2010. Having finally moved in August 2010 into a permanent location that is more conveniently located and better appointed, it was hoped that the retention rate would improve over the 92 percent level. In 2011-12 the retention rate rose to a 95 percent rate, and in the 2012-13 year the rate appeared stable at 94 percent.

Additional Evidence

Year	Retention Rate
2009-10	94
2010-11	92
2011-12	95
2012-13	94

Goal S: Absolute Measure

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

Method

In Tapestry Charter School, attendance is reported by students' homeroom teachers using the computer-based PowerSchool attendance tracking system. In each building, students arriving late to school are buzzed in and are required to sign in with the late-sign-in table or the front desk secretary. The absence list is printed out and available to all teachers to check during the day. Changes or corrections are reported to the front office.

Results

Average daily attendance overall is 94.3 percent, which is lower than the target goal of 95 percent, but slightly higher than 2011-12.

2012-13 Attendance

Grade	Average Daily Attendance Rate
1	94.0
2	94.8
3	94.1
4	95.3
5	96.2
6	95.3
7	92.4
8	91.4
9	94.7
10	95.1
11	94.5
12	92.9
Overall	94.3

Evaluation

The attendance rate at each grade level is close to the target goal, with one exception – the senior class. For the 2012-13 school year, Tapestry High School has instituted stricter policies for intervention to be implemented sooner than in the past. By the time a student has missed six days, the parent will be contacted. Crew leaders are aware of the concern with senior attendance, and are monitoring progress toward the goal.

Additional Evidence

Year	Average Daily Attendance Rate
2009-10	91.5
2010-11	96
2011-12	94
2012-13	94.3

APPENDIX C: SUPPLEMENTARY TABLES

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

HIGH SCHOOLS: ENGLISH LANGUAGE ARTS AND MATHEMATICS

Growth Measure

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

Method

This measure examines the change in performance of the same cohort of students from their first year to their second year in high school on a norm referenced reading test. Each cohort consists of those students who have norm-referenced reading test results for their first two years in the school. 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 the first year and the 50th NCE in the second. If a cohort has already achieved an average NCE of 50, it is expected to show some positive growth in the subsequent year.

Tapestry administers the Scholastic Reading Inventory (SRI) to all students twice yearly, near the start of the school year as a pre-test, and in the spring as a post-test. The SRI is a well-regarded norm-referenced test that measures reading comprehension on the Lexile Framework[®] for Reading. The SRI is research-based, computer-adaptive test that provides information to inform instruction and make accurate placement recommendations. In addition, the SRI supports a Response to Intervention framework, is aligned with state goals to target intervention strategies, and provides many reports that provide accurate and clear information both individually and comparatively. By using Lexile scores, teachers are able to align text to student abilities and make appropriate instructional choices about materials and resources they will use with students. The SRI provides a “year end Proficiency Lexile Range” that aligns grade level reading abilities to a Lexile score range, allowing teachers and administrators to track students relative to grade level reading expectations.

It should be noted that Tapestry uses the Lexile scores of the SRI, as NCE scores are not provided. Testing is designed to inform instruction, and results do suggest strengths and weaknesses that are addressed by staff in a variety of ways. Growth is measured and the pre- and post-testing is reported here.

Results

In 2012-13, 324 students in grades nine to twelve were enrolled in the SRI testing program for pre- and/or post-testing. Individual student results were shared with Crew leaders and subject teachers

in the fall, and with families and students at the time of Student Led Conferences in December. Most students were tested twice between May 2012 and July 2013. Of the total number of students, 311 students took the test two or more times, producing data that reflects upon relative growth at each grade level over time. For the purposes of this report, the data reflects results of students who were measured in each administration season. The information and comparisons provided were very useful to the school as a whole and to the support services team, charged with serving the needs of the students at risk of not making adequate academic gains and of not graduating.

Performance Standard: A descriptor of student performance that describes what students must do to demonstrate various levels of proficiency with respect to the specific content (for example, reading comprehension). Four default levels have been identified to describe student performance on the SRI at each grade. The levels are based on end-of-year test results.

Advanced: Students scoring in this range exhibit superior performance when reading grade-level appropriate text and can be considered as reading “above Grade Level.”

Proficient: Students scoring in this range exhibit competent performance when reading grade-level appropriate text and can be considered as reading “on Grade Level.” Students performing at this level should be able to identify details, draw conclusions, and make comparisons and generalizations when reading materials developmentally appropriate for the Grade Level.

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

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

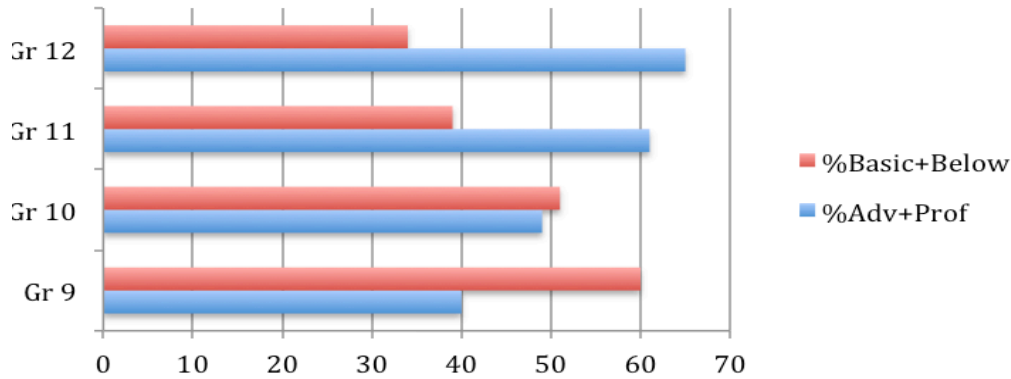
(Source: Scholastic Reading Inventory Educator’s Guide)

Student Growth Trends on the SRI

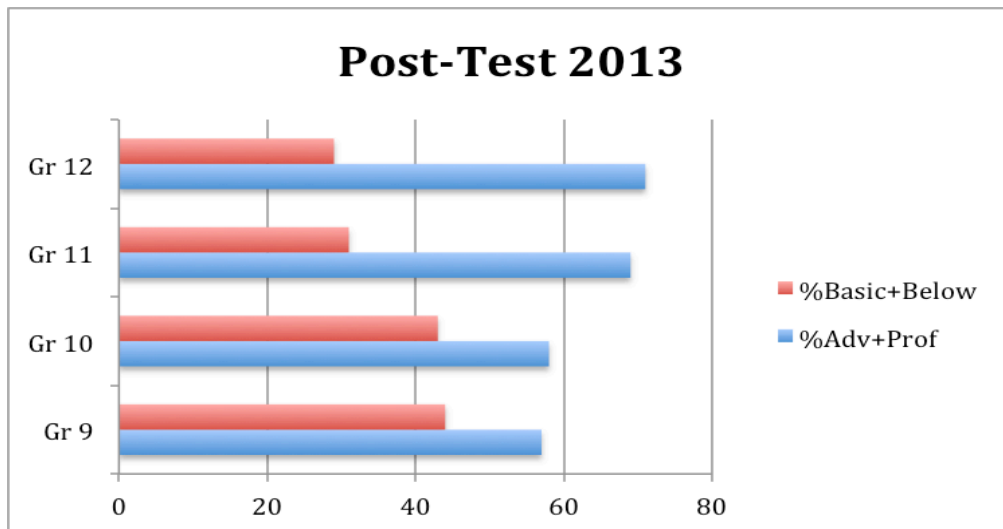
Pre-Test Fall 2012	% Adv	% Prof	% Basic	% Below Basic	%Adv+Prof	%Basic+Below
Cohort 2012 N=82	10%	30%	49%	11%	40%	60%
Cohort 2011 N=78	14%	35%	46%	5%	49%	51%
Cohort 2010 N=81	15%	46%	28%	11%	60%	40%
Cohort 2009 N=78	18%	47%	28%	6%	65%	35%

Post-Test Spring 2013	% Adv	% Prof	% Basic	% Below Basic	%Adv+Prof	%Basic+Below
Cohort 2012 N=83	16%	41%	39%	5%	57%	43%
Cohort 2011 N=82	20%	38%	37%	6%	57%	43%
Cohort 2010 N=75	21%	48%	24%	7%	69%	31%
Cohort 2009 N=76	25%	46%	28%	1%	71%	29%

Pre-Test 2012



Post-Test 2013



Evaluation

At the end of the 2012-2013 school year, evaluation using the SRI tool showed that students made impressive gains in Lexile Ranges. When our freshmen entered, 60 percent were below expectation and only 40 percent were at or above. By the end of the year, the balance had essentially reversed, as 57 percent were then proficient or above. Similarly from year to year, as students progressed toward graduation, the ratio of proficient to below proficient was progressing as desired. The seniors wrapped up their school experience with 71 percent having reached proficient levels. Tapestry continues to be convinced that this is the right tool to measure student proficiency levels and the school will continue to use the SRI data to inform instruction and selection of materials and resources.

Additional Evidence

For three years, Tapestry Charter High School has used the Scholastic Reading Inventory (SRI) to measure student progress in English Language Arts / Reading. Incoming freshmen were assessed with the SRI during intake prior to starting school, and the measure is being used with all other grades in fall and spring. The results have been used for summer planning by the support services team, by those staff members assigned to monitor remedial services and the Response to Intervention process. Once Regents and course outcomes are known from June and August administration each year, the SRI scoring is one of the factors considered as students are scheduled for Title I literacy services.