

# Accountability Plan Progress Reports for the 2007-08 School Year

## Reader's Guide

### *SUNY Authorized Charter Schools*

As set forth in the *Practices, Policies and Procedures for the Renewal of Charter Schools Authorized by the State University Board of Trustees*, the single most important factor that the Charter Schools Institute and the State University Board of Trustees consider in making renewal determinations is the school's record in generating successful student achievement outcomes. In order to determine whether a school has met that high standard, **each charter school that the State University Board of Trustees authorizes is required to enter into an accountability agreement, known as an Accountability Plan**, which ultimately becomes part of its charter.

**The Charter Schools Institute closely monitors each school's progress toward achieving the goals outlined in its Accountability Plan.**

In addition, as part of its annual reporting requirements, **each SUNY authorized charter school must submit an Accountability Plan Progress Report which, from its vantage point, addresses each of the goals and outcome measures contained in its Accountability Plan.** The information presented in these Progress Reports constitutes important evidence that a school is keeping its promises to its students, parents and community, and is critical to making its case for renewal at the end of its charter period. The most important parts of Progress Reports are student achievement results on state exams and other assessments. However, not all schools will have tested grade levels for a particular state exam. Each year, the state administers English language arts and mathematics tests to 3<sup>rd</sup> through 8<sup>th</sup> grade, science tests to the 4<sup>th</sup> and 8<sup>th</sup> grades, and social studies tests to the 5<sup>th</sup> and 8<sup>th</sup> grades.

Important Note: **The Accountability Plan Progress Report is authored by the charter school.** In reporting school progress toward meeting the outcome measures set forth in the Accountability Plan, schools are encouraged to build a case for the effectiveness of their program, and to lay the groundwork for writing a Renewal Application and ultimately for charter renewal. **The school's evaluation of its own progress does not necessarily reflect the conclusions of the Institute.** Further, the Institute does not affirm the completeness or accuracy of the report's data and may not endorse the school's characterization of the progress it has made toward achieving its Accountability Plan goals. Throughout the life of the school's charter, the Institute will visit each school, generating Institute School Visit Reports, and at the end of each charter period, a Renewal Report (select the <back> button in your browser to return to the school profile to see any/all available reports). These reports include detailed summaries of the Institute's observations of the school, as well as its evaluation of student performance and progress toward meeting the academic subject goals in its Accountability Plan.

**TAPESTRY  
CHARTER SCHOOL**

**2007-08**

**ACCOUNTABILITY PLAN  
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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By Martin Pugliese, School Business Administrator

40 North Street, Buffalo, New York 14202

Phone: 716-332-0754 x102    Email: [marty@tapestryschool.org](mailto:marty@tapestryschool.org)

Martin Pugliese prepared this 2007-08 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Teo Balbach (pending)	Office: <i>Trustee</i> Committees:
Thomas Burns	Office: <i>Trustee</i> Committees: <i>Audit/Finance Chair</i>
Kevin Curtin	Office: <i>Trustee</i> Committees:
Bobbie Dukarm	Office: <i>Trustee</i> Committees:
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Steven Polowitz	Office: <i>Trustee</i> Committees:
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**INTRODUCTION**

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

In the 2004-05 school year, Tapestry contracted with Expeditionary Learning (EL) to provide professional development to our middle school team. The goal was to create a project-based interdisciplinary learning model for middle school students. The school’s charter was also amended upon the endorsement of EL to become one of twenty “Delta” high schools in the EL model. EL received funds from the Bill and Melinda Gates foundation to provide long-term professional development for all high school staff. Currently Tapestry has one contract with EL that provides professional development on site for teachers in grades 5 through 11. This unique learning model that uses “real world” investigations of compelling subjects has proven to be the rigorous and challenging academic model the school was striving for.

Like the lower school, the high school planned to build it's population from the bottom up, moving up graduating 8<sup>th</sup> graders from the lower school and adding the rest through public lottery, up to 75 in each class, except for the first class of 9<sup>th</sup> graders which stands at 50. In the 2007-08 school year, the high school had 125 students in grades 9 and 10.

**School Enrollment by Grade Level and School Year  
(last day of school)**

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2003-04	25	22	24	24	24	25	18	---	---	---	---	---	---	162
2004-05	24	24	23	25	24	25	23	24	---	---	---	---	---	192
2005-06	25	24	25	24	26	22	25	25	21	---	---	---	---	217
2006-07	24	24	24	24	24	24	21	25	25	49	---	---	---	264
2007-08	25	25	25	25	25	25	25	24	23	75	50	---	---	347

**High School Cohorts**

**Accountability Cohort**

The state’s Accountability Cohort consists specifically of students who are in their fourth year of high school after having entered the ninth grade. For example, the 2004 state Accountability Cohort is comprised of students who entered the 9<sup>th</sup> grade in the 2004-05 school year, were enrolled in the school on the state’s annual enrollment-determination day (BEDS day) in the 2007-08 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 each 2007-08 Accountability Cohort, according to two points in time: BEDS Day in October, 2007 and June 30, 2008. Tapestry did not have any students enter grade 9 in 2003-04 or 2004-05.

**Fourth-Year High School Accountability Cohorts**

Year	Year Entered 9 <sup>th</sup> Grade	Cohort Designation	Number of Students Enrolled on BEDS Day in October 2007	Number Removed During the School Year	Number in Accountability Cohort
2006-07	2003-04	2003	---	---	---
2007-08	2004-05	2004	---	---	---

**Graduation Cohort**

Students are included in the Graduation Cohort based on the year they first enter the 9<sup>th</sup> grade. However, students who have spent at least five months in the school after entering the 9<sup>th</sup> grade are part of the Graduation Cohort unless they transfer to another diploma-granting program. A student will be included in the school’s Graduation Cohort if the student’s reason for discharge is *not* transfer to another New York State district or school, died, transferred by court order, or left the U.S. Tapestry did not have any students enter grade 9 in 2003-04, 2004-05 or 2005-06.

**2007-08 High School Graduation Cohorts**

Year in Cohort	Year Entered 9 <sup>th</sup> Grade	Cohort Designation	Number of Students Enrolled on June 30, 2008 (a)	Additional Students Still in Cohort <sup>1</sup> (b)	Graduation Cohort (a) + (b)
Fifth	2003-04	2003	---	---	---
Fourth	2004-05	2004	---	---	---
Third	2005-06	2005	---	---	---
Second	2006-07	2006	43	0	43
First	2007-08	2007	75	0	75

<sup>1</sup> Number of students who had been enrolled for at least five months prior to leaving the school and who were discharged for unacceptable reasons.

**ENGLISH LANGUAGE ARTS**

**Goal 1: English Language Arts**  
 Students will demonstrate proficiency in reading and writing of the English Language.

**Background**

Tapestry’s language arts curriculum emphasizes writing across the curriculum. All teachers in grades 2-10 have implemented the Six Traits writing process. The K-1 teachers use Lucy Calkins writing methods. All teachers will participate in a refresher course of their writing methods in August 2008. The Guided Reading program is implemented K-8 with strong emphasis placed in the middle school on connecting literature to key historic themes. Students’ writing is then closely tied to their learning expeditions.

**Goal 1: Absolute Measure**  
 Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State English language arts examination.

**Method**

The school administered the New York State Testing Program English language arts assessment to students in 3rd through 8th grade in January 2008. Each student’s raw score has been converted to a grade-specific scaled score and a performance level and. The criterion for success on this measure requires students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4.

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

**2007-08 State English Language Arts Exam  
 Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested <sup>2</sup>			Total Enrolled
		IEP	ELL	Absent	
3	25	0	0	0	25
4	25	0	0	0	25
5	26	0	0	0	26
6	25	0	0	0	25
7	24	0	0	0	24
8	23	0	0	0	23
All	148	0	0	0	148

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

**Results**

*Tapestry met the measure with an overall result for students in at least their second year above the 75 percent criterion of success. The result for this group at Tapestry was 88 percent.*

**Charter School Performance on 2007-08 State English Language Arts Exam  
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Population	Percent at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Level 3/4	
3	All Students	0	4	56	40	96	25
	Students in At Least 2 <sup>nd</sup> Year	0	4	57	39	<b>96</b>	23
4	All Students	0	16	76	8	84	25
	Students in At Least 2 <sup>nd</sup> Year	0	14	77	9	<b>86</b>	22
5	All Students	0	8	81	12	92	26
	Students in At Least 2 <sup>nd</sup> Year	0	9	83	9	<b>91</b>	23
6	All Students	0	20	76	4	80	25
	Students in At Least 2 <sup>nd</sup> Year	0	19	76	5	<b>81</b>	21
7	All Students	0	4	88	8	96	24
	Students in At Least 2 <sup>nd</sup> Year	0	6	83	11	<b>94</b>	18
8	All Students	4	13	65	17	83	23
	Students in At Least 2 <sup>nd</sup> Year	5	14	64	18	<b>82</b>	22
All	All Students	1	11	74	15	89	148
	Students in At Least 2 <sup>nd</sup> Year	1	11	73	16	<b>88</b>	129

**Evaluation**

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

**Additional Evidence**

Year-to-year, Tapestry has maintained it's high level of performance by meeting or exceeding this measure in all school years except for 2003-04. In that year only 23 students were tested who had been at Tapestry in at least their second year and the students at level 3 or 4 was 74 percent, closely missing the measure by only 1 percentage point.

**English Language Arts Performance by Grade Level and School Year**

Grade	Percent of Students Enrolled in At Least Their Second Year at Levels 3 and 4									
	2003-04		2004-05		2005-06		2006-07		2007-08	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3					76	21	92	25	96	23
4	74	23	86	22	92	26	91	23	86	22
5					94	18	87	16	91	23
6					75	24	89	18	81	21
7					70	23	83	24	94	18
8	---	---	---	---	45	22	60	23	82	22
All	74	23	86	22	76	132	85	129	88	129

**Goal 1: Absolute Measure**

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

**Method**

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards all students being proficient by the year 2013-14. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal that 100 percent of students will ultimately be proficient in the state’s learning standards in English Language Arts. To achieve this measure, all tested students must have a Performance Index (PI) value that equals or exceeds this year’s English language arts AMO, which for 2007-08 is 133. The PI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PI is 200.

**Results**

*Tapestry met the measure by exceeding the English Language Arts PI of 133 by 56 points, with a PI of 189.*

**Calculation of 2007-08 English Language Arts Performance Index (PI)**

Grades	Percent of Students at Each Performance Level				Number Tested
	Level 1	Level 2	Level 3	Level 4	
3 - 8	1	11	74	15	148

$$\begin{array}{rclclclcl}
 \text{PI} & = & 11 & + & 74 & + & 15 & = & 100 \\
 & & & & + & & 15 & = & 89 \\
 & & & & & & \text{PI} & = & \mathbf{189}
 \end{array}$$

**Evaluation**

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

**Additional Evidence**

In each of the last three school years, Tapestry has exceeded the AMO for English Language Arts. The PI for tapestry has gone up in each successive year and the percent of students performing at Level 1 and Level 2 in each successive year has gone down. Both of these trends are positive and continue to indicate improvement in student performance in English language Arts.

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

Year	Grades <sup>3</sup>	Number Tested	Percent of Students at Each Performance Level				PI	AMO
			Level 1	Level 2	Level 3	Level 4		
2005-06	3 - 8	143	3	20	64	14	176	122
2006-07	3 - 8	146	1	16	70	13	182	122
2007-08	3 - 8	148	1	11	74	15	189	133

**Goal 1: Absolute Measure**

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

**Method**

The school has not yet administered the New York State Regents Comprehensive English exam that students must pass to graduate. Regents are scored on a scale from 0 to 100, and students must score at least 65 to pass. This measure examines the percent of the Accountability Cohort that passed the exam by the completion of their fourth year in the cohort. Students had until the summer of their fourth year to do so.

**Results**

Students at Tapestry Charter School have not yet taken the New York State Regents Comprehensive English exam.

**English Regents Passing Rate by Accountability Cohort and Year**

Cohort	2003-04		2004-05		2005-06		2006-07		2007-08	
	Cohort Size	Percent Passing	Cohort Size	Percent Passing	Cohort Size	Percent Passing	Cohort Size	Percent Passing	Cohort Size	Percent Passing
2003	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
2004			n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

**Evaluation**

Students in the 2006 cohort group will take this exam in January 2009.

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



**Evaluation**

Students in the 2006 cohort group will take this exam in January 2009.

**Additional Evidence**

Students in the 2006 cohort group will take this exam in January 2009.

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

Cohort	Cohort Size	Percent of Students at Each Performance Level				PI	AMO
		Level 1	Level 2	Level 3	Level 4		
2003	n/a	n/a	n/a	n/a	n/a	n/a	159
2004	n/a	n/a	n/a	n/a	n/a	n/a	165

**Goal 1: Comparative Measure**

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

**Method**

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

**Results**

*Tapestry met the measure by exceeding the percent of all students performing at or above a Level 3 in all grades 3-8.*

**2007-08 State English Language Arts Exam  
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	96	23	47	2,473
4	86	22	42	2,311
5	91	23	53	2,257
6	81	21	44	2,388
7	94	18	44	2,546
8	82	22	28	2,782
All	<b>88</b>	129	<b>42</b>	14,757

**Evaluation**

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

**Additional Evidence**

With regard to English Language Arts performance at Level 3 and Level 4, Tapestry’s percentage has exceeded the local school district in every grade in every year since 2003-04. The overall percentage was also greater than the local district in every year since 2003-04. Tapestry continues to outperform the local district by a wide margin from year to year.

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

Grade	Percent of Charter School Students Enrolled in At Least Second Year and All District Students at Levels 3 and 4									
	2003-04		2004-05		2005-06		2006-07		2007-08	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
3					76	37	92	35	96	47
4	74	34	86	39	92	38	91	40	86	42
5					94	35	88	39	91	53
6					75	31	88	35	81	44
7					70	27	83	27	94	44
8	---	26	---	26	45	21	70	33	82	28
All	74	30	86	32	76	30	85	35	88	42

**Goal 1: Comparative Measure**

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

**Method**

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school’s performance to demographically similar public schools state-wide. Regression analysis is used to control for the percentage of students eligible for free lunch among all public schools in New York State. The school’s actual performance is then compared to the predicted performance of public schools with a similar free lunch percentage. The difference between the school’s actual and predicted performance, relative to other schools with similar free lunch statistics, produces an Effect Size. An Effect Size of 0.3 is considered performing higher than expected to a small degree, which is the requirement for achieving this measure. Given the timing of the state’s release of poverty data, the 2007-08 analysis is not yet available. This report contains 2006-07 results, the most recent ones available.

**Results**

*Tapestry met the measure by exceeding the predicted level of performance to a large degree overall with an effect size of 1.13. In addition, individual grade levels also exceeded the predicted level of performance by at least a medium degree.*

**2006-07 English Language Arts Comparative Performance by Grade Level**

Grade	Percent Eligible for Free Lunch	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3		25	92.0	75.3	16.7	1.67
4		25	92.0	76.2	15.8	1.55
5		23	82.6	76.5	6.1	0.64
6		23	78.3	70.6	7.7	0.74
7		25	80.0	63.8	16.2	1.41
8		25	72.0	63.9	8.1	0.68
All	22.3	146	82.9	71.0	11.9	1.13

<b>School's Overall Comparative Performance:</b>
<i>Higher than expected to a large degree</i>

**Evaluation**

Tapestry met the measure with all individual grades exceeding the predicted level of performance by at least a medium degree and overall exceeding the predicted level of performance by a large degree. The overall effect size was 1.13 and the individual grade effect size ranged from 0.64 to 1.67.

**Goal 1: Comparative Measure**

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

**Method**

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

**Results**

Students at Tapestry Charter School have not yet taken the New York State Regents Comprehensive English exam.

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

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2003	n/a	n/a	n/a	n/a
2004	n/a	n/a	n/a	n/a

**Evaluation**

Students in the 2006 cohort group will take this exam in January 2009.

**Additional Evidence**

Students in the 2006 cohort group will take this exam in January 2009.

**Goal 1: Growth Measure**

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

**Method**

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making towards the absolute measure of 75 percent proficient. Each grade level cohort consists of those students who took the state exam in 2007-08 and also have a state exam score in 2006-07. It includes students who repeated the grade. The criterion for achieving this measure is for each grade-level cohort to halve the difference between the percentage of students proficient in 2006-07 and 75 percent proficient in 2007-08. If a cohort had already achieved 75 percent proficient in 2006-07, it is expected to show some positive growth in the subsequent year. In addition, the aggregate of all cohorts is examined to determine the growth of all students who took a state exam in both years.

**Results**

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

**Cohort Growth on State English Language Arts Exam from 2006-07 to 2007-08**

Grade	Cohort Size	Percent at Levels 3 and 4			Target Achieved
		2006-07	Target	2007-08	
4	22	91	Gain	86	NO
5	22	86	Gain	91	YES
6	21	81	Gain	81	NO
7	18	83	Gain	94	YES
8	22	77	Gain	82	YES
All	105	84	Gain	87	YES

**Evaluation**

Cohort groups were above 75 percent proficient in both cohort years for all grades and overall. Because of this the target in each year and overall was to make gains in the percent proficient. Tapestry achieved this target in 3 of 5 grades and overall. In grade 4, the measure was not met, but with just one more student achieving proficiency, the percent would have been the same from one cohort year to the next. In addition, both years had proficiency well above 75 percent, with 91 percent in 2006-07 and 86 percent in 2007-08. In grade 6, the measure was not met, but the results were the same from one cohort year to the next, with a proficiency of 81 percent in each year.

**Additional Evidence**

Tapestry has improved it’s number of cohorts meeting the target from 2 of 5 in 2006-07 to 3 of 5 in 2007-08. In addition, Tapestry had all cohorts above the 75 percent proficiency rate in both 2006-07 and 2007-08.

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

School Year	Cohort Grades	Number of Cohorts Meeting Target	Number of Cohorts
2006-07	4 - 8	2	5
2007-08	4 - 8	3	5

**Summary of the English Language Arts Goal**

All measures were achieved in English Language Arts. Tapestry continues to focus efforts on improving and extending students’ writing abilities. Tapestry integrates English Language Arts throughout all curriculum areas.

<b>Type</b>	<b>Measure</b>	<b>Outcome</b>
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State examination.	Achieved
Absolute	Each year, the school’s aggregate Performance Index (PI) on the State exam will meet the Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.	Achieved
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.	n/a
Absolute	Each year, the Performance Index (PI) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.	n/a
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the State exam by at least a small Effect Size.	Achieved
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	n/a
Growth	Each year, each grade-level cohort will reduce by one-half the gap between the percent at or above Level 3 on the previous year’s State exam and 75 percent at or above Level 3 on the current year’s State exam.	Achieved

**Action Plan**

Tapestry will continue to identify those students who need additional support in reading and writing. The in-house reading specialist will continue to work with those students who have been tested at two or more years below grade level. Tapestry has added a teacher in 2008-09 who will work as an Academic Intervention Specialist for students who struggle with writing and math. Two consultant teachers reinforce reading and writing for our students with an IEP. Some of these students require instruction in the Barton Reading System for Dyslexia.

## MATHEMATICS

### Goal 2: Mathematics

Students will demonstrate a mastery of mathematical concepts.

#### Background

Tapestry uses the Everyday Math program for grades K-5. Grades 6-8 use the Holt Middle School Curriculum. Students have weekly assessments.

### Goal 2: Absolute Measure

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

#### Method

The school administered the New York State Testing Program mathematics assessment to students in 3<sup>rd</sup> through 8<sup>th</sup> grade in January 2008. Each student's raw score has been converted to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4.

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

**2007-08 State Mathematics Exam  
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested <sup>4</sup>			Total Enrolled
		IEP	ELL	Absent	
3	25	0	0	0	25
4	24	0	0	0	25
5	25	0	0	1	26
6	25	0	0	0	25
7	24	0	0	0	24
8	22	0	0	1	23
All	146	0	0	2	148

#### Results

*Tapestry met the measure with an overall result for students in at least their second year above the 75 percent criterion of success. The result for this group at Tapestry was 91 percent.*

<sup>4</sup> 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

**Charter School Performance on 2007-08 State Mathematics Exam  
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Population	Percent at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Level 3/4	
3	All Students	0	0	68	32	100	25
	Students in At Least 2 <sup>nd</sup> Year	0	0	70	30	<u>100</u>	23
4	All Students	0	0	56	44	100	25
	Students in At Least 2 <sup>nd</sup> Year	0	0	50	50	<u>100</u>	22
5	All Students	0	0	80	20	100	25
	Students in At Least 2 <sup>nd</sup> Year	0	0	77	23	<u>100</u>	22
6	All Students	4	20	56	20	76	25
	Students in At Least 2 <sup>nd</sup> Year	0	24	52	24	<u>76</u>	21
7	All Students	0	8	67	25	92	24
	Students in At Least 2 <sup>nd</sup> Year	0	6	61	33	<u>94</u>	18
8	All Students	5	18	50	27	77	22
	Students in At Least 2 <sup>nd</sup> Year	5	18	50	27	<u>77</u>	22
All	All Students	1	8	63	28	91	146
	Students in At Least 2 <sup>nd</sup> Year	1	8	60	31	<u>91</u>	128

**Evaluation**

Tapestry met the measure with an overall result for students in at least their second year above the 75 percent criterion of success. In addition, each individual grade also met the 75 percent criterion. Grades 3-5 were particularly successful with 100 percent of those students achieving Level 3 or Level 4 on the Math exam.

**Additional Evidence**

Tapestry added many new students in 2004-05 and 2005-06 to fill grades 5-8. The small size of the school and the configuration of classes those years did not afford Tapestry the ability to have a full time certified Math teacher. In subsequent years the groups were reconfigured in the middle school and a full time Math teacher was hired for grades 5-8.

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

Grade	Percent of Students Enrolled in At Least Second Year at Levels 3 and 4									
	2003-04		2004-05		2005-06		2006-07		2007-08	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3					95	21	100	25	100	23
4	96	23	100	22	88	26	96	23	100	22
5					100	18	71	14	100	22
6					63	24	94	17	76	21
7					52	23	88	24	94	18
8	---	---	---	---	15	20	40	23	77	22
All	96	23	100	22	69	132	82	126	91	128

**Goal 2: Absolute Measure**

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

**Method**

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards all students being proficient by the year 2013-14. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal that 100 percent of students will ultimately be proficient in the state’s learning standards in Mathematics. To achieve this measure, all tested students must have a Performance Index (PI) value that equals or exceeds this year’s Mathematics AMO, which for 2007-08 is 102. The PI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PI is 200.

**Results**

*Tapestry met the measure by exceeding the Mathematics PI of 102 by 88 points, with a PI of 190.*

**Calculation of 2007-08 Mathematics Performance Index (PI)**

Grades	Percent of Students at Each Performance Level				Number Tested
	Level 1	Level 2	Level 3	Level 4	
3 - 8	1	8	63	28	146

$$\begin{array}{rcl}
 \text{PI} & = & 8 \quad + \quad 63 \quad + \quad 28 \quad = \quad 99 \\
 & & \quad \quad + \quad 63 \quad + \quad 28 \quad = \quad 91 \\
 & & & & \text{PI} & = & \text{190}
 \end{array}$$

**Evaluation**

Tapestry met the measure by exceeding the Mathematics PI of 102 by 88 points, with a PI of 190.

**Additional Evidence**

In each of the last three school years, Tapestry has exceeded the AMO for Mathematics. The PI for Tapestry has gone up in each successive year and the percent of students performing at Level 1 and Level 2 in each successive year has gone down. Both of these trends are positive and continue to indicate improvement in student performance in Mathematics.

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

Year	Grades	Number Tested	Percent of Students at Each Performance Level				PI	AMO
			Level 1	Level 2	Level 3	Level 4		
2005-06	3 - 8	143	9	22	55	14	160	86
2006-07	3 - 8	143	4	18	53	24	172	86
2007-08	3 - 8	146	1	8	63	28	190	102

**Goal 2: Absolute Measure**

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

**Method**

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

**Results**

Students in the 2003, 2004, and 2005 cohort groups have not taken a Mathematics Regents exam as of June 2008. Of the 43 students in the 2006 cohort group, 43 took the Math A exam in January, 2008. Of the 75 students in the 2007 cohort group, 51 took the Integrated Algebra exam in June 2008; 4 took the Math A exam in June 2008; 3 took and passed the Math A exam in their 8<sup>th</sup> grade year (prior to entering Tapestry Charter High School; 17 did not take a math exam). The data is reported below.

**Regents Mathematics Passing Rate by Cohort and Year**

Cohort	2003-04		2004-05		2005-06		2006-07		2007-08	
	Cohort Size	Percent Passing	Cohort Size	Percent Passing	Cohort Size	Percent Passing	Cohort Size	Percent Passing	Cohort Size	Percent Passing
2003	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
2004			n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

**Evaluation**

The measure was met by the 2006 cohort group. This cohort group took Mathematics Regents exams for the first time in January 2008. The measure was not met by the 2007 cohort group. The calculation was made by dividing the total number of students in the 2007 by the number of students who took a mathematics exam while enrolled at Tapestry Charter School, and passed that exam. This calculation excluded 3 students who passed the exam prior to enrolling at Tapestry Charter School. However, this calculation did include 17 students that did not take a mathematics exam as of June 2008. By excluding this second group, the total number of students taking an exam while enrolled at Tapestry Charter School is 55. Of these 55 students, 69% passed an exam (38 students), an increase of 18.3%.

**Additional Evidence**

Of the students that did not pass a mathematics exam in the 2006 cohort group, 5 also took and failed the Math RCT. The students in the 2006 cohort group who did not take the RCT will continue to take the Math A exam with the goal of passing. The students who took the Math RCT will continue to take the Math RCT with the goal of passing. Students in the 2007 cohort who did not take an exam at Tapestry Charter School will take Algebra for a second year, and take the Integrated Algebra exam in June 2009.

**Cohort Passing Rate by Regents Mathematics Exam**

Exam	Cohort	
	2003	2004
Math A	n/a	n/a
Math B	n/a	n/a
Integrated Algebra	n/a	n/a
Geometry	n/a	n/a
Algebra 2	n/a	n/a

**Mathematics Regents Passing Rate by Accountability Cohort and Year**

Cohort	2005-06		2006-07		2007-08	
	Cohort Size	Percent Passing	Cohort Size	Percent Passing	Cohort Size	Percent Passing
2005	n/a	n/a	n/a	n/a	n/a	n/a
2006			43	n/a	43	86.0
2007					75	50.7

**Goal 2: Absolute Measure**

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

**Method**

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards all students being proficient by the year 2013-14. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal that 100 percent of students will ultimately be proficient in the state’s learning standards in mathematics. To achieve this measure, all tested students in the Accountability Cohort must have a Performance Index (PI) value that equals or exceeds this year’s mathematics AMO, which for 2007-08 is 159. The PI is calculated by adding the sum of the percent of students at Levels 2 through 4 with the sum of the percent of students at Level 3 and 4. Thus, the highest possible PI is 200. The Regents exams are scored on a scale from 0 to 100; 0 to 54 is Level 1, 55 to 64 is Level 2, 65 to 84 is Level 3, and 85 to 100 is Level 4.

**Results**

Students in the 2003 and 2004 cohort groups have not taken a Mathematics Regents exam as of June 2008.

**Mathematics Performance Index (PI)  
of 2004 High School Accountability Cohort**

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

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

**Evaluation**

Students in the 2003 and 2004 cohort groups have not taken a Mathematics Regents exam as of June 2008

**Additional Evidence**

Students in the 2003 and 2004 cohort groups have not taken a Mathematics Regents exam as of June 2008.

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

Cohort	Cohort Size	Percent of Students at Each Performance Level				PI	AMO
		Level 1	Level 2	Level 3	Level 4		
2003	n/a	n/a	n/a	n/a	n/a	153	
2004	n/a	n/a	n/a	n/a	n/a	159	

**Goal 2: Comparative Measure**

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

**Method**

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

**Results**

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

**2007-08 State Mathematics Exam  
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	100	23	66	2,534
4	100	22	53	2,350
5	100	22	50	2,323
6	76	21	49	2,456
7	94	18	50	2,598
8	77	22	34	2,813
All	91	128	<b>50</b>	15,074

**Evaluation**

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

**Additional Evidence**

With regard to Mathematics performance at Level 3 and Level 4, Tapestry’s percentage has exceeded the local school district in every grade in every year since 2003-04 except for grade 8 in 2005-06. The overall percentage in each year was also greater than the local district in every year since 2003-04. Tapestry continues to outperform the local district overall by a wide margin year after year.

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

Grade	Percent of Charter School Students Enrolled in At Least Second Year and All District Students at Levels 3 and 4									
	2003-04		2004-05		2005-06		2006-07		2007-08	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
3					95	40	100	43	100	66
4	96	62	100	67	88	47	96	44	100	53
5					100	27	71	38	100	50
6					63	27	94	38	76	49
7					52	22	88	29	94	50
8	---	33	---	24	15	17	39	26	77	34
All	96	47	100	43	69	29	82	36	91	50

**Goal 2: Comparative Measure**

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

**Method**

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school’s performance to demographically similar public schools state-wide. Regression analysis is used to control for the percentage of students eligible for free lunch among all public schools in New York State. The school’s actual performance is then compared to the predicted performance of public schools with a similar free lunch percentage. The difference between the school’s actual and predicted performance, relative to other schools with similar free lunch statistics, produces an Effect Size. An Effect Size of 0.3 is considered performing higher than expected to a small degree, which is the requirement for achieving this measure. Given the timing of the state’s release of poverty data, the 2007-08 analysis is not yet available. This report contains 2006-07 results, the most recent ones available.

**Results**

*Tapestry’s effect size was in the higher than expected to a medium/large degree range in 4 out of 6 grades. In grade 5 and grade 8 the effect size was lower than expected to a large degree. Overall the effect size was about the same as expected, so Tapestry did not meet this measure.*

**2006-07 Mathematics Comparative Performance by Grade Level**

Grade	Percent Eligible for Free Lunch	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size	
			Actual	Predicted			
3		25	100.0	89.3	10.7	1.37	
4		24	95.8	85.4	10.5	1.11	
5		22	59.1	81.7	-22.6	-1.87	
6		23	86.4	77.1	9.3	0.74	
7		25	84.0	72.3	11.7	0.84	
8		25	40.0	64.9	-24.9	-1.61	
All		22.3	143	77.6	78.4	-0.7	0.12

<b>School’s Overall Comparative Performance:</b>
<i>About the same as expected</i>

**Evaluation**

Tapestry did not meet this measure because the effect size in grades 5 and grades 8 were lower than expected to a large degree. Even with 4 of 6 grades having very good results, it appears that statistically there were at least 5 students in each of grades 5 and grade 8 that should have done better.

**Goal 2: Comparative Measure**

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

**Method**

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

**Results**

Students in the 2003 and 2004 cohort groups have not taken a Mathematics Regents exam as of June 2008.

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

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2003	n/a	n/a	n/a	n/a
2004	n/a	n/a	n/a	n/a

**Evaluation**

Students in the 2003 and 2004 cohort groups have not taken a Mathematics Regents exam as of June 2008.

**Additional Evidence**

Students in the 2003 and 2004 cohort groups have not taken a Mathematics Regents exam as of June 2008.

**Goal 2: Growth Measure**

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

**Method**

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making towards the absolute measure of 75 percent proficient. Each grade level cohort consists of those students who took the state exam in 2007-08 and also have a state exam score in 2006-07. It includes students who repeated the grade. The criterion for achieving this measure is for each grade-level cohort to halve the difference between the percentage of students proficient in 2006-07 and 75 percent proficient in 2007-08. If a cohort had already achieved 75 percent proficient in 2006-07, it is expected to show some positive growth in the subsequent year. In addition, the aggregate of all cohorts is examined to determine the growth of all students who took a state exam in both years.

**Results**

*Tapestry met the measure in 4 of 5 grades and overall by achieving the target in cohort groups at Level 3 and Level 4 for Mathematics.*

**Cohort Growth on State Mathematics Exam from 2006-07 to 2007-08**

Grade	Cohort Size	Percent at Levels 3 and 4			Target Achieved
		2006-07	Target	2007-08	
4	22	100	Same	100	YES
5	21	95	Gain	100	YES
6	20	60	68	75	YES
7	18	89	Gain	94	YES
8	22	82	Gain	77	NO
All	103	85	Gain	89	YES

**Evaluation**

Tapestry met the measure in 4 of 5 grades and overall. In grade 4, the target was to stay the same at 100 percent and that happened. In grades 5, 7 and 8, the target was to gain, and in two of three grades there was gain. In grade 8, had one more student achieved a Level 3 or Level 4, the percent would have been the same from one cohort year to the next. Grade 6 was below 75 percent proficient in 2006-07, so the target was to move one-half of the way to 75, which in this case was 68. This grade exceeded that target and moved all the way to 75 percent achieving the target.

**Additional Evidence**

Tapestry has improved it’s number of cohorts meeting the target from 1 of 5 in 2006-07 to 4 of 5 in 2007-08. In addition, Tapestry had all cohorts move to a level at or above the 75 percent proficiency rate in 2007-08.

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

School Year	Cohort Grades	Number of Cohorts Meeting Target	Number of Cohorts
2006-07	4 - 8	1	5
2007-08	4 - 8	4	5

**Summary of the Mathematics Goal**

Tapestry achieved 4 of 5 measures in Mathematics. Moving forward Tapestry will look at individuals who require more support and provide academic intervention services for these students.

<b>Type</b>	<b>Measure</b>	<b>Outcome</b>
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State examination.	Achieved
Absolute	Each year, the school's aggregate Performance Index (PI) on the State exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Achieved
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.	n/a
Absolute	Each year, the Performance Index (PI) on the Regents mathematics exams of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	n/a
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the State exam by at least a small Effect Size.	Did Not Achieve
Comparative	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.	n/a
Growth	Each year, each grade-level cohort will reduce by one-half the gap between the percent at or above Level 3 on the previous year's state exam and 75 percent at or above Level 3 on the current year's State exam.	Achieved

**Action Plan**

The middle school math teacher currently has four grade levels daily in grades 5-8. An Academic Intervention teacher will join the middle school team this year and work closely with the math teacher to provide additional support to struggling math students.

**SCIENCE**

**Goal 3: Science**

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

**Background**

Science at Tapestry involves exciting cross curriculum implementation. Field work and labs are a regular part of the curriculum. The middle school Science teacher in grades 5-8 creates opportunities for students to share their learning with our K-4 student to deepen everyone’s understanding of the scientific process.

**Goal 3: Absolute Measure**

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

**Method**

The school administered the New York State Testing Program science assessment to students in 4<sup>th</sup> and 8<sup>th</sup> grade in spring 2008. Each student’s raw score has been converted to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4.

**Results**

*Tapestry met the measure with each year’s result for students in at least their second year above the 75 percent criterion of success. The results for this group at Tapestry was 100 percent in grade 4 and 86 percent in grade 8.*

**Charter School Performance on 2007-08 State Science Exam  
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Population	Percent at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Level 3/4	
4	All Students	0	0	32	68	100	25
	Students in At Least 2 <sup>nd</sup> Year	0	0	23	77	<b>100</b>	22
8	All Students	0	13	52	35	87	23
	Students in At Least 2 <sup>nd</sup> Year	0	14	50	36	<b>86</b>	22

**Evaluation**

Tapestry met the measure with each year’s result exceeding the 75 percent criterion of success. The result for grade 4 was 100 percent and the result for grade 8 was 86 percent.

**Additional Evidence**

Tapestry continues to maintain the highest level of proficiency in Science grade 4, with 100 percent of students scoring Level 3 and Level 4 in the last 4 school years. In grade 8, Tapestry has continued to improve each year and now has 86 percent at Level 3 and Level 4, which exceeds the 75 percent measure.

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

Grade	Percent of Students Enrolled in At Least Second Year at Levels 3 and 4									
	2003-04		2004-05		2005-06		2006-07		2007-08	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
4	94	23	100	22	100	26	100	23	100	22
8	---	---	---	---	45	20	74	23	86	22

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

**Results**

Students in the 2003, 2004, and 2005 cohort groups have not taken a Science Regents exam as of June 2008. Of the 43 students in the 2006 cohort group, 43 took the Living Environment exam in June 2007; 42 took the Earth Science exam in June 2008 (1 did not take the exam). The data is reported below. Of the 75 students in the 2007 cohort group, 68 took the Living Environment exam in June 2008; 1 student took the Earth Science exam with the 2006 cohort group (this individual is not represented in the 2006 cohort group data). The data is reported below.

**Science Regents Passing Rate by Cohort and Year**

Cohort	2003-04		2004-05		2005-06		2006-07		2007-08	
	Cohort Size	Percent Passing	Cohort Size	Percent Passing	Cohort Size	Percent Passing	Cohort Size	Percent Passing	Cohort Size	Percent Passing
2003	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
2004			n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

**Evaluation**

The 2006 cohort group met this measure on the Living Environment Regents exam in June 2007. The 2007 cohort group met this measure on the Living Environment Regents exam in June 2008.

**Additional Evidence**

Students in both the 2006 and the 2007 cohort groups have met the measure by passing the Living Environment Exam. Of the 43 students in the 2006 cohort group, 1 student passed the Earth Science exam prior to their entrance into Tapestry Charter School.

**Cohort Passing Rate by Regents Science Exam**

Exam	Cohort	
	2003	2004
Living Environment	n/a	n/a
Earth Science	n/a	n/a
Chemistry	n/a	n/a
Physics	n/a	n/a

**Science Regents Passing Rate by Accountability Cohort and Year**

Cohort	2005-06		2006-07		2007-08	
	Cohort Size	Percent Passing	Cohort Size	Percent Passing	Cohort Size	Percent Passing
2005	n/a	n/a	n/a	n/a	n/a	n/a
2006			43	79.1	43	44.2
2007					75	77.3

**Goal 3: Comparative Measure**

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

**Method**

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

**Results**

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

**2007-08 State Science Exam  
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
4	100	22	n/a	n/a
8	86	22	n/a	n/a

**Evaluation**

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

**Additional Evidence**

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

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

Grade	Percent of Charter School Students Enrolled in At Least Second Year and All District Students at Levels 3 and 4									
	2003-04		2004-05		2005-06		2006-07		2007-08	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
4	94	67	100	64	100	n/a	100	n/a	100	n/a
8	---	60	---	56	45	n/a	74	n/a	86	n/a

**Goal 3: Comparative Measure**

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

**Method**

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

**Results**

Students in the 2003 and 2004 cohort groups have not taken a Science exam as of June 2008.

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

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2003	n/a	n/a	n/a	n/a
2004	n/a	n/a	n/a	n/a

**Evaluation**

Students in the 2003 and 2004 cohort groups have not taken a Science Regents exam as of June 2008.

**Additional Evidence**

Students in the 2003 and 2004 cohort groups have not taken a Science Regents exam as of June 2008.

**Summary**

Tapestry met the one applicable measure by exceeding 75 percent achievement on the New York State exams in both grades 4 and 8.

<b>Type</b>	<b>Measure</b>	<b>Outcome</b>
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State examination.	Achieved
Absolute	Each year, 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.	n/a
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	n/a
Comparative	Each year, the percent to students in the high school Accountability Cohort passing a Regents Science exam with a score of 65 or above will exceed that of the high school accountability cohort from the local school district.	n/a

**Action Plan**

Tapestry will continue to do exciting cross curriculum implementation with field work and labs as a regular part of the curriculum.

**SOCIAL STUDIES**

**Goal 4: Social Studies**

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

**Background**

Tapestry’s Social Studies curriculum continues to follow the New York State syllabus in a two year rotation for multi-age classes. The stand alone grade 4 follows the state’s grade 4 curriculum. Field work, meeting experts, writing and presentation are an integral part of our Social Studies curriculum.

**Goal 4: Absolute Measure**

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

**Method**

The school administered the New York State Testing Program social studies assessment to students in 5<sup>th</sup> grade in November 2007 and 8<sup>th</sup> grade in June 2008. Each student’s raw score has been converted to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4.

**Results**

*Tapestry met the measure with each year’s result for students in at least their second year above the 75 percent criterion of success. The results for this group at Tapestry was 100 percent in grade 5 and 86 percent in grade 8.*

**Charter School Performance on 2007-08 State Social Studies Exam  
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Population	Percent at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Level 3/4	
5	All Students	0	0	62	38	100	26
	Students in At Least 2 <sup>nd</sup> Year	0	0	57	43	<b>100</b>	23
8	All Students	0	13	43	43	87	23
	Students in At Least 2 <sup>nd</sup> Year	0	14	41	45	<b>86</b>	22

**Evaluation**

Tapestry met the measure with each year’s result exceeding the 75 percent criterion of success. The result for grade 5 was 100 percent and the result for grade 8 was 86 percent.

**Additional Evidence**

Tapestry continues maintain a high level of proficiency in Social Studies grade 4, with no less than 87 percent of students scoring Level 3 and Level 4 in the last 5 school years. In grade 8, Tapestry has continued to improve each year and now has 86 percent at Level 3 and Level 4, which exceeds the 75 percent measure.

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

Grade	Percent of Students Enrolled in At Least Second Year at Levels 3 and 4									
	2003-04		2004-05		2005-06		2006-07		2007-08	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
5	92	13	88	24	100	19	87	16	100	23
8	---	---	---	---	40	20	48	23	86	22

**Goal 4: Absolute Measure**

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

**Method**

New York State administers two high school social studies assessments: U.S. History and Global History. In order to graduate, students must pass both of these Regents exams with a score of 65 or higher. This measure requires students in each Accountability Cohort to pass the U.S. History exam by the completion of their fourth year in the cohort. Students may have taken the exam multiple times, and had until the summer of their fourth year to pass it. Once students passed it, performance on subsequent administrations of the same exam did not affect their status as passing. Cohorts are labeled by the year in which the students entered the 9<sup>th</sup> grade, and in 2007-08 the 2004 Cohort finished its fourth year.

**Results**

Students in the 2003 and 2004 cohort groups have not taken the U.S. History Regents exam as of June 2008. Students in the 2006 cohort group will take the U.S. History exam in June 2009.

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

Cohort	2003-04		2004-05		2005-06		2006-07		2007-08	
	Cohort Size	Percent Passing	Cohort Size	Percent Passing	Cohort Size	Percent Passing	Cohort Size	Percent Passing	Cohort Size	Percent Passing
2003	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
2004			n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

**Evaluation**

Students in the 2003 and 2004 cohort groups have not taken a Mathematics Regents exam as of June 2008. Students in the 2006 cohort group will take the U.S. History exam in June 2009.

**Additional Evidence**

Students in the 2003 and 2004 cohort groups have not taken a Mathematics Regents exam as of June 2008. Students in the 2006 cohort group will take the U.S. History exam in June 2009.

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

Cohort	2005-06		2006-07		2007-08	
	Cohort Size	Percent Passing	Cohort Size	Percent Passing	Cohort Size	Percent Passing
2005	n/a	n/a	n/a	n/a	n/a	n/a
2006			43	n/a	43	n/a
2007					75	n/a

**Goal 4: Comparative Measure**

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

**Method**

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

**Results**

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

**2007-08 State Social Studies Exam  
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
5	100	23	n/a	n/a
8	86	22	n/a	n/a

**Evaluation**

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

**Additional Evidence**

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

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

Grade	Percent of Charter School Students Enrolled in At Least Second Year and All District Students at Levels 3 and 4									
	2003-04		2004-05		2005-06		2006-07		2007-08	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
5	92	n/a	88	n/a	100	57	87	n/a	100	n/a
8	---	n/a	---	n/a	40	27	48	n/a	86	n/a

**Goal 4: Comparative Measure**

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

**Method**

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

**Results**

Students in the 2003 and 2004 cohort groups have not taken a Social Studies exam as of June 2008.

**Social Studies Regents Passing Rate  
by Charter School and School District**

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2003	n/a	n/a	n/a	n/a
2004	n/a	n/a	n/a	n/a

**Evaluation**

Students in the 2003 and 2004 cohort groups have not taken a Social Studies Regents exam as of June 2008.

**Additional Evidence**

Students in the 2003 and 2004 cohort groups have not taken a Social Studies Regents exam as of June 2008.

**Summary**

Tapestry met the one applicable measure by exceeding 75 percent achievement on the New York State exams in both grades 4 and 8.

<b>Type</b>	<b>Measure</b>	<b>Outcome</b>
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State examination.	Achieved
Absolute	Each year, 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.	n/a
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	n/a
Comparative	Each year, the percent to students in the high school Accountability Cohort passing a Regents Social Studies exam with a score of 65 or above will exceed that of the high school accountability cohort from the local school district.	n/a

**Action Plan**

Tapestry will continue to integrate Social Studies with other subject areas and provide fun and exciting ways to explore topics through field work.

**NCLB**

**Goal 5: NCLB**  
The school’s status will be “Good Standing” each year.

**Goal 5: Absolute Measure**  
Under the state’s NCLB accountability system, the school’s Accountability Status will be “Good Standing” each year.

**Method**

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

**Results**

*Tapestry’s NCLB status for 2007-08 is “Good Standing”, so this measure was met.*

**Evaluation**

The measure was met with a status of “Good Standing” for 2007-08.

**Additional Evidence**

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

**NCLB Status by Year**

Year	Status
2003-04	Good Standing
2004-05	Good Standing
2005-06	Good Standing
2006-07	Good Standing
2007-08	Good Standing

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

**Summary**

Tapestry met this measure by being a school in “Good Standing” in 2007-2008.

Type	Measure	Outcome
Absolute	Under the state’s NCLB accountability system, the school’s Accountability Status will be “Good Standing” each year.	Achieved

**Action Plan**

No action necessary.

**GRADUATION**

**Goal 6: Graduation**  
The school will maintain high graduation rates each year.

**Goal 6: Absolute Measure**  
At least 75 percent of the high school’s accountability cohort will graduate each year.

**Method**

Students are tracked from year to year using various methods both manual and electronic. A master database is kept in each school year with enrollment and transfer dates. Students are recorded as they enter or leave the school.

**Results**

*Tapestry included high school grades 9 and 10 only in 2007-08, so there were no graduates.*

**Evaluation**

Tapestry does not yet have graduates as grades 9 and 10 were the only high school grades in 2007-08.

**Summary**

Tapestry does not yet have graduates.

Type	Measure	Outcome
Absolute	At least 75 percent of the high school’s accountability cohort will graduate each year.	n/a

**Action Plan**

No action necessary.

**ATTENDANCE**

**Goal 7: Attendance**  
 Parents will continue to support the philosophy and programs of the school to insure viability in the future.

**Goal 7: Absolute Measure**  
 Each year, 90 percent of all students enrolled during the course of the year return the following September.

**Method**

Students are tracked from year to year using various methods both manual and electronic. A master database is kept in each school year with enrollment and transfer dates. Students are recorded as they enter or leave the school and from this is calculated retention rates.

**Results**

*Tapestry met the measure of 90 percent with a 91 percent retention rate in 2007-08.*

**2007-08 Student Retention Rate**

2006-07 Enrollment	Number of Students Who Graduated in 2006-07	Number of Students Who Returned in 2007-08	Retention Rate 2007-08 Re-enrollment ÷ (2006-07 Enrollment – Graduates)
262	0	239	91

**Evaluation**

Tapestry met the measure of 90 percent with a 91 percent retention rate in 2007-08.

**Additional Evidence**

Tapestry has met the measure of 90 percent each year since 2004-05 continuing a positive trend in retention rates. This is despite the natural break from the end of middle school in grade 8 to high school in grade 9 where many students in the district change schools when entering high school.

Year	Retention Rate
2003-04	84
2004-05	95
2005-06	94
2006-07	91
2007-08	91

**Goal 8: Absolute Measure**

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

**Method**

Attendance is tracked in two different ways at Tapestry. Each homeroom has attendance forms they fill out and this is recorded and double checked by the main office on a daily basis. Total absences and tardies are computed and recorded in two ways. Total attendance is entered into a spreadsheet along with any student drops or adds for that attendance day. Daily attendance can be computed from this spreadsheet by adding all students attending for all days and dividing by the daily enrollment added together for all the days. Also, starting this year, Tapestry is using a school management software program called PowerSchool and recording Absences electronically in the PowerSchool database. PowerSchool also computes daily attendance rates and can do so for specific groups such as individual grade levels. However, grade level attendance could not be calculated at this time because of technical difficulties.

**Results**

*Tapestry met the measure by exceeding the 95 percent daily attendance with 96 percent daily attendance overall. Individual attendance by grade could not be calculated at this time.*

**2007-08 Attendance**

Grade	Average Daily Attendance Rate
1	n/a
2	n/a
3	n/a
4	n/a
5	n/a
6	n/a
7	n/a
8	n/a
9	n/a
10	n/a
Overall	<b>96</b>

**Evaluation**

Overall daily attendance was 96 percent for Tapestry, so the measure was met by exceeding the daily attendance rate of 95 percent.

**Additional Evidence**

Tapestry has met the attendance measure every year from 2003-04 to the present.

Year	Average Daily Attendance Rate
2003-04	96
2004-05	95
2005-06	98
2006-07	96
2007-08	96

**Summary**

Tapestry achieved all measures for attendance.

Type	Measure	Outcome
Absolute	Each year, 90 percent of all students enrolled during the course of the year return the following September.	Achieved
Absolute	Each year the school will have a daily attendance rate of at least 95 percent.	Achieved

**Action Plan**

Tapestry will continue to market the school heavily and focus on the years when district students typically change schools from grade 4 to 5 and from grade 8 to 9. Tapestry has hired a development director whose job will include promoting the school and improving communications with parents and the community at large.