

## Accountability Plan Progress Reports for the 2009-10 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 SUNY 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 SUNY 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, up through 2009-10, 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**

**2009-10  
ACCOUNTABILITY PLAN  
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 10, 2010

Joy Stanli Pepper, Executive Director

40 North Street, Buffalo, NY 14202

Lynn Bass, Christina Lesh and Joy Pepper prepared this 2009-10 Accountability Progress Report on behalf of the school’s board of trustees:

| Trustee’s Name      | Board Position  |
|---------------------|---|
| Teo Balbach         | Office: <i>Chair</i><br>Committees: all   |
| Kevin Curtin        | Office: <i>Trustee</i><br>Committees: Marketing, Public Relations, Annual Giving  |
| Bobbie Dukarm       | Office: <i>Trustee</i><br>Committees: Nominating and Governance   |
| Amy Friedman        | Office: <i>Vice-Chair</i><br>Committees: Human Relations, Nominating and Governance   |
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**INTRODUCTION**

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

In the 2004-05 school year, Tapestry contracted with Expeditionary Learning Outward Bound (ELOB) to provide professional development to our middle school team. The goal was to create a inquiry-based, interdisciplinary learning model for middle school students. The school’s charter was also amended upon the endorsement of ELOB to become one of twenty “Delta” high schools in the ELOB model. ELOB received funds from the Bill and Melinda Gates Foundation to provide long-term professional development for all high school staff. Currently Tapestry has one contract with ELOB that provides on-site and off-site professional development for teachers in grades 5 through 12. This unique model provides a framework for teaching that relies on interdisciplinary learning in a contextualized, local setting. The learning cycles have proven to be compelling, rigorous and authentic to the intended audience – our students.

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

**School Enrollment by Grade Level and School Year**

| School Year | K  | 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9  | 10 | 11 | 12 | Total |
|-------------|----|----|----|----|----|----|----|----|----|----|----|----|----|-------|
| 2005-06     | 25 | 24 | 25 | 24 | 26 | 22 | 25 | 25 | 21 | -- | -- | -- | -- |       |
| 2006-07     | 24 | 24 | 24 | 24 | 24 | 24 | 21 | 25 | 25 | 49 | -- | -- | -- |       |
| 2007-08     | 25 | 25 | 25 | 25 | 25 | 25 | 25 | 24 | 23 | 75 | 50 | -- | -- |       |
| 2008-09     | 25 | 25 | 25 | 25 | 25 | 25 | 25 | 25 | 24 | 75 | 75 | 50 | -- |       |
| 2009-10     | 25 | 25 | 26 | 24 | 25 | 25 | 25 | 24 | 22 | 73 | 77 | 73 | 50 |       |

## ENGLISH LANGUAGE ARTS

### **Goal 1: English Language Arts**

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

#### **Background**

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

Because of the ELOB learning model in grades 5-8, literacy skills are accounted for in learning expeditions. Reading, writing, speaking and listening are not exclusionary subjects, but rather explicit connections are made between literacy and the content areas. Again, because of the small student to adult ratio, there is a favorable environment for differentiated instruction.

During the 2010-11 school year, Tapestry has implemented a robust school-wide assessment plan to proactively address the needs of tier 2 and tier 3 students. The staff will participate in extensive training to refine their practice around differentiated instruction and formative assessment methods. The school has also put in place an additional Literary Specialist who will be responsible for providing literacy/ELA support for the students in the middle school program.

### **Goal 1: Absolute Measure**

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

In 2009-10, 75 percent of all tested students who are enrolled in at least their second year will perform at or above a Scale Score of 650 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 grades 3-8 in April 2010. Each student's raw score has been converted to a grade-specific scaled score and a performance level. Through 2008-09, the criterion for success on this measure required students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4. For 2009-10, the criterion for success on this measure requires students to have a Scale Score of 650 or above.

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.

**2009-10 State English Language Arts Exam  
Number of Students Tested and Not Tested**

| Grade | Total Tested | Not Tested <sup>1</sup> |     |        | Total Enrolled |
|-------|--------------|-------------------------|-----|--------|----------------|
|       |              | IEP                     | ELL | Absent |                |
| 3     | 24           |                         |     |        | 24             |
| 4     | 25           |                         |     |        | 25             |
| 5     | 25           |                         |     |        | 25             |
| 6     | 25           |                         |     |        | 25             |
| 7     | 24           |                         |     |        | 24             |
| 8     | 22           |                         |     |        | 22             |
| All   | 145          |                         |     |        | 145            |

**Results**

Tapestry met the overall absolute measure by exceeding the goal of 75 percent of all tested students who are enrolled in at least their second year will perform at or above a Scale Score of 650 on the New York State English language arts examination. At each grade level, with the exception of grade 8, Tapestry exceeded the measure of 75 percent. Of note is the 4<sup>th</sup> grade where 100 percent of the students earned a scaled score of 650 or above. Tapestry did not meet the absolute measure for grade 8 – 68 percent of 8<sup>th</sup> graders earned a scaled score of 650 or higher after their second year of enrollment.

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

| Grade | Population                                | Percent Scoring at or above 650 | Number Tested |
|-------|---|---------------------------------|---------------|
| 3     | All Students                              | 83                              | 24            |
|       | Students in At Least 2 <sup>nd</sup> Year | <b>87</b>                       | 23            |
| 4     | All Students                              | 100                             | 25            |
|       | Students in At Least 2 <sup>nd</sup> Year | <b>100</b>                      | 24            |
| 5     | All Students                              | 84                              | 25            |
|       | Students in At Least 2 <sup>nd</sup> Year | <b>90</b>                       | 20            |
| 6     | All Students                              | 88                              | 25            |
|       | Students in At Least 2 <sup>nd</sup> Year | <b>91</b>                       | 23            |
| 7     | All Students                              | 96                              | 24            |
|       | Students in At Least 2 <sup>nd</sup> Year | <b>95</b>                       | 22            |
| 8     | All Students                              | 68                              | 22            |
|       | Students in At Least 2 <sup>nd</sup> Year | <b>68</b>                       | 22            |
| All   | All Students                              | 87                              | 145           |
|       | Students in At Least 2 <sup>nd</sup> Year | <b>89</b>                       | 134           |

<sup>1</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.

**Evaluation**

A number of factors contribute to Tapestry exceeding this accountability goal for each grade level in grades 3-7 – a favorable student to adult ratio, multi-age classrooms, and consistent school-wide reading and writing programs throughout the grade levels. These components will continue into the 10-11 school year with refinement to the curriculum, assessment practices and instructional methodologies. While the 8<sup>th</sup> grade class did not meet this measure, Tapestry is confident the addition of the Literacy Specialist at the middle school level and the additional professional development for teachers will be an effective intervention.

When comparing our data for students who have been enrolled for at least two years, from the 08-09 school year to the 09-10 school year, it should be noted that there was improvement in grades 4, 6, and 7.

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

| Grade | Percent of Students Enrolled in At Least Their Second Year at Levels 3 and 4 through 2008-09 and a Scale Score of 650 in 2009-10 |               |         |               |         |               |         |               |
|-------|--|---------------|---------|---------------|---------|---------------|---------|---------------|
|       | 2006-07  |               | 2007-08 |               | 2008-09 |               | 2009-10 |               |
|       | Percent  | Number Tested | Percent | Number Tested | Percent | Number Tested | Percent | Number Tested |
| 3     | 92   | 25            | 96      | 23            | 96      | 24            | 87      | 23            |
| 4     | 91   | 23            | 91      | 23            | 96      | 25            | 100     | 24            |
| 5     | 87   | 16            | 91      | 23            | 100     | 18            | 90      | 20            |
| 6     | 89   | 18            | 81      | 21            | 88      | 24            | 91      | 23            |
| 7     | 83   | 24            | 94      | 18            | 92      | 24            | 95      | 22            |
| 8     | 60   | 23            | 82      | 22            | 95      | 21            | 68      | 22            |
| All   | 85   | 129           | 88      | 129           | 94      | 136           | 89      | 134           |

**Goal 1: Absolute Measure**

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

**Method**

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards all students being proficient by the year 2013-14. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal that 100 percent of students will ultimately be proficient in the state’s learning standards in English Language Arts. To achieve this measure, all tested students must have a Performance Index (PI) value that equals or exceeds this year’s English language arts AMO, which for 2009-10 is 155.<sup>2</sup> The PI is calculated by adding the sum of the percent of all tested students at

<sup>2</sup> With the change in Proficiency Scores, the State Education Department is currently reviewing the current Annual Measurable Objectives in English language arts and mathematics.

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**

Results of the calculation table assert that Tapestry Charter School did not meet this measure as the Performance Index value fell short 4 points of the NCLB standard.

**Calculation of 2009-10 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    | 6   | 27      | 53      | 14      | 145           |

$$\begin{array}{rcllclclcl}
 \mathbf{PI} & = & 27 & + & 53 & + & 9 & = & 89 \\
 & & & + & 53 & + & 9 & = & 62 \\
 & & & & & & \mathbf{PI} & = & \mathbf{151}
 \end{array}$$

**Evaluation**

While the school’s PI value may have fallen short 4 points from the standard, the reader is asked to consider Tapestry’s performance for the last three years. PI Values earned for the three years prior had steadily increased by a marked rate. This year the variable that seemed to have made the largest impact was New York State’s recalculation of the Proficiency Scores. It is the school’s contention that the rate of progress would have followed past trends had there not been the change in Performance Scores.

**Additional Evidence**

In each of the last four school years, Tapestry has exceeded the AMO for English Language Arts. While the PI value table attempts to demonstrate the changes over time for the number of students earning 3 or 4 and 1 or 2 scores, it is not possible to compare scores from this year to scores from previous years, because they are based on two different sets of standards for Proficiency Scores.

**English Language Arts 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 |     |     |
| 2006-07 | 3-8    | 146           | 1   | 16      | 70      | 13      | 182 | 122 |
| 2007-08 | 3-8    | 148           | 1   | 11      | 74      | 15      | 189 | 133 |
| 2008-09 | 3-8    | 149           | 0   | 9       | 82      | 9       | 191 | 144 |
| 2009-10 | 3-8    | 145           | 6   | 27      | 53      | 14      | 151 | 155 |

**Goal 1: Comparative Measure**

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

**Method**

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

**Results**

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

**2009-10 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     | 83   | 23            | 28                    | 2478          |
| 4     | 83   | 24            | 28                    | 2419          |
| 5     | 65   | 20            | 26                    | 2433          |
| 6     | 65   | 23            | 32                    | 2303          |
| 7     | 68   | 22            | 25                    | 2401          |
| 8     | 50   | 22            | 27                    | 2443          |
| All   | <b>69</b>  | 134           | <b>28</b>             | 14,477        |

**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 41 percentage points at level 3/4. This is consistent with past performance – last year Tapestry students out-performed the Buffalo Public School students by 39 percentage points.

**Additional Evidence**

With regard to English Language Arts performance at Level 3 and Level 4, Tapestry’s performance has exceeded the local school district in every grade, for each year, since 2003-04. The overall percentage was also greater than the local district in every year since 2003-04. Tapestry continues to outperform the local district by a wide margin from year to year. This school year, the gap in scores is even larger than years past despite the new Proficiency Scores. The difference in performance scores is noted to be particularly apparent at the elementary and 8<sup>th</sup> grade levels.

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

| Grade | Percent of Charter School Students at Levels 3 and 4 and Enrolled in At Least their Second Year Compared to Local District Students |                |                |                |                |                |                |                |
|-------|---|----------------|----------------|----------------|----------------|----------------|----------------|----------------|
|       | 2006-07   |                | 2007-08        |                | 2008-09        |                | 2009-10        |                |
|       | Charter School  | Local District | Charter School | Local District | Charter School | Local District | Charter School | Local District |
| 3     | 92  | 35             | 96             | 47             | 96             | 49             | 83             | 28             |
| 4     | 91  | 40             | 86             | 42             | 96             | 54             | 83             | 28             |
| 5     | 88  | 39             | 91             | 53             | 100            | 56             | 65             | 26             |
| 6     | 88  | 35             | 81             | 44             | 88             | 64             | 65             | 32             |
| 7     | 83  | 27             | 94             | 44             | 92             | 62             | 68             | 25             |
| 8     | 70  | 33             | 82             | 28             | 95             | 43             | 50             | 27             |
| All   | 85  | 35             | 88             | 42             | 94             | 55             | <b>69</b>      | 28             |

**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 2009-10 analysis is not yet available. This report contains 2008-09 results, the most recent ones available.

**Results**

*Tapestry met the measure by exceeding the predicted level of performance to a medium degree overall with an effect size of 0.77. In addition, each individual grade level also exceeded the predicted level of performance by at least a small degree, with the exception of grade 6. In this case, the performance was lower than expected to a small degree.*

**2009-10 English Language Arts Comparative Performance by Grade Level**

| Grade | Percent Eligible for Free Lunch | Number Tested | Percent of Students at Levels 3&4 |           | Difference between Actual and Predicted | Effect Size |
|-------|---------------------------------|---------------|-----------------------------------|-----------|---|-------------|
|       |                                 |               | Actual                            | Predicted |   |             |
| 3     |                                 | 25            | 92.0                              | 82.5      | 9.5                                     | 1.08        |
| 4     |                                 | 25            | 96.0                              | 83.7      | 12.3                                    | 1.35        |
| 5     |                                 | 25            | 92.0                              | 88.8      | 3.2                                     | 0.47        |
| 6     |                                 | 25            | 84.0                              | 87.0      | -3.0                                    | -0.45       |
| 7     |                                 | 25            | 92.0                              | 87.0      | 5.0                                     | 0.64        |
| 8     |                                 | 24            | 91.6                              | 76.2      | 15.4                                    | 1.54        |
| All   |                                 | 21.9          | 149                               | 91.3      | 84.3                                    | 7.0         |

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

**Evaluation**

Tapestry met the measure with an overall effect size of 0.77 which exceeds the predicted level of performance by a medium degree. The individual grade effect size ranged from -0.45 to 1.51.

**English Language Arts Comparative Performance by School Year**

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

**Goal 1: Growth Measure**

Each year through 2008-09, 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.

In 2009-10, each grade-level cohort will reduce by one-half the gap between the percent of students at or above a Scale Score of 650 on the 2008-09 state exam and 75 percent of students at or above a Scale Score of 650 on the 2009-10 state exam. If a grade-level cohort exceeds 75 percent at or above a Scale Score of 650 in 2008-09, that cohort is expected to show at least an increase in the percentage in 2009-10.

**Method**

This measure examines the change in performance of the same group of students from one year to the next and in 2009-10 the progress they are making towards the absolute measure of 75 percent of students performing at or above a Scale Score of 650. Each grade level cohort consists of those students who took the state exam in 2009-10 and also have a state exam score in 2008-09. It includes students who repeated the grade. Students who repeated the grade should be included in their current grade level cohort, not the cohort to which they previously belonged. 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 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 2008-09 to 2009-10**

| Grade | Cohort Size | Percent Performing At or Above 650 |        |         | Target Achieved |
|-------|-------------|------------------------------------|--------|---------|-----------------|
|       |             | 2008-09                            | Target | 2009-10 |                 |
| 4     | 24          | 96                                 | Gain   | 100     | YES             |
| 5     | 20          | 100                                | Gain   | 90      | NO              |
| 6     | 23          | 88                                 | Gain   | 91      | YES             |
| 7     | 22          | 92                                 | Gain   | 95      | YES             |
| 8     | 22          | 95                                 | Gain   | 68      | NO              |
| All   | 134         | 94                                 | Gain   | 89      | NO              |

Cohort groups were above 75 percent proficient in both cohort years for all grades, with the exception of grade 8, 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. In the 09-08 school year, Tapestry did not make a gain at the 6<sup>th</sup> grade level. This school year, there was a gain at the 6<sup>th</sup> grade level by 3 percent. In grade 5, the measure was not met, but the 08-09 percentage for this grade level was 100 percent and it would have to be maintained to achieve the target.

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

| School Year | Cohort Grades | Number of Cohorts Meeting Target | Number of Cohorts |
|-------------|---------------|----------------------------------|-------------------|
| 2006-07     | 4-8           | 2                                | 5                 |
| 2007-08     | 4-8           | 3                                | 5                 |
| 2008-09     | 4-8           | 4                                | 5                 |
| 2009-10     | 4-8           | 3                                | 5                 |

**Summary of the English Language Arts Goal**

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

| <b>Type</b> | <b>Measure</b>  | <b>Outcome</b>  |
|-------------|---|-----------------|
| Absolute    | 75 percent of all tested students who are enrolled in at least their second year will perform at or above a Scale Score of 650 on the New York State examination.   | Did Not Achieve |
| 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.   | Did Not Achieve |
| Comparative | Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district. | Achieved        |
| Comparative | Each year, the school will exceed its predicted level of performance on the State exam by at least a small Effect Size.   | Achieved        |
| Growth      | Each grade-level cohort will reduce by one-half the gap between the percent at or above a Scale Score of 650 on the 2008-09 state exam and 75 percent at or above a Scale Score of 650 on the 2009-10 state exam.                                   | Did Not Achieve |
|             |   | Achieved/       |

**Action Plan**

Tapestry will continue to challenge students who are prepared to extend their learning; however, in the 2010-11 school year, Tapestry is beginning a school-wide assessment procedure that will better identify tier 2 and tier 3 students. This information will be formally shared through a new structure, the Response to Intervention team, where members will provide explicit support to classroom teachers regarding literacy instruction and remediation. Professional development for K-8 teachers in the 10-11 school year will focus on differentiated instruction, assessment practices and continuation of curriculum alignment both vertically and horizontally. Tapestry continues to utilize two consultant teachers for students with an IEP to maintain low caseload levels. Two reading specialists will continue to work with students on a push-in/pull-out basis for those who are identified as tier 3.

## MATHEMATICS

### **Goal 2: Mathematics**

Students will demonstrate a mastery of mathematical concepts.

#### **Background**

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

The students in grades 6-8 are instructed through an inquiry-based approach. This allows students to further explore the different strands of mathematics as outlined in the New York State CORE Curriculum and build their reasoning and problem-solving skills. During the 09-10 school year, differentiation of instruction was also possible in the intermediate grades due to the addition of the Academic Intervention Specialist who taught through the capacity of push-in and pull-out models. This support will continue in the 10-11 school year with the support of a teacher assistant who has specialized expertise in mathematics.

### **Goal 2: Absolute Measure**

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

In 2009-10, 75 percent of all tested students who are enrolled in at least their second year will perform at or above a Scale Score of 650 on the New York State mathematics examination.

#### **Method**

The school administered the New York State Testing Program mathematics assessment to students in 3 through 8 grade in May 2010. Each student's raw score has been converted to a performance level and a grade-specific scaled score. Through 2008-09 the criterion for success on this measure required students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4. For 2009-10, the criterion for success on this measure requires students to have a Scale Score of 650 or above.

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.

**2009-10 State Mathematics Exam  
Number of Students Tested and Not Tested**

| Grade | Total Tested | Not Tested <sup>3</sup> |     |        | Total Enrolled |
|-------|--------------|-------------------------|-----|--------|----------------|
|       |              | IEP                     | ELL | Absent |                |
| 3     | 24           |                         |     |        | 24             |
| 4     | 25           |                         |     |        | 25             |
| 5     | 25           |                         |     |        | 25             |
| 6     | 25           |                         |     |        | 25             |
| 7     | 24           |                         |     |        | 24             |
| 8     | 22           |                         |     |        | 22             |
| All   | 145          |                         |     |        | 134            |

**Results**

*Tapestry met the measure with an overall result for students in at least their second year exceeding the 75 percent criterion of success. The result for this group at Tapestry was 96 percent.*

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

| Grade | Population                                | Percent Scoring at or above 650 | Number Tested |
|-------|---|---------------------------------|---------------|
| 3     | All Students                              | 100                             | 24            |
|       | Students in At Least 2 <sup>nd</sup> Year | <b>100</b>                      | 23            |
| 4     | All Students                              | 100                             | 25            |
|       | Students in At Least 2 <sup>nd</sup> Year | <b>100</b>                      | 24            |
| 5     | All Students                              | 88                              | 25            |
|       | Students in At Least 2 <sup>nd</sup> Year | <b>95</b>                       | 20            |
| 6     | All Students                              | 92                              | 25            |
|       | Students in At Least 2 <sup>nd</sup> Year | <b>91</b>                       | 23            |
| 7     | All Students                              | 100                             | 24            |
|       | Students in At Least 2 <sup>nd</sup> Year | <b>100</b>                      | 22            |
| 8     | All Students                              | 91                              | 22            |
|       | Students in At Least 2 <sup>nd</sup> Year | <b>91</b>                       | 22            |
| All   | All Students                              | 95                              | 145           |
|       | Students in At Least 2 <sup>nd</sup> Year | <b>96</b>                       | 134           |

**Evaluation**

<sup>3</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

Tapestry met the measure with an overall result for students in at least their second year by exceeding the 75 percent criterion of success and earning 96 percent success. Grades 3, 4 and 7 were particularly successful with 100 percent of those students achieving Level 3 or Level 4.

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

| Grade | Percent of Students Enrolled in At Least Their Second Year at Levels 3 and 4 through 2008-09 and a Scale Score of 650 in 2009-10 |               |         |               |         |               |         |               |
|-------|--|---------------|---------|---------------|---------|---------------|---------|---------------|
|       | 2006-07  |               | 2007-08 |               | 2008-09 |               | 2009-10 |               |
|       | Percent  | Number Tested | Percent | Number Tested | Percent | Number Tested | Percent | Number Tested |
| 3     | 100  | 25            | 100     | 23            | 96      | 24            | 100     | 23            |
| 4     | 96   | 23            | 100     | 22            | 100     | 25            | 100     | 24            |
| 5     | 71   | 14            | 100     | 22            | 100     | 18            | 95      | 19            |
| 6     | 94   | 17            | 76      | 21            | 100     | 24            | 91      | 21            |
| 7     | 88   | 24            | 94      | 18            | 100     | 24            | 100     | 22            |
| 8     | 40   | 23            | 77      | 22            | 100     | 21            | 91      | 20            |
| All   | 82   | 126           | 91      | 128           | 99      | 136           | 96      | 134           |

**Goal 2: Absolute Measure**

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

**Method**

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards all students being proficient by the year 2013-14. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal that 100 percent of students will ultimately be proficient in the state’s learning standards in Mathematics. To achieve this measure, all tested students must have a Performance Index (PI) value that equals or exceeds this year’s Mathematics AMO, which for 2009-10 is 135<sup>4</sup>. 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.

<sup>4</sup> With the change in Proficiency Scores, the State Education Department is currently reviewing the current Annual Measurable Objectives in English language arts and mathematics.

**Results**

*Tapestry met the measure by exceeding the Mathematics PI of 135 by 33 points, with a PI of 168.*

**Calculation of 2009-10 Mathematics Performance Index (PI)**

| Grades | Percent of Students at Each Performance Level |         |         |         | Number Tested |
|--------|---|---------|---------|---------|---------------|
|        | Level 1                                       | Level 2 | Level 3 | Level 4 |               |
| 3-8    | 2   | 28      | 41      | 29      | 145           |

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 28 & + & 41 & + & 29 & = & 98 \\
 & & & & + & & 29 & = & 70 \\
 & & & & & & \text{PI} & = & \mathbf{168}
 \end{array}$$

**Evaluation**

Tapestry met the measure by exceeding the Mathematics PI of 135 by 33 points, with a PI of 168.

**Additional Evidence**

In each of the last five school years, Tapestry has exceeded the AMO for Mathematics. This school year, Tapestry had 2 percent of students earn a level 1 and 28 percent of students earn a level 2. The percentage of students earning a level 4 has increased despite New York State’s recalculation of the Proficiency Scores. While the school’s PI may have increased a lesser rate than in past years, the reader is asked to consider Tapestry’s performance for the last four years. PI Values earned for the four years prior had steadily increased by a marked rate. This year the variable that seemed to have made the largest impact on our Performance Index score was New York State’s recalculation of the Proficiency Scores. It is the school’s contention that the rate of progress would have followed past trends had there not been the change in Proficiency Scores.

**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 |     |     |
| 2006-07 | 3-8    | 143           | 0   | 18      | 53      | 24      | 172 | 86  |
| 2007-08 | 3-8    | 146           | 0   | 8       | 63      | 28      | 190 | 102 |
| 2008-09 | 3-8    | 149           | 0   | 3       | 69      | 28      | 197 | 119 |
| 2009-10 | 3-8    | 145           | 2   | 28      | 41      | 29      | 168 | 135 |

**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.*

**2009-10 State Mathematics Exam  
Charter School and District Performance by Grade Level**

| Grade      | Percent of Students at Levels 3 and 4                       |                  |                       |                  |
|------------|---|------------------|-----------------------|------------------|
|            | Charter School Students<br>In At Least 2 <sup>nd</sup> Year |                  | All District Students |                  |
|            | Percent   | Number<br>Tested | Percent               | Number<br>Tested |
| 3          | 78  | 23               | 28                    | 2515             |
| 4          | 79  | 24               | 31                    | 2467             |
| 5          | 85  | 20               | 32                    | 2470             |
| 6          | 74  | 23               | 30                    | 2355             |
| 7          | 77  | 22               | 32                    | 2442             |
| 8          | 45  | 22               | 27                    | 2514             |
| <b>All</b> | <b>75</b>   | 134              | <b>30</b>             | 14,763           |

**Evaluation**

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

**Additional Evidence**

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

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

| Grade      | Percent of Charter School Students at Levels 3 and 4 and Enrolled in At Least their Second Year<br>Compared to Local District Students |                   |                   |                   |                   |                   |                   |                   |
|------------|--|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
|            | 2006-07  |                   | 2007-08           |                   | 2008-09           |                   | 2009-10           |                   |
|            | Charter<br>School  | Local<br>District | Charter<br>School | Local<br>District | Charter<br>School | Local<br>District | Charter<br>School | Local<br>District |
| 3          | 100  | 43                | 100               | 66                | 96                | 75                | 78                | 28                |
| 4          | 96   | 44                | 100               | 53                | 100               | 64                | 79                | 31                |
| 5          | 71   | 38                | 200               | 50                | 100               | 62                | 85                | 32                |
| 6          | 94   | 38                | 76                | 49                | 100               | 57                | 74                | 30                |
| 7          | 88   | 29                | 94                | 50                | 100               | 63                | 77                | 32                |
| 8          | 39   | 26                | 77                | 34                | 100               | 58                | 45                | 27                |
| <b>All</b> | 82   | 36                | 91                | 50                | 99                | 63                | <b>75</b>         | <b>30</b>         |

**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 2009-10 analysis is not yet available. This report contains 2008-09 results, the most recent ones available.

**Results**

*Tapestry’s effect size was in the higher than expected for grades 3-8. In grades 4-8, the effect size was higher than expected to at least a medium degree. Last year, the Tapestry grade 6, effect size was less than expected to a large degree, but this year there has been marked improvement as they performed better than expected to a large degree. Overall the effect size was higher than expected to a medium degree, so Tapestry did meet this measure.*

**2009-10 Mathematics Comparative Performance by Grade Level**

| Grade | Percent Eligible for Free Lunch | Number Tested | Percent of Students at Levels 3&4 |           | Difference between Actual and Predicted | Effect Size |      |
|-------|---------------------------------|---------------|-----------------------------------|-----------|---|-------------|------|
|       |                                 |               | Actual                            | Predicted |   |             |      |
| 3     |                                 | 25            | 96.0                              | 95.5      | 0.5                                     | 0.10        |      |
| 4     |                                 | 25            | 100.0                             | 91.1      | 8.9                                     | 1.16        |      |
| 5     |                                 | 25            | 96.0                              | 92.1      | 3.9                                     | 0.58        |      |
| 6     |                                 | 25            | 100.0                             | 88.5      | 11.5                                    | 1.43        |      |
| 7     |                                 | 25            | 100.0                             | 92.5      | 7.5                                     | 1.01        |      |
| 8     |                                 | 24            | 91.7                              | 87.1      | 4.6                                     | 0.56        |      |
| All   |                                 | 21.9          | 149                               | 97.3      | 91.2                                    | 6.2         | 0.81 |

|  |
|--|
| <b>School’s Overall Comparative Performance:</b> |
| <i>Higher than Expected to a Large Degree</i>    |

**Evaluation**

Tapestry exceeded this measure by achieving in the range of higher than expected to a large degree.

**Mathematics Comparative Performance by School Year**

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

**Goal 2: Growth Measure**

Each year through 2008-09, 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.

In 2009-10, each grade-level cohort will reduce by one-half the gap between the percent of students at or above a Scale Score of 650 on the 2008-09 state exam and 75 percent of students at or above a Scale Score of 650 on the 2009-10 state exam. If a grade-level cohort exceeds 75 percent at or above a Scale Score of 650 in 2008-09, that cohort is expected to show at least an increase in the percentage in 2009-10

**Method**

This measure examines the change in performance of the same group of students from one year to the next and in 2009-10 the progress they are making towards the absolute measure of 75 percent of students performing at or above a Scale Score of 650. Each grade level cohort consists of those students who took the state exam in 2009-10 and also have a state exam score in 2008-09. It includes students who repeated the grade. Students who repeated the grade should be included in their current grade level cohort, not the cohort to which they previously belonged. In addition, the aggregate of all cohorts is examined to determine the growth of all students who took a state exam in both years.

**Results**

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

**Cohort Growth on State Mathematics Exam from 2008-09 to 2009-10**

| Grade | Cohort Size | Percent Performing At or Above 650 |        |         | Target Achieved |
|-------|-------------|------------------------------------|--------|---------|-----------------|
|       |             | 2008-09                            | Target | 2009-10 |                 |
| 4     | 24          | 100                                | Same   | 100     | YES             |
| 5     | 20          | 100                                | Same   | 95      | NO              |
| 6     | 23          | 100                                | Same   | 91      | NO              |
| 7     | 22          | 100                                | Same   | 100     | YES             |
| 8     | 22          | 100                                | Same   | 91      | NO              |
| All   | 134         | 100                                | Same   | 96      | NO              |

**Evaluation**

While cohorts for grades 5, 6, and 8 did not remain at 100 percent, it should be noted that each cohort earned at least a 91 percent proficiency percentage. When comparing past year’s performance, all grades have consistently scored at or above the 75% target for three consecutive years.

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

| School Year | Cohort Grades | Number of Cohorts Meeting Target | Number of Cohorts |
|-------------|---------------|----------------------------------|-------------------|
| 2006-07     | 3-8           | 1                                | 5                 |
| 2007-08     | 3-8           | 4                                | 5                 |
| 2008-09     | 3-8           | 5                                | 5                 |
| 2009-10     | 3-8           | 2                                | 5                 |

**Summary of the Mathematics Goal**

Tapestry Charter School grades 3-8, achieved 4 of 5 measures in Mathematics.

| Type        | Measure   | Outcome   |
|-------------|---|-----------|
| Absolute    | 75 percent of all tested students who are enrolled in at least their second year will perform at or above a Scale Score of 650 on the New York State examination.   | Achieved  |
| Absolute    | Each year, the school’s aggregate Performance Index (PI) on the State exam will meet the Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.   | Achieved  |
| Comparative | Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district. | Achieved  |
| Comparative | Each year, the school will exceed its predicted level of performance on the State exam by at least a small Effect Size.   | Achieved/ |

|        |   |                 |
|--------|---|-----------------|
| Growth | Each grade-level cohort will reduce by one-half the gap between the percent at or above a Scale Score of 650 on the 2008-09 state exam and 75 percent at or above a Scale Score of 650 on the 2009-10 state exam. | Did Not Achieve |
|        |   | Achieved/       |

**Action Plan**

Tapestry will continue to challenge students who are prepared to extend their learning as well as keep systems in place to identify struggling learners and provide interventions to remediate gaps in student learning. Professional development for K-8 teachers in the 10-11 school year will focus on differentiated instruction, assessment practices and continuation of curriculum alignment both vertically and horizontally. Tapestry continues to utilize two consultant teachers for students with an IEP to maintain low caseload levels. Two teaching assistants will be new additions to the elementary and the middle school programs. Both teaching assistants are New York State certified teachers who have expertise in the area of mathematics. They will provide additional support to students and assist teachers with differentiating mathematics instruction. These measures have been put in place to maintain the overall success of Tapestry students in the area of mathematics.

**SCIENCE**

**Goal 3: Science**

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

**Background**

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

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

In the 09-10 school year, the science curriculums, K-8 department continued to formally map, and vertically and horizontally gap analyze the maps to ensure alignment with the state standards and proper scaffolding of skills. During the 2010-11 school year, the K-4 staff will be planning learning expeditions with the ELOB school designers to further enhance the quality of instruction provided to our students.

**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 2010. 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 4<sup>th</sup> and 8<sup>th</sup> grades students in at least their second year above the 75 percent criterion of success. Of students in at least their second year at Tapestry, 100 percent of 4<sup>th</sup> grade students achieved level 3 and 4 scores and 91 percent of 8<sup>th</sup> grade students achieved level 3 and 4 scores.*

**Charter School Performance on 2009-10 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       | 48      | 51      | 100       | 25            |

|   |   |   |   |    |    |            |    |
|---|---|---|---|----|----|------------|----|
|   | Students in At Least 2 <sup>nd</sup> Year | 0 | 0 | 46 | 54 | <b>100</b> | 24 |
| 8 | All Students                              | 0 | 9 | 68 | 23 | 84         | 22 |
|   | Students in At Least 2 <sup>nd</sup> Year | 0 | 9 | 68 | 23 | <b>91</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 91 percent.

**Additional Evidence**

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

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

| Grade | Percent of Students Enrolled in At Least Their Second Year at Levels 3 and 4 |               |         |               |         |               |         |               |
|-------|--|---------------|---------|---------------|---------|---------------|---------|---------------|
|       | 2006-07  |               | 2007-08 |               | 2008-09 |               | 2009-10 |               |
|       | Percent  | Number Tested | Percent | Number Tested | Percent | Number Tested | Percent | Number Tested |
| 4     | 100  | 23            | 100     | 22            | 100     | 21            | 100     | 24            |
| 8     | 74   | 23            | 86      | 22            | 98      | 46            | 91      | 22            |
| All   | 87   | 46            | 93      | 44            | 96      | 25            | 96      | 46            |

**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.*

**2009-10 State Science Exam  
Charter School and District Performance by Grade Level**

|       |                                       |
|-------|---------------------------------------|
| Grade | Percent of Students at Levels 3 and 4 |
|-------|---------------------------------------|

|   | Charter School Students<br>In At Least 2 <sup>nd</sup> Year |                  | All District Students |                  |
|---|---|------------------|-----------------------|------------------|
|   | Percent   | Number<br>Tested | Percent               | Number<br>Tested |
| 4 | 100   | 24               | n/a                   | n/a              |
| 8 | 91  | 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 at Levels 3 and 4 and Enrolled in At Least their Second Year<br>Compared to Local District Students |                   |                   |                   |                   |                   |                   |                   |
|-------|--|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
|       | 2006-07  |                   | 2007-08           |                   | 2008-09           |                   | 2009-10           |                   |
|       | Charter<br>School  | Local<br>District | Charter<br>School | Local<br>District | Charter<br>School | Local<br>District | Charter<br>School | Local<br>District |
| 4     | 100  | 65                | 100               | 63                | 96                | 70                | 100               | n/a               |
| 8     | 74   | 41                | 86                | 41                | 100               | 40                | 91                | n/a               |
| All   | 87   | 53                | 93                | 52                | 98                | 55                | 96                | n/a               |

**Summary**

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

| Type        | Measure   | Outcome                      |
|-------------|---|------------------------------|
| Absolute    | Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State examination.   | Achieved                     |
| Comparative | Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district. | Achieved                     |
|             | Write in optional measure here  | Achieved/<br>Did Not Achieve |

**Action Plan**

Tapestry will continue to challenge students who are prepared to extend their learning as well as keep systems in place to identify struggling learners and provide interventions to remediate gaps in student learning. Professional development for K-8 teachers in the 10-11 school year will focus on differentiated instruction, assessment practice and continuation of curriculum alignment both vertically and horizontally. Tapestry continues to utilize two consultant teachers for students with an IEP to maintain low caseload levels. K-4 science curriculum has been analyzed and improved upon to incorporate more opportunities for literacy, the arts and humanities studies. The 5-8 curriculum has also been refined to expand further opportunities for fieldwork, labs and cross-curricular connections. During the 2010-11 school year, the K-4 staff will be planning learning expeditions with the ELOB school designers to further enhance the quality of instruction provided to our students.

**SOCIAL STUDIES**

**Goal 4: Social Studies**  
 Students will demonstrate competency in the understanding and application of social studies.

**Background**

The K-4 program utilizes thematic planning for social studies subjects on a six-trimester rotating schedule to accommodate the multi-age classrooms, reading, writing and mathematics across the social studies curriculum and to build interdisciplinary connections to the arts. Fieldwork and visits from experts add to social studies instruction in grades 5-8 program to further deepen the study of the social sciences as they connect to mathematics, english language arts, physical and life sciences and the visual and performing arts. A six-trimester rotating schedule in grades 5-8 accommodates a variety of learning expeditions that involve literacy and cross-curricular connections.

In the 09-10 school year, 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 2010-11 school year, the K-4 staff will be planning learning expeditions with the ELOB school designers to further enhance the quality of instruction provided to our students.

**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 2009 and 8<sup>th</sup> grade in June 2010. 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 5<sup>th</sup> and 8<sup>th</sup> grades students in at least their second year above the 75 percent criterion of success. Of students in at least their second year at Tapestry, 90 percent of 5<sup>th</sup> grade students achieved level 3 and 4 scores and 87 percent of 8<sup>th</sup> grade students achieved level 3 and 4 scores.*

**Charter School Performance on 2009-10 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 | 12                                | 4       | 52      | 32      | 84        | 25            |

|   |   |   |    |    |    |           |    |
|---|---|---|----|----|----|-----------|----|
|   | Students in At Least 2 <sup>nd</sup> Year | 5 | 5  | 50 | 40 | <u>90</u> | 20 |
| 8 | All Students                              | 0 | 14 | 64 | 23 | 87        | 22 |
|   | Students in At Least 2 <sup>nd</sup> Year | 0 | 14 | 64 | 23 | <u>87</u> | 22 |

**Evaluation**

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

**Additional Evidence**

Tapestry continues to 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 6 school years. For grade 8, Tapestry continues to improve each year and now has 87 percent of students achieving at a Level 3 or Level 4, which exceeds the 75 percent measure.

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

| Grade | Percent of Students Enrolled in At Least Their Second Year at Levels 3 and 4 |               |         |               |         |               |         |               |
|-------|--|---------------|---------|---------------|---------|---------------|---------|---------------|
|       | 2006-07  |               | 2007-08 |               | 2008-09 |               | 2009-10 |               |
|       | Percent  | Number Tested | Percent | Number Tested | Percent | Number Tested | Percent | Number Tested |
| 5     | 87   | 16            | 100     | 23            | 100     | 18            | 90      | 24            |
| 8     | 48   | 23            | 86      | 22            | 90      | 21            | 87      | 22            |
| All   | 68   | 39            | 93      | 45            | 95      | 39            |         | 46            |

**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.*

**2009-10 State Social Studies Exam  
Charter School and District Performance by Grade Level**

| Grade | Percent of Students at Levels 3 and 4                       |                       |
|-------|---|-----------------------|
|       | Charter School Students<br>In At Least 2 <sup>nd</sup> Year | All District Students |
|       |   |                       |

|   | Percent | Number Tested | Percent | Number Tested |
|---|---------|---------------|---------|---------------|
| 5 | 84      | 20            | N/A     | N/A           |
| 8 | 87      | 22            | N/A     | N/A           |

**Evaluation**

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

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

| Grade | Percent of Charter School Students at Levels 3 and 4 and Enrolled in At Least their Second Year Compared to Local District Students |                |                |                |                |                |                |                |
|-------|---|----------------|----------------|----------------|----------------|----------------|----------------|----------------|
|       | 2006-07   |                | 2007-08        |                | 2008-09        |                | 2009-10        |                |
|       | Charter School  | Local District | Charter School | Local District | Charter School | Local District | Charter School | Local District |
| 5     | 87  | n/a            | 100            | n/a            | 100            | n/a            | 90             | n/a            |
| 8     | 48  | n/a            | 86             | n/a            | 90             | n/a            | 87             | n/a            |
| All   | 68  | n/a            | 93             | n/a            | 95             | n/a            | 89             | n/a            |

**Summary**

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

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

**Action Plan**

Tapestry will continue to challenge students who are prepared to extend their learning as well as keep systems in place to identify struggling learners and provide interventions to remediate gaps in student learning. Professional development for K-8 teachers in the 10-11 school year will focus on differentiated instruction, assessment practice and continuation of curriculum alignment both vertically and horizontally. Tapestry continues to utilize two consultant teachers for students with an IEP to maintain low caseload levels. K-4 social studies curriculum has been analyzed and improved upon to incorporate more opportunities for literacy, the arts and science studies. The 5-8 curriculum has also been refined to expand further opportunities for fieldwork and cross-curricular connections.

**NCLB**

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

**Goal 5: Absolute Measure**

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

**Method**

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

**Results**

*Tapestry’s NCLB status for 2000-09 is “Good Standing” – this measure was met.*

**Evaluation**

The measure was met with a status of “Good Standing” for 2009-10.

**Additional Evidence**

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

**NCLB Status by Year**

| Year    | Status        |
|---------|---------------|
| 2005-06 | Good Standing |
| 2006-07 | Good Standing |
| 2007-08 | Good Standing |
| 2008-09 | Good Standing |
| 2009-10 | Good Standing |

## APPENDIX A: HIGH SCHOOL GOALS AND MEASURES

### High School Cohorts

#### Accountability Cohort

The state's Accountability Cohort consists specifically of students who are in their fourth year of high school after having entered the ninth grade. For example, the 2006 state Accountability Cohort is comprised of students who entered the 9<sup>th</sup> grade in the 2006-07 school year, were enrolled in the school on the state's annual enrollment-determination day (BEDS day) in the 2009-10 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department's website for their accountability rules and cohort definitions: <http://www.emsc.nysed.gov/irts/accountability/home.shtml>)

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

**Fourth-Year High School Accountability Cohorts**

| Fourth Year Cohort | Year Entered 9 <sup>th</sup> Grade | Cohort Designation | Number of Students Enrolled on BEDS Day in October of the Cohort's Fourth Year | Number Leaving During the School Year | Number in Accountability Cohort as of June 30 <sup>th</sup> |
|--------------------|------------------------------------|--------------------|--|---------------------------------------|---|
| 2006-07            | 2003-04                            | 2003               | N/A  | N/A                                   | N/A   |
| 2007-08            | 2004-05                            | 2004               | N/A  | N/A                                   | N/A   |
| 2008-09            | 2005-06                            | 2005               | N/A  | N/A                                   | N/A   |
| 2009-10            | 2006-07                            | 2006               | 50   | 0                                     | 50  |

#### 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 district or school, died, transferred by court order, or left the U.S.

**Fourth Year High School Graduation Cohorts**

| Fourth Year Cohort | Year Entered 9 <sup>th</sup> Grade | Cohort Designation | Number of Students Enrolled on June 30 <sup>th</sup> of the Cohort's Fourth Year (a) | Additional Students Still in Cohort <sup>5</sup> (b) | Graduation Cohort (a) + (b) |
|--------------------|------------------------------------|--------------------|--|--|-----------------------------|
| 2006-07            | 2003-04                            | 2003               | N/A  | N/A  | N/A                         |
| 2007-08            | 2004-05                            | 2004               | N/A  | N/A  | N/A                         |
| 2008-09            | 2005-06                            | 2005               | N/A  | N/A  | N/A                         |
| 2009-10            | 2006-07                            | 2006               | 50   | 0  | 50                          |

**Fifth Year High School Graduation Cohorts**

<sup>5</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.

| Fifth Year Cohort | Year Entered 9 <sup>th</sup> Grade | Cohort Designation | Number of Students Enrolled on June 30 <sup>th</sup> of the Cohort's Fifth Year (a) | Additional Students Still in Cohort <sup>6</sup> (b) | Graduation Cohort (a) + (b) |
|-------------------|------------------------------------|--------------------|---|--|-----------------------------|
| 2007-08           | 2003-04                            | 2003               | N/A   | N/A  | N/A                         |
| 2008-09           | 2004-05                            | 2004               | N/A   | N/A  | N/A                         |
| 2009-10           | 2005-06                            | 2005               | N/A   | N/A  | N/A                         |

**ENGLISH LANGUAGE ARTS**

**Goal 1: Absolute Measure**

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

**Method**

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

**Results**

Tapestry Charter School entered the first class of ninth grade high school students in September 2006. Of the fifty students in that class, forty-six (46) students passed the New York State English Regents exam.

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

| Cohort Designation | Number in Cohort | Percent at Each Level <sup>7</sup> |         |         |         | Percent Passing <sup>8</sup> |
|--------------------|------------------|------------------------------------|---------|---------|---------|------------------------------|
|                    |                  | Level 1                            | Level 2 | Level 3 | Level 4 |                              |
| 2003               |                  |                                    |         |         |         |                              |
| 2004               |                  |                                    |         |         |         |                              |
| 2005               |                  |                                    |         |         |         |                              |
| 2006               | 50               | 2                                  | 6       | 82      | 10      | 92                           |

**Evaluation**

Tapestry met the English Language Arts measure by exceeding 75 percent of all students performing at or above a level 3 on the New York State Regents English exam by their fourth year in the cohort. The strong performance of 92% passing appears to be an affirmation of the dedication and persistence of the staff, directed at applying research based “best practices” to the instructional approach.

<sup>6</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

<sup>7</sup> Level 1 = less than 55; Level 2= at least 55, but less than 65; Level 3 at least 65, but less than 85; Level 4 = at least 85.

<sup>8</sup> With a score of at least 65

Professional development is a high priority at Tapestry, with a school schedule that includes weekly “PD” designed for the year with our Expeditionary Learning (ELOB) school designer. Based upon feedback from an Implementation Review Process at the close of the 2008-09 year, the Teacher Learner Cycle in 2009-10 included focus on Assessment and then Literacy. All teachers were included in active differentiated groups that met during the PD sessions. During the months of Assessment work, teachers engaged in such activities as examining the item analysis of the Regents exams by subject in department groups, and developing targeted action plans to address areas of measured weakness. During the months of Literacy focus, trained teachers led department groups to discuss the application of proven literacy strategies to instruction in each subject area, including math, arts, and physical education.

**Additional Evidence**

The results on the New York State English Regents were particularly encouraging given the relatively high percentage of students who had qualified for special education services during their time in high school. In the group of seniors nine students were served by the Committee on Special Education and an additional six had 504 Accommodation Plans. Tapestry’s inclusive approach to special education services appeared to be yielding benefit, as all students were continually aiming for the goal of a Regents diploma and college acceptance, regardless of educational labeling.

Extra supports have included a certified special education teacher at each grade level and the addition of two designated literacy teachers who worked with students directly and in consultation with core academic teachers on skills that relate to English standards. Additional instruction time was made available to students through the daily After School Center, the Saturday School Program in the spring, and the Summer School Program in July and August 2009.

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

| Cohort Designation | 2006-07          |                 | 2007-08          |                 | 2008-09          |                 | 2009-10          |                 |
|--------------------|------------------|-----------------|------------------|-----------------|------------------|-----------------|------------------|-----------------|
|                    | Number in Cohort | Percent Passing | Number in Cohort | Percent Passing | Number in Cohort | Percent Passing | Number in Cohort | Percent Passing |
| 2004               |                  |                 |                  |                 |                  |                 |                  |                 |
| 2005               |                  |                 |                  |                 |                  |                 |                  |                 |
| 2006               |                  |                 |                  |                 | 50               | 86              | 50               | 92              |
| 2007               |                  |                 |                  |                 |                  |                 | 73               | 90              |
| 2008               |                  |                 |                  |                 |                  |                 |                  |                 |
| 2009               |                  |                 |                  |                 |                  |                 |                  |                 |

**Goal 1: Absolute Measure**  
 Each year, the Performance Index (PI) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.

**Method**

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

Cohort must have a Performance Index (PI) value that equals or exceeds this year’s English language arts AMO, which for 2009-2010 is 177. The PI is calculated by adding the sum of the percent of students in the Accountability Cohort at Levels 2 through 4 with the sum of the percent of students at Level 3 and 4. Thus, the highest possible PI is 200. The Regents exams are scored on a scale from 0 to 100; 0 to 54 is Level 1, 55 to 64 is Level 2, 65 to 84 is Level 3, and 85 to 100 is Level 4.

**Results**

Based upon the Annual Measurable Objective set by New York State for this year, Tapestry High School has exceeded the expectation with a Performance Index of 190.

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

| Number in Cohort | Percent of Students at Each Performance Level |         |         |         |
|------------------|---|---------|---------|---------|
|                  | Level 1                                       | Level 2 | Level 3 | Level 4 |
| 50               | 2   | 6       | 82      | 10      |

$$\begin{aligned}
 \text{PI} &= 6 + 82 + 10 = 98 \\
 &= 82 + 10 = 92 \\
 \text{PI} &= 190
 \end{aligned}$$

**Evaluation**

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

**Additional Evidence**

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

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

| Cohort Designation | Number in Cohort | Percent of Students at Each Performance Level |         |         |         | PI  | AMO |
|--------------------|------------------|---|---------|---------|---------|-----|-----|
|                    |                  | Level 1                                       | Level 2 | Level 3 | Level 4 |     |     |
| 2003               |                  |   |         |         |         | 159 |     |
| 2004               |                  |   |         |         |         | 165 |     |
| 2005               |                  |   |         |         |         | 171 |     |
| 2006               | 50               | 2   | 6       | 82      | 10      | 190 |     |

**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**

Based upon the available comparison, Tapestry substantially surpassed the BPS in percent passing the English Regents. Data for the Buffalo Public School (BPS) district is not available for 2009-10 year at this time, though BPS results for the 2005 cohort would be considered strongly predictive of 2006. Corrections will be made once updated information is released.

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

| Cohort | Charter School  |             | School District |             |
|--------|-----------------|-------------|-----------------|-------------|
|        | Percent Passing | Cohort Size | Percent Passing | Cohort Size |
| 2003   |                 |             |                 |             |
| 2004   |                 |             | 53              | 3084        |
| 2005   |                 |             | 61              | 2251        |
| 2006   | 92              | 50          | 61              | 2251        |

**Evaluation**

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

**Additional Evidence**

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

**(§) Goal 1: Growth Measure**  
 Each year, the group of students in their second year of high school who have taken a norm-referenced reading test for two years will reduce by one-half the difference between their previous year’s average NCE and an NCE of 50. Groups that have already achieved an NCE of 50 in the previous year will show an increase in their average NCE.

**Method**

This measure examines the change in performance of the same group of students from their first year in high school to their second year on a norm referenced reading test. Each cohort consists of those students who took a norm-referenced reading test in their second year of high school in 2008-09 and

also have a score from their first year in 2007-08. It includes students who repeated the grade. The criterion for achieving this measure is for the cohort to reduce by half the difference between average NCE in 2008-09 and the 50<sup>th</sup> NCE in 2009-10. If a cohort has already achieved an average NCE of 50 in 2008-09, it is expected to show some positive growth in the subsequent year.

Tapestry High School had administered the norm-referenced Measures of Academic Progress (MAP) test in 2007-08 and in 2008-09, with financial support from the Expeditionary Learning organization with which Tapestry is affiliated. The test administration required extensive computer access and time, as each student was required to take the test individually at a computer in an untimed setting.

During 2009-10 the MAP testing was not administered. After careful consideration of many factors, it was determined that the benefits of testing were outweighed by the costs. Assessment of student progress was still proceeding with Regents exams and individual student assessments for specific learning problems, but school-wide norm-referenced assessment was not practically possible. The reasons include the following: 1) Expeditionary Learning was no longer willing to fund the assessment with costs in excess of \$3000. 2) In the temporary and crowded facility of 10 Days Park, there was a lack of available space and time in which to administer the test, which was untimed and sometimes took several hours per student. 3) The computers in the computer lab and on the computer carts were not functioning consistently enough to ensure proper test administration conditions over the time required per student.

During the 2010-11 year the students will be tested using the Scholastic Reading Inventory (SRI), a well regarded norm-referenced test that will address the concerns faced with the MAP. The SRI can be administered more efficiently and at a lower cost, while yielding results that are useful to inform instruction. Additionally, the new building facility at Great Arrow provides greater space for testing, and the school’s computer resources have been expanded.

**Results**

Results are not available for 2009-2010.

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

| Cohort Designation | Number in Cohort | Average NCE         |                    |                    | Target Achieved |
|--------------------|------------------|---------------------|--------------------|--------------------|-----------------|
|                    |                  | First Year Baseline | Second Year Target | Second Year Result |                 |
| 2006               |                  |                     |                    |                    | N/A             |
| 2007               |                  |                     |                    |                    | N/A             |
| 2008               |                  |                     |                    |                    | N/A             |
| 2009               |                  |                     |                    |                    | N/A             |

**Evaluation**

Results are not available for 2009-2010.

**Additional Evidence**

Results are not available for 2009-2010.

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

| School Year | Cohort met target? |
|-------------|--------------------|
| 2006-07     |                    |
| 2007-08     |                    |
| 2008-09     |                    |
| 2009-10     |                    |

**MATHEMATICS**

**Goal 2: Absolute Measure**

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

**Method**

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

**Results**

Tapestry Charter School entered the first class of ninth grade high school students in September 2006. Of the fifty students in that class, forty-four (44) students passed a New York State Regents Math exam.

**Mathematics Regents Performance Level and Passing  
Rate by Fourth Year Accountability Cohort<sup>9</sup>**

| Cohort Designation | Number in Cohort | Percent at Each Level <sup>10</sup> |         |         |         | Percent Passing <sup>11</sup> |
|--------------------|------------------|-------------------------------------|---------|---------|---------|-------------------------------|
|                    |                  | Level 1                             | Level 2 | Level 3 | Level 4 |                               |
| 2003               |                  |                                     |         |         |         |                               |
| 2004               |                  |                                     |         |         |         |                               |
| 2005               |                  |                                     |         |         |         |                               |
| 2006               | 50               | 8                                   | 4       | 72      | 16      | 88                            |

<sup>9</sup> Based on the highest score for each student on any mathematics Regents exam

<sup>10</sup> Level 1 = less than 55; Level 2= at least 55, but less than 65; Level 3 at least 65, but less than 85; Level 4 = at least 85.

<sup>11</sup> With a score of at least 65

**Evaluation**

Tapestry met the mathematics measure by exceeding 75 percent of all students performing at or above a level 3 on one of the New York State Regents mathematics exams by their fourth year in the cohort. The strong performance of 88% passing appears to be an affirmation of the dedication and persistence of the staff, directed at applying research based “best practices” to the instructional approach.

As stated previously, professional development is a high priority at Tapestry, with a school schedule that includes weekly “PD” designed for the year with our Expeditionary Learning (ELOB) school designer. Based upon feedback from an Implementation Review Process at the close of the 2008-09 year, the Teacher Learner Cycle in 2009-10 included focus on Assessment and then Literacy. All teachers were included in active differentiated groups that met during the PD sessions. During the months of Assessment work, teachers engaged in such activities as examining the item analysis of the Regents exams by subject in department groups, including Integrated Algebra and Geometry, and developing targeted action plans to address areas of measured weakness. During the months of Literacy focus, trained teachers led department groups to discuss the application of proven literacy strategies to instruction in each subject area, including mathematics.

**Additional Evidence**

The results on the New York State Regents exams in mathematics were particularly encouraging given the relatively high percentage of students who had qualified for special education services during their time in high school. In the group of seniors, nine students were served by the Committee on Special Education and an additional six had 504 Accommodation Plans. Tapestry’s inclusive approach to special education services appeared to be yielding benefit, as all students were continually aiming for the goal of a Regents diploma and college acceptance, regardless of educational labeling. Several students took the Math A on more than one occasion, with two students participating in the component retest option. Students were determined to earn diplomas.

Extra supports for math instruction have included a full-time AmeriCorps staff member with a New York State certification in Mathematics, as well as certified special education teachers at each grade level. Additional instruction time was made available to students through the daily After School Center, the Saturday School Program in the spring, and the Summer School Program in July and August 2009.

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

| Cohort Designation | 2006-07          |                 | 2007-08          |                 | 2008-09          |                 | 2009-10          |                 |
|--------------------|------------------|-----------------|------------------|-----------------|------------------|-----------------|------------------|-----------------|
|                    | Number in Cohort | Percent Passing | Number in Cohort | Percent Passing | Number in Cohort | Percent Passing | Number in Cohort | Percent Passing |
| 2004               |                  |                 |                  |                 |                  |                 |                  |                 |
| 2005               |                  |                 |                  |                 |                  |                 |                  |                 |
| 2006               |                  |                 | 50               | 82              | 49               | 84              | 50               | 88              |
| 2007               |                  |                 | 75               | 55              | 75               | 93              | 73               | 96              |
| 2008               |                  |                 |                  |                 | 75               | 47              | 77               | 91              |
| 2009               |                  |                 |                  |                 |                  |                 | 73               | 49              |

**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 2009-10 is 173. The PI is calculated by adding the sum of the percent of students at Levels 2 through 4 with the sum of the percent of students at Level 3 and 4. Thus, the highest possible PI is 200. The Regents exams are scored on a scale from 0 to 100; 0 to 54 is Level 1, 55 to 64 is Level 2, 65 to 84 is Level 3, and 85 to 100 is Level 4.

**Results**

Based upon the Annual Measurable Objective set by New York State for this year, Tapestry High School has exceeded the expectation with a Performance Index of 180.

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

| Cohort Size | Percent of Students at Each Performance Level |         |         |         |
|-------------|---|---------|---------|---------|
|             | Level 1                                       | Level 2 | Level 3 | Level 4 |
| 50          | 8   | 4       | 72      | 16      |

$$\begin{array}{rccccccccc}
 \text{PI} & = & 4 & + & 72 & + & 16 & = & 92 \\
 & & & & 72 & + & 16 & = & 88 \\
 & & & & & & \text{PI} & = & 180
 \end{array}$$

**Evaluation**

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

**Additional Evidence**

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

**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 |    |   |   |    |    |     | 153 |
| 2004 |    |   |   |    |    |     | 159 |
| 2005 |    |   |   |    |    |     | 165 |
| 2006 | 50 | 8 | 4 | 72 | 16 | 180 | 173 |

**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**

Based upon the available comparison, Tapestry substantially surpassed the BPS in percent passing a Mathematics Regents. Data for the Buffalo Public School (BPS) district is not available for 2009-10 year at this time, though BPS results for the 2005 cohort would be considered strongly predictive of 2006. Corrections will be made once updated information is released.

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

| Cohort | Charter School  |             | School District |             |
|--------|-----------------|-------------|-----------------|-------------|
|        | Percent Passing | Cohort Size | Percent Passing | Cohort Size |
| 2003   |                 |             |                 |             |
| 2004   |                 |             | 47              | 3084        |
| 2005   |                 |             | 57              | 2251        |
| 2006   | 88              | 50          | 57              | 2251        |

**Evaluation**

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

**Additional Evidence**

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

**(§) Goal 2: Growth Measure**

Each year, the group of students in their second year of high school who have taken a norm-referenced mathematics test for two years will reduce by one-half the difference between their

previous year’s average NCE and an NCE of 50. Groups that have already achieved an NCE of 50 in the previous year will show an increase in their average NCE.

**Method**

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

Tapestry High School had administered the norm-referenced Measures of Academic Progress (MAP) test in 2007-08 and in 2008-09, with financial support from the Expeditionary Learning organization with which Tapestry is affiliated. The test administration required extensive computer access and time, as each student was required to take the test individually at a computer in an untimed setting.

During 2009-10 the MAP tests were not administered. After careful consideration of many factors, it was determined that the benefits of testing were outweighed by the costs. Assessment of student progress was still proceeding with Regents exams and individual student assessments for specific learning problems, but school-wide norm-referenced assessment was not practically possible. The reasons include the following: 1) Expeditionary Learning was no longer willing to fund the assessment with costs in excess of \$3000. 2) In the temporary and crowded facility of 10 Days Park, there was a lack of available space and time in which to administer the test, which was untimed and sometimes took several hours per student. 3) The computers in the computer lab and on the computer carts were not functioning consistently enough to ensure proper test administration conditions over the time required per student.

**Results**

Results are not available for 2009-2010.

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

| Cohort Designation | Number in Cohort | Average NCE         |                    |                    | Target Achieved |
|--------------------|------------------|---------------------|--------------------|--------------------|-----------------|
|                    |                  | First Year Baseline | Second Year Target | Second Year Result |                 |
| 2006               |                  |                     |                    |                    | N/A             |
| 2007               |                  |                     |                    |                    | N/A             |
| 2008               |                  |                     |                    |                    | N/A             |
| 2009               |                  |                     |                    |                    | N/A             |

**Evaluation**

Results are not available for 2009-2010.

**Additional Evidence**

Results are not available for 2009-2010.

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

| School Year | Cohort met target? |
|-------------|--------------------|
| 2006-07     |                    |
| 2007-08     |                    |
| 2008-09     |                    |
| 2009-10     |                    |

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

**Results**

Tapestry Charter School entered the first class of ninth grade high school students in September 2006. Of the fifty students in that class, forty-three (43) students passed a New York State Regents Science exam.

**Science Regents Performance Level and Passing Rate by Fourth Year Accountability Cohort<sup>12</sup>**

| Cohort Designation | Number in Cohort | Percent at Each Level |         |         |         | Percent Passing |
|--------------------|------------------|-----------------------|---------|---------|---------|-----------------|
|                    |                  | Level 1               | Level 2 | Level 3 | Level 4 |                 |
| 2003               |                  |                       |         |         |         |                 |
| 2004               |                  |                       |         |         |         |                 |
| 2005               |                  |                       |         |         |         |                 |
| 2006               | 50               | 6                     | 8       | 80      | 6       | 86              |

**Evaluation**

<sup>12</sup> Based on the highest score for each student on any science Regents exam

Tapestry met the science measure by exceeding 75 percent of all students performing at or above a level 3 on one of the New York State Regents science exams by their fourth year in the cohort. The strong performance of 86% passing appears to be an affirmation of the dedication and persistence of the staff, directed at applying research based “best practices” to the instructional approach.

As stated previously, professional development is a high priority at Tapestry, with a school schedule that includes weekly “PD” designed for the year with our Expeditionary Learning (ELOB) school designer. Based upon feedback from an Implementation Review Process at the close of the 2008-09 year, the Teacher Learner Cycle in 2009-10 included focus on Assessment and then Literacy. All teachers were included in active differentiated groups that met during the PD sessions. During the months of Assessment work, teachers engaged in such activities as examining the item analysis of the Regents exams by subject in department groups, including the previously administered Living Environment and Earth Science Regents, and developing targeted action plans to address areas of measured weakness. During the months of Literacy focus, trained teachers led department groups to discuss the application of proven literacy strategies to instruction in each subject area, including science.

**Additional Evidence**

The results on the New York State science Regents were particularly encouraging given the relatively high percentage of students who had qualified for special education services during their time in high school. In the group of seniors nine students were served by the Committee on Special Education and an additional six had 504 Accommodation Plans. Tapestry’s inclusive approach to special education services appeared to be yielding benefit, as all students were continually aiming for the goal of a Regents diploma and college acceptance, regardless of educational labeling.

Extra supports have included a certified special education teacher at each grade level and the addition of two designated literacy teachers who worked with students directly and in consultation with core academic teachers on skills that relate to literacy in the content areas. Additional instruction time was made available to students through the daily After School Center, the Saturday School Program in the spring, and the Summer School Program in July and August 2009.

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

| Cohort Designation | 2006-07          |                 | 2007-08          |                 | 2008-09          |                 | 2009-10          |                 |
|--------------------|------------------|-----------------|------------------|-----------------|------------------|-----------------|------------------|-----------------|
|                    | Number in Cohort | Percent Passing | Number in Cohort | Percent Passing | Number in Cohort | Percent Passing | Number in Cohort | Percent Passing |
| 2004               |                  |                 |                  |                 |                  |                 |                  |                 |
| 2005               |                  |                 |                  |                 |                  |                 |                  |                 |
| 2006               | 50               | 68              | 50               | 82              | 49               | 84              | 50               | 86              |
| 2007               |                  |                 | 75               | 71              | 75               | 77              | 73               | 92              |
| 2008               |                  |                 |                  |                 | 75               | 75              | 77               | 83              |
| 55                 |                  |                 |                  |                 |                  |                 | 73               | 71              |

**(§) 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**

Based upon the available comparison, Tapestry substantially surpassed the BPS in percent passing science Regents. Data for the Buffalo Public School (BPS) district is not available for 2009-10 year at this time, though BPS results for the 2005 cohort would be considered strongly predictive of 2006. Corrections will be made once updated information is released.

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

| Cohort | Charter School  |             | School District |             |
|--------|-----------------|-------------|-----------------|-------------|
|        | Percent Passing | Cohort Size | Percent Passing | Cohort Size |
| 2003   |                 |             |                 |             |
| 2004   |                 |             | 53              | 3084        |
| 2005   |                 |             | 57              | 2251        |
| 2006   | 86              | 50          | 57              | 2251        |

**Evaluation**

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

**Additional Evidence**

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

**SOCIAL STUDIES**

**Goal 4: Absolute Measure**

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

**Method**

New York State administers two high school social studies assessments: U.S. History and Global History. In order to graduate, students must pass both of these Regents exams with a score of 65 or

higher. This measure requires students in each Accountability Cohort to pass the U.S. History exam by the completion of their fourth year in the cohort. Students may have taken the exam multiple times, and had until the summer of their fourth year to pass it. Once students passed it, performance on subsequent administrations of the same exam did not affect their status as passing. Cohorts are labeled by the year in which the students entered the 9<sup>th</sup> grade, and in 2008-09 the 2004 Cohort finished its fourth year.

**Results**

Tapestry Charter School entered the first class of ninth grade high school students in September 2006. Of the fifty students in that class, forty-six (46) students passed the New York State Regents exam in U.S. History.

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

| Cohort Designation | Number in Cohort | Percent at Each Level |         |         |         | Percent Passing |
|--------------------|------------------|-----------------------|---------|---------|---------|-----------------|
|                    |                  | Level 1               | Level 2 | Level 3 | Level 4 |                 |
| 2003               |                  |                       |         |         |         |                 |
| 2004               |                  |                       |         |         |         |                 |
| 2005               |                  |                       |         |         |         |                 |
| 2006               | 50               | 0                     | 8       | 48      | 44      | 92              |

**Evaluation**

Tapestry met the U.S. History measure by exceeding 75 percent of all students performing at or above a level 3 on the New York State Regents U.S. History exam by their fourth year in the cohort. The strong performance of 92% passing appears to be an affirmation of the dedication and persistence of the staff, directed at applying research based “best practices” to the instructional approach.

As stated previously, professional development is a high priority at Tapestry, with a school schedule that includes weekly “PD” designed for the year with our Expeditionary Learning (ELOB) school designer. Based upon feedback from an Implementation Review Process at the close of the 2008-09 year, the Teacher Learner Cycle in 2009-10 included focus on Assessment and then Literacy. All teachers were included in active differentiated groups that met during the PD sessions. During the months of Assessment work, teachers engaged in such activities as examining the item analysis of the Regents exams by subject in department groups, including the previously administered U.S. History Regents, and developing targeted action plans to address areas of measured weakness. During the months of Literacy focus, trained teachers led department groups to discuss the application of proven literacy strategies to instruction in each subject area, including social studies.

**Additional Evidence**

The results on the New York State U.S. History Regents were particularly encouraging given the relatively high percentage of students who had qualified for special education services during their time in high school. In the group of seniors nine students were served by the Committee on Special Education and an additional six had 504 Accommodation Plans. Tapestry’s inclusive approach to special education services appeared to be yielding benefit, as all students were continually aiming for the goal of a Regents diploma and college acceptance, regardless of educational labeling.

Extra supports have included a certified special education teacher at each grade level and the addition of two designated literacy teachers who worked with students directly and in consultation with core academic teachers on skills that relate to literacy in the content areas. Additional instruction time was made available to students through the daily After School Center, the Saturday School Program in the spring, and the Summer School Program in July and August 2009.

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

| Cohort Designation | 2006-07          |                 | 2007-08          |                 | 2008-09          |                 | 2009-10          |                 |
|--------------------|------------------|-----------------|------------------|-----------------|------------------|-----------------|------------------|-----------------|
|                    | Number in Cohort | Percent Passing | Number in Cohort | Percent Passing | Number in Cohort | Percent Passing | Number in Cohort | Percent Passing |
| 2004               |                  |                 |                  |                 |                  |                 |                  |                 |
| 2005               |                  |                 |                  |                 |                  |                 |                  |                 |
| 2006               |                  |                 |                  |                 | 49               | 88              | 50               | 92              |
| 2007               |                  |                 |                  |                 |                  |                 | 73               | 95              |
| 2008               |                  |                 |                  |                 |                  |                 |                  |                 |
| 2009               |                  |                 |                  |                 |                  |                 |                  |                 |

**(§) Goal 4: Comparative Measure**

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

**Method**

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

**Results**

Based upon the available comparison, Tapestry substantially surpassed the BPS in percent passing the U.S. History Regents. Data for the Buffalo Public School (BPS) district is not available for 2009-10 year at this time, though BPS results for the 2005 cohort would be considered strongly predictive of 2006. Corrections will be made once updated information is released.

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

| Cohort | Charter School  |             | School District |             |
|--------|-----------------|-------------|-----------------|-------------|
|        | Percent Passing | Cohort Size | Percent Passing | Cohort Size |
| 2003   |                 |             |                 |             |
| 2004   |                 |             | 48              | 3084        |
| 2005   |                 |             | 56              | 2251        |
| 2006   | 92              | 50          | 56              | 2251        |

**Evaluation**

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

**Additional Evidence**

Results for the 2007 cohort appear to be mirroring and even exceeding the success of the 2006 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 Global History exam by the completion of their fourth year in the cohort.

**Method**

This measure requires students in each Accountability Cohort to pass the Global History exam by the completion of their fourth year in the cohort. Students may have taken the exam multiple times, and had until the summer of their fourth year to pass it. Once students passed it, performance on subsequent administrations of the same exam did not affect their status as passing. Cohorts are labeled by the year in which the students entered the 9<sup>th</sup> grade, and in 2009-10 the 2006 Cohort finished its fourth year.

**Results**

Tapestry Charter School entered the first class of ninth grade high school students in September 2006. Of the fifty students in that class, forty-five (45) students passed the New York State Regents exam in Global History.

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

| Cohort Designation | Number in Cohort | Percent at Each Level |         |         |         | Percent Passing |
|--------------------|------------------|-----------------------|---------|---------|---------|-----------------|
|                    |                  | Level 1               | Level 2 | Level 3 | Level 4 |                 |
| 2003               |                  |                       |         |         |         |                 |
| 2004               |                  |                       |         |         |         |                 |
| 2005               |                  |                       |         |         |         |                 |
| 2006               | 50               | 2                     | 8       | 68      | 22      | 90              |

**Evaluation**

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

As stated previously, professional development is a high priority at Tapestry, with a school schedule that includes weekly “PD” designed for the year with our Expeditionary Learning (ELOB) school designer. Based upon feedback from an Implementation Review Process at the close of the 2008-09 year, the Teacher Learner Cycle in 2009-10 included focus on Assessment and then Literacy. All teachers were included in active differentiated groups that met during the PD sessions. During the months of Assessment work, teachers engaged in such activities as examining the item analysis of the Regents exams by subject in department groups, including the previously administered Global History Regents, and developing targeted action plans to address areas of measured weakness. During the months of Literacy focus, trained teachers led department groups to discuss the application of proven literacy strategies to instruction in each subject area, including social studies.

**Additional Evidence**

The results on the New York State Global History Regents were particularly encouraging given the relatively high percentage of students who had qualified for special education services during their time in high school. In the group of seniors nine students were served by the Committee on Special Education and an additional six had 504 Accommodation Plans. Tapestry’s inclusive approach to special education services appeared to be yielding benefit, as all students were continually aiming for the goal of a Regents diploma and college acceptance, regardless of educational labeling.

Extra supports have included a certified special education teacher at each grade level and the addition of two designated literacy teachers who worked with students directly and in consultation with core academic teachers on skills that relate to literacy in the content areas. Additional instruction time was made available to students through the daily After School Center, the Saturday School Program in the spring, and the Summer School Program in July and August 2009.

**Regents Global History Passing Rate by Accountability Cohort and Year**

| Cohort Designation | 2006-07          |                 | 2007-08          |                 | 2008-09          |                 | 2009-10          |                 |
|--------------------|------------------|-----------------|------------------|-----------------|------------------|-----------------|------------------|-----------------|
|                    | Number in Cohort | Percent Passing | Number in Cohort | Percent Passing | Number in Cohort | Percent Passing | Number in Cohort | Percent Passing |
| 2004               |                  |                 |                  |                 |                  |                 |                  |                 |
| 2005               |                  |                 |                  |                 |                  |                 |                  |                 |
| 2006               |                  |                 | 50               | 80              | 49               | 80              | 50               | 90              |
| 2007               |                  |                 |                  |                 | 75               | 72              | 73               | 92              |
| 2008               |                  |                 |                  |                 |                  |                 | 77               | 74              |
| 2009               |                  |                 |                  |                 |                  |                 |                  |                 |

**(§) Goal 4: Comparative Measure**

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

**Method**

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

**Results**

Based upon the available comparison, Tapestry substantially surpassed the BPS in percent passing the Global History Regents. Data for the Buffalo Public School (BPS) district is not available for 2009-10 year at this time, though BPS results for the 2005 cohort would be considered strongly predictive of 2006. Corrections will be made once updated information is released.

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

| Cohort | Charter School  |                  | School District |                  |
|--------|-----------------|------------------|-----------------|------------------|
|        | Percent Passing | Number in Cohort | Percent Passing | Number in Cohort |
| 2003   |                 |                  |                 |                  |
| 2004   |                 |                  | 40              | 3084             |
| 2005   |                 |                  | 57              | 2251             |
| 2006   | 90              | 50               | 57              | 2251             |

**Evaluation**

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

**Additional Evidence**

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

**HIGH SCHOOL GRADUATION**

Reporting on this goal should be included following the portion of the report addressing the school’s Social Studies Accountability Plan goal.

### **GOAL 5: HIGH SCHOOL GRADUATION**

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

#### **(§) Goal 5: Absolute Measure**

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

#### **Method**

This measure serves as a leading indicator of the performance of high school cohorts and examines their progress toward graduation based on annual credit accumulation. The measure requires that, based on the school's promotion requirements, 75 percent of students in each cohort are promoted to the next grade by the end of August.

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

The standards based marking system at Tapestry High School results in course marks ranging from 1 to 4. In order to pass each course during the school year and earn the benefits accorded to passing unconditionally, a "mastery" mark of "3" is required. A "3" most closely corresponds to a mark of B or 80s in a more traditional system. The passing level for each course is held at a high level in order to encourage hard work and confident accomplishment of material. As marks close in June, students earning marks at or beyond "3" earn credit. Students earning marks between 2.5 and 2.9 can be granted credit conditionally, depending upon the individual circumstance of the student as considered by the grade level team of teachers and administration. As determined by the course instructor, additional academic work is sometimes required of the student in the form of a written project and sometimes full enrollment in a Summer School Program is required before credit and course promotion are granted. Marks between 2.0 and 2.4 require successful enrollment in Summer Program in order to earn credit.

Students are required to take four years of English and Social Studies, and are expected to take four years of Math and Science, though only three are formally required. Math options include Integrated Algebra (taken as a one or two year course), Geometry, Applied Geometry, Algebra 2/Trigonometry, Financial Math, Pre-Calculus, and Calculus. Math A and B were offered as a three-year sequence to the entering 2006 cohort only, prior to the change in curriculum ordered by NYS. Science course options include Regents Living Environment, Earth Science, Chemistry, and Physics, and in 2009-10 non-Regents College Prep Chemistry/Physics and two different sets of trimester electives were also offered for science credit.

#### **Results**

Given the high academic expectations that are reinforced at the time of high school enrollment and throughout the school year, and the strong program of academic support that is provided for students to reach those expectations, course passage is expected for all students at least by the end of the Summer School Program. Even if the Regents examination has not been passed for a particular course, it is possible to have earned course credit for that course. Through summer 2009, it was possible for students to take up to three summer school courses at Tapestry in order to recover credit and/or prepare for retaking a Regents exam. Through the 2009 summer, only one student had been recommended for repetition of the grade with assignment to a Crew at ninth grade for a second time, with full repetition of core academic classes.

In June 2010, Tapestry had vacated the 10 Days Park location and the new facility at 65 Great Arrow was not approved for summer occupancy. Unfortunately, this relocation of the Tapestry campus necessitated the referral of students to summer programs at two cooperating charter high schools or the Buffalo Public School summer Regents preparation program. Unlike the Tapestry program that had permitted the completion of three courses during a four week program, the offerings for summer 2010 were limited to two courses taken in a two week program.

Given the limited summer options, and a wish to hold fast to high standards for academic achievement, more students were recommended for grade level repetition in summer 2010 than ever before. Seven students were told that the two courses in summer would not be sufficient for promotion and that full grade level repetition of grade nine was necessary. Four students were told that repetition of grade 10 was required. Hence the percent of students promoted in the 2008 and 2009 cohorts was lower than earlier groups.

**Percent of Students Promoted by Cohort in 2009-10**

| Cohort Designation | Number in Cohort | Percent promoted |
|--------------------|------------------|------------------|
| 2006               | 50               | 100              |
| 2007               | 73               | 100              |
| 2008               | 77               | 95               |
| 2009               | 73               | 90               |

**Evaluation**

The goal of course promotion and credit accumulation is being met at a high level, even with the less-than-optimal summer 2010 situation. Tapestry Charter High School students consistently pass courses through a combination of positive work ethic, strong effort, and lots of staff and family support. Parents/guardians are provided with regular feedback through consistent Crew leader availability, six times yearly home mailing of progress/report cards, and attendance at Student Led Conferences up to three times yearly in grades nine and ten. Parents/guardians are persistently invited to engage as partners in their child’s education and they accept the invitation at a very high rate. Resources for further instruction are readily offered to students and their families when learning lags are noticed, so there is no excuse for failure.

**Additional Evidence**

A consistent pattern of course success has been noted. It is hoped that Tapestry will be able to run its own rigorous summer program again in the future, with more flexibility to offer courses that help students meet grade level requirements.

**(§) Goal 5: Absolute Measure**

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

**Method**

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

**Results**

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

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

| Cohort Designation | Number in Cohort | Percent Passing Three Regents |
|--------------------|------------------|-------------------------------|
| 2005               |                  |                               |
| 2006               | 49               | 90                            |
| 2007               | 75               | 71                            |
| 2008               | 77               | 65                            |

**Evaluation**

In last year’s 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, the percent of the 2007 cohort passing three Regents did rise from 71 percent to 96 percent. Similarly it is expected that the percent of the 2008 cohort who pass three Regents will mirror the success that has been seen when the students and staff are persistent. The 65 percent result for the 2008 cohort rather accurately reflects the struggle that many Tapestry students have upon entering high school. A quality educational experience is not a function of speed, and at Tapestry the belief is strongly communicated that hard work with a patient and persistent approach will pay off over time. Several students have been applauded for passing the Integrated Algebra exam on their fourth try.

Tapestry communicates a clear expectation of students passing Regents exams and this message is respected by students and their families. The school offers many resources for continued Regents study and students are accepting those invitations willingly. Families express appreciation for these opportunities, and attendance at Summer School and Saturday 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 2009-10 year, Tapestry continued to contract with the Castle Learning Program to gain students individual access to practice Regents questions and exams online. When students answer incorrectly, hints are provided with links to key vocabulary and concept descriptions. Teachers are able to assign sets of questions by topic, and they can monitor individual student use of and success with the system. Online access is available at school in the After School Study Center daily, as well as from home. This resource was heavily used in spring 2010 and will continue to be available in 2010-11.

**Goal 5: Absolute Measure**

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

**Method**

This measure examines students in the high school Graduation Cohort who enter the 9<sup>th</sup> grade in the same year and graduate four years later. In 2009-10 the 2006 Cohort completed its fourth year of high school. At a minimum, these students have passed five Regents exams in English language arts, mathematics, science, U.S. History and Global History. Students had until the summer of their fourth year to complete their graduation requirements.

It is the goal of Tapestry High School that each year, 75 percent of students in their fourth year of the Graduation Cohort will earn a Regents or Advanced Regents diploma.

**Results**

In the 2006 cohort, two students have yet to reach the graduation goal by the end of August. One student gave birth days before graduation and had not completed work sufficient to earn her necessary credits due to ill health in the last months of pregnancy. She has been offered the opportunity to complete course work in the summer with support but has yet to accept the offer. She has passed all of the required Regents exams, but lacks required course credit. Another student has taken the Global History Regents exam four times and the RCT twice, each time earning a few more points than before. Support will continue to be provided to him as he plans to re-take the exam in January 2011. He has met the criteria for local diploma credit in all areas, including course credit, except for the results of the Global History Regents /RCT.

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

| Cohort Designation | Number in Cohort | Percent Graduating |
|--------------------|------------------|--------------------|
| 2003               |                  |                    |
| 2004               |                  |                    |
| 2005               |                  |                    |
| 2006               | 50               | 96                 |

**Evaluation**

In the 2006 cohort, forty-eight (48) students met the required expectations for graduation with a local, Regents, or Advanced Regents diploma. Close to last year’s prediction, eight students qualified for a local diploma based upon at least one of the five required Regents scoring at a level 2 or being substituted with an RCT. One additional student has yet to earn above level 1 on his Global

History Regents, and he will continue to try. All of those students were identified as having an educational disability. Of the remaining forty-one students or 82 percent of the cohort, 26 or 52 percent earned a Regents diploma and 14 or 28 percent earned an Advanced Regents diploma. Of those earning a Regents diploma, three were identified as having an educational disability. Of those earning an Advanced Regents diploma, one was so identified. One additional student had passed six Regents exams, but did not complete her course work due to pregnancy in senior year. She will continue to work toward course completion for diploma.

**Additional Evidence**

Tapestry was extremely proud of its first group of graduates, and their strong rate of graduation exceeding the measured goal, especially given the nature of the group with regard to socioeconomic need and disability rates.

**(§) Goal 5: Absolute Measure**  
 Each year, 95 percent of students in the high school Graduation Cohort will graduate after the completion of their fifth year in the cohort.

**Method**

This measure examines students in the high school Graduation Cohort who enter the 9<sup>th</sup> grade in the same year and graduate four years later. In 2009-10 the 2005 Cohort completed its fifth year of high school. At a minimum, these students have passed five Regents exams in English language arts, mathematics, science, U.S. History and Global History.

It is the goal of Tapestry Charter School to graduate 100 percent of students into a post high school program of study no later than their fifth year in the Graduation Cohort.

**Results**

Tapestry entered the first group of ninth grade students in 2006 and does not have students who have completed a fifth year of school.

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

| Cohort Designation | Number in Cohort | Percent Graduating |
|--------------------|------------------|--------------------|
| 2003               |                  | N/A                |
| 2004               |                  | N/A                |
| 2005               |                  | N/A                |

**Evaluation**

This section is not available for evaluation at this time.

**Additional Evidence**

There will be two students who will be eligible to complete their high school graduation requirements after a fifth year.

**Goal 5: Comparative Measure**

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

**Method**

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

**Results**

The percent of Tapestry students in the 2006 cohort who have graduated far exceeds the percent graduating in the Buffalo Public School district.

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

| Cohort Designation | Charter School   |                    | School District  |                    |
|--------------------|------------------|--------------------|------------------|--------------------|
|                    | Number in Cohort | Percent Graduating | Number in Cohort | Percent Graduating |
| 2003               |                  |                    |                  |                    |
| 2004               |                  |                    | 3084             | 51.8               |
| 2005               |                  |                    | 2251             | 57.3               |
| 2006               | 50               | 96                 | 2251             | 57.3               |

**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**

There was little student transience in the senior group. This committed group have supported each other in their goal.

**Summary**

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

| Type        | Measure  | Outcome         |
|-------------|--|-----------------|
| Absolute    | Each year, 75 percent of students in the high school Graduation Cohort will pass their core academic subjects by the end of August and be promoted to the next grade.  | Achieved        |
| Absolute    | Each year, 75 percent of students in the high school Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort. | Did Not Achieve |
| Absolute    | Each year, 75 percent of students in the high school Graduation Cohort will graduate after the completion of their fourth year in the cohort.  | Achieved        |
| Absolute    | Each year, 95 percent of students in the high school Graduation Cohort will graduate after the completion of their fifth year in the cohort.   | Achieved        |
| Comparative | Each year, the percent of students in the high school Graduation Cohort graduating after the completion of their fourth year will exceed that of the Graduation Cohort from the local school district.                               | Achieved        |
|             |  |                 |

**Action Plan**

Tapestry Charter High School plans to continue the emphasis on academic rigor. The school culture of academic focus and college preparation is safely established. Real world learning, including fieldwork and the creation of meaningful quality products, has led to a strong rate of student engagement. An Honors Extension Program has engaged a wide-range of students in an intellectually challenging course of student beyond the typical Regents course offerings. A formal partnership with Canisius College has allowed students access to college courses, and a similar program is being pursued with Niagara University during 2010-11. Two teachers have sought AP certification and Tapestry is offering AP Calculus to students in the 2007 cohort.

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

**COLLEGE PREPARATION**

Reporting on this goal should be included following the portion of the report addressing the school’s High School Graduation Accountability Plan goal.

**(§) GOAL 6: COLLEGE PREPARATION**  
 It is the goal of Tapestry Charter School that 100 percent of the Graduation Cohort will complete applications to two and/or four year institutions of higher learning. It is the goal of Tapestry that 95

percent of students in the Graduation Cohort will be accepted into a program of post secondary education, two or four year institutions of higher learning, or the military.

**(§) Goal 6: Comparative Measure**  
 Each year, the average performance of students in the 10<sup>th</sup> grade will exceed the state average on the PSAT test in Critical Reading and Mathematics.

**Method**

This measure tracks student performance one of the most commonly used early high school college prep assessment. Students receive a scale score in critical reading, writing and mathematics. Scale scores range from 200 to 800 on each subsection with 1800 as the highest possible score. As students may choose to take the test multiple times during the year, only the highest scores on each subsection are considered when reporting on this measure. School averages are compared to the New York State average for all 10<sup>th</sup> 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.

**10<sup>th</sup> Grade PSAT Performance by School Year**

| School Year | Number of Students in the 10 <sup>th</sup> Grade | Number of Students Tested | Critical Reading |                | Mathematics |                |
|-------------|--|---------------------------|------------------|----------------|-------------|----------------|
|             |  |                           | School           | New York State | School      | New York State |
| 2006-07     | N/A  |                           | N/A              |                | N/A         |                |
| 2007-08     | 50   | 50                        | N/A              |                | N/A         |                |
| 2008-09     | 75   | 72                        | 34.5             | 40.0 ± 11.5    | 36.9        | 42.4 ± 11.4    |
| 2009-10     | 77   | 59                        | 35.9             | 40.4 ± 11.1    | 34.5        | 42.1 ± 10.8    |

**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 2009-10 Sophomores. The Tapestry average was below the state average. This result supports the continuation of the targeted assistance Tapestry has provided to students for P/SAT and ACT preparation. The results of the P/SAT were item analyzed and shared with teachers and patterns of student weaknesses were identified. This analysis was followed by a discussion of ways that classroom instruction could incorporate skills that are tapped on the P/SAT.

**Additional Evidence**

Tapestry appreciates that this is one measure of accountability. Performance on this assessment is associated with future success; however, it should not be an isolated measure. Though Tapestry will continue to provide access to targeted P/SAT and ACT preparation programs, and will continue to provide a strong academic emphasis in the general instructional program overall in the hopes of

positively impacting P/SAT and ACT results, the comparison of Tapestry students to NYS averages seems to be a questionable practice in assessing the charter’s program quality. The value of these tests has long been questioned, as researchers study the factors that relate to scoring. Racial and socioeconomic trends have long been reported, for example, while explanations for those trends have been elusive. SAT scores are notoriously resistant to change, even when quality educational programs have been implemented to target them.

**(§) Goal 6: Comparative Measure**

Each year, the average performance of students in the 12<sup>th</sup> 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. Both SAT and ACT are made available, though more Tapestry students take the SAT.

The SAT is a national college admissions examination. Students receive a scale score in reading, writing and mathematics. Scale scores range from 200 to 800 on each subsection with 1800 as the highest possible score. As students may choose to take the test multiple times during the year, only the highest scores are considered when reporting on this measure. School averages are compared to the New York State average for all 12<sup>th</sup> 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.

**12<sup>th</sup> Grade SAT/ACT Performance by School Year**

| School Year | Number of Students in the 12 <sup>th</sup> Grade | Number of Students Tested | Reading |                | Mathematics |                |
|-------------|--|---------------------------|---------|----------------|-------------|----------------|
|             |  |                           | School  | New York State | School      | New York State |
| 2003-04     |  |                           |         |                |             |                |
| 2004-05     |  |                           |         |                |             |                |
| 2006-07     | 50   | 33                        | 427     | 485 ± 113      | 402         | 502 ± 118      |
| 2007-08     |  |                           |         |                |             |                |
| 2008-09     |  |                           |         |                |             |                |
| 2009-10     |  |                           |         |                |             |                |

**Evaluation**

Efforts have been made to support student preparation for these tests, and those efforts will continue. Those efforts have included training teachers in the preparation for skills that are tapped in these tests, and in preparing students to take these tests.

**Additional Evidence**

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

**(§) Goal 6: School Created College Prep Measure**

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

**Method**

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. Juniors were scheduled to visit Buffalo State College and audit a class during their “Junior Investigation.” Individual meetings were scheduled with all students prior to senior year to complete a Personal College Profile that outlines students’ college and career interests with attention paid to the development of personal action plans. Students were provided direct access to the Peterson’s Student Edge program online that is a resource center for college and career preparation. During senior year, over 30 college representatives visited Tapestry and students attended college fairs.

**Results**

Thanks to the skilled and experienced School Counselor and a college consultant who assisted in setting up the college preparation system, the college preparation goal was enacted enthusiastically. For the 2006 and 2007 cohort groups, college visits and college fairs were attended. Throughout the year, visits were arranged that included several campuses in a single day or couple of days. Most students had a chance to experience several schools. The counselor had prepared students prior to the visits with an organizational system that kept track of students’ observations.

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

During the middle of the 2009-10 year, the counselor began the individual meetings with juniors in which students initiated their Personal College Profile. Before the end of the year, 100 percent of the 2007 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 Planning Nights for seniors’ parents designed to assist them in preparing the FAFSA forms and in applying for scholarships. Resources from both Buffalo State College and Canisius were involved in these events. A thorough College Planning Handbook was provided to each family.

**Evaluation**

The goals were met and will continue to be maintained.

**(§) Goal 6: School Created Measure**

Each Year, the school will demonstrate college attendance or achievement by tracking student enrollment in post secondary programs through June of the year following graduation. college through freshmen year with contact to the colleges.

**Method**

Tapestry has already sent out stamped self-addressed postcards to students to obtain updated contact information and information about enrollment. Using internet connections, social networking, email, and calls, Tapestry will be maintaining personal contact with graduates, and will confirm attendance with programs of post secondary education.

**Results**

Results are not available yet, given June 2010 graduation.

**Evaluation**

This section is not applicable at this time.

**Summary**

Tapestry Charter High School is encouraged by evidence of student participation in college preparation efforts. The efforts for the 2006 cohort paid dividends as all students completed applications in December and by spring all were accepted in programs of post secondary education.

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

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

| <b>Type</b> | <b>Measure</b>   | <b>Outcome</b>  |
|-------------|--|-----------------|
| Comparative | Each year, the average performance of students in the 10 <sup>th</sup> 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 <sup>th</sup> grade will exceed the state average on the SAT or ACT tests in reading and mathematics. | Did Not Achieve |
| Absolute/Comparative/Growth | Each Year, the school will demonstrate the preparation of its students for college through at least one measure of its own design.                             | Achieved        |
| Absolute/Comparative/Growth | Each Year, the school will demonstrate college attendance or achievement through at least one measure of its own design.                                       | Not Applicable  |
|                             |  |                 |

**Action Plan**

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

## APPENDIX B: OPTIONAL GOALS

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

### Goal 6: Parent Satisfaction

Tapestry will maintain strong family support and commitment.

### Goal 6: Absolute Measure

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

#### Method

The survey that had been distributed for the first two school years was transferred to a computer format. This administration structure was more challenging to administer during the Student Led Conferences than the previous paper-pencil version. As a result, the rate of survey completion was too low to be meaningful. In the 2010-11 year, a simpler administration format will be devised.

#### Results

Results are not available at this time.

#### 2009-10 Parent Satisfaction Survey Responses

| Number of Responses | Number of Families | Response Rate |
|---------------------|--------------------|---------------|
| N/A                 | N/A                | N/A           |

#### 2009-10 Parent Satisfaction on Key Survey Results

| Item | Percent of Respondents Satisfied |
|------|----------------------------------|
|      | %                                |
|      | %                                |
|      | %                                |
|      | %                                |
|      | %                                |

#### Evaluation

Results are not available at this time.

**Goal 6: Absolute Measure**

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

**Method**

Student enrollment is closely monitored. Careful counts are maintained.

**Results**

There is relatively little student transience. Each individual who leaves meets with the school counselor who ensures a smooth transition to a new school setting. There have been no instances of students dropping out of school.

**2009-10 Student Retention Rate**

|                    |   |  |   |
|--------------------|---|--|---|
| 2008-09 Enrollment | Number of Students Who Graduated in 2008-09 | Number of Students Who Returned in 2009-10 | Retention Rate<br>2009-10 Re-enrollment ÷<br>(2008-09 Enrollment – Graduates) |
| 200                | N/A   | 194  | 97%   |

**Evaluation**

Tapestry Charter School is pleased with the student retention rate.

**Additional Evidence**

| Year    | Retention Rate |
|---------|----------------|
| 2005-06 | %              |
| 2006-07 | %              |
| 2007-08 | 94             |
| 2008-09 | 94             |
| 2009-10 | 97             |

**Goal 6: Absolute Measure**

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

**Method**

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

**Results**

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

**2009-10 Attendance**

| Grade   | Average Daily Attendance Rate |
|---------|-------------------------------|
| 1       | %                             |
| 2       | %                             |
| 3       | %                             |
| 4       | %                             |
| 5       | %                             |
| 6       | %                             |
| 7       | %                             |
| 8       | %                             |
| Overall | %                             |

**Evaluation**

At the high school level the attendance during the 2009-10 year was less than expected. There are a variety of factors that are presumed to related to this result, and strong efforts are being made to improve the rate of attendance for the 2010-11 year.

Factors contributing to the lower rate include:

- Specific students with diagnosed medical conditions are enrolled, including chronic asthma, pneumonia, pregnancy, juvenile diabetes, chronic kidney disease, and Tourettes. In addition the impact of the swine flu was noted in the early part of the school year.
- Tapestry High School attendance is negatively affected by schedule changes for half days and conference days that are different than the Buffalo Public Schools’ schedule. (Some high school students are put in care of younger siblings enrolled in BPS while parents work.)
- The remote location of the Days Park temporary site necessitated more complicated bus routes and longer pedestrian travel routes than the previous location at St. Mary’s or the new Great Arrow site.

On a daily basis, calls are made home for students who are absent. Students are required to bring excuse notes from parent/guardian for each absence. During this year a revision of the attendance policy was again made by a staff committee in order to address excessive unexcused absences for some students. The updated policy has been communicated emphatically to parents of returning students and at intakes for new students. Increasing days of absence now result in more Crew Leader interventions as well as conference with the Dean and later the Assistant Principal. Credit for courses may be denied if a student has missed more than twenty class days with unexcused absences. Contracts are prepared and schedules of detention and Saturday School are assigned.

**Additional Evidence**

| Year | Average Daily Attendance Rate |
|------|-------------------------------|
|------|-------------------------------|

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|         |      |
|---------|------|
| 2005-06 | 98   |
| 2006-07 | 96   |
| 2007-08 | 96   |
| 2008-09 | 95   |
| 2009-10 | 91.5 |

## APPENDIX C: ADDITIONAL EVIDENCE

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

### Additional Data Tables for English Language Arts and Mathematics

#### Absolute Measure

In 2009-10, 75 percent of all tested students who are enrolled in at least their second year will perform at or above a Scale Score of 650 on the New York State examination.

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

#### 2009-10 English Language Arts Performance by Grade Level and Years Attending the School

| Grade | Percent of Students at or above a Scale Score of 650 According to Number of Years Enrolled |               |         |               |         |               |              |               |
|-------|--|---------------|---------|---------------|---------|---------------|--------------|---------------|
|       | One  |               | Two     |               | Three   |               | Four or More |               |
|       | Percent  | Number Tested | Percent | Number Tested | Percent | Number Tested | Percent      | Number Tested |
| 3     |  |               |         |               |         |               |              |               |
| 4     |  |               |         |               |         |               |              |               |
| 5     |  |               |         |               |         |               |              |               |
| 6     |  |               |         |               |         |               |              |               |
| 7     |  |               |         |               |         |               |              |               |
| 8     |  |               |         |               |         |               |              |               |
| All   |  |               |         |               |         |               |              |               |

#### Comparative Measure

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

While schools are required to compare themselves to the local school district, there may be individual schools that also provide a compelling comparison. These might be schools in the same neighborhood, with the same demographics, or having similar programs. Two tables are provided: one featuring a grade level breakdown for 2008-09, the other with annual aggregate results over time.

**2009-10 English Language Arts Performance of  
Charter School and Comparison Schools by Grade Level**

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

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

| School Year | Grades | Percent of Charter School Students Enrolled in At Least Their Second Year and All Students in Comparison Schools Scoring at or above Level 3 on State Exam |               |                   |               |                   |               |                   |               |
|-------------|--------|--|---------------|-------------------|---------------|-------------------|---------------|-------------------|---------------|
|             |        | Charter School   |               | District School 1 |               | District School 2 |               | District School 3 |               |
|             |        | Percent  | Number Tested | Percent           | Number Tested | Percent           | Number Tested | Percent           | Number Tested |
| 2005-06     |        |  |               |                   |               |                   |               |                   |               |
| 2006-07     |        |  |               |                   |               |                   |               |                   |               |
| 2007-08     |        |  |               |                   |               |                   |               |                   |               |
| 2008-09     |        |  |               |                   |               |                   |               |                   |               |
| 2009-10     |        |  |               |                   |               |                   |               |                   |               |

**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 exam and 75 percent at or above Level 3 on the current year's state 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.

This table provides the opportunity to examine year-to-year changes in the same students' performance levels. It shows how many students in a particular performance level in 2007-08 remained at the same level, moved to a higher level, or moved to a lower level in 2008-09. It shows the number of students, not percentages. Students in the upper right quadrant are those who moved from below proficiency in 2008-09 to proficiency in 2009-10. Do not include students who were tested in one year but not in the other. Multiple tables could be used for individual grades.

**Change in English Language Arts Performance Levels  
from 2008-09 to 2009-10**

|         |              | Number of Students at Each Performance Level |         |         |         |              |
|---------|--------------|--|---------|---------|---------|--------------|
|         |              | 2009-10                                      |         |         |         |              |
|         |              | Level 1                                      | Level 2 | Level 3 | Level 4 | Total Number |
| 2008-09 | Level 1      |  |         |         |         |              |
|         | Level 2      |  |         |         |         |              |
|         | Level 3      |  |         |         |         |              |
|         | Level 4      |  |         |         |         |              |
|         | Total Number |  |         |         |         |              |

If the school has administered a norm referenced test, e.g. Terra Nova, ITBS, Stanford 10, it should report cohort growth results in a similar fashion to the growth measure based on state tests. Make sure to include a methods narrative that describes the type of test administered, to which grades, date of administrations, etc. Also include the dates of the pre- and post-tests.

**Cohort Growth on XXX Test from Spring 2009 to Spring 2010**

| Grade | Cohort Size | Average NCE |        |         | Target Achieved |
|-------|-------------|-------------|--------|---------|-----------------|
|       |             | 2007-08     | Target | 2008-09 |                 |
| K     |             |             |        |         | YES/NO          |
| 1     |             |             |        |         | YES/NO          |
| 2     |             |             |        |         | YES/NO          |
| 3     |             |             |        |         | YES/NO          |
| 4     |             |             |        |         | YES/NO          |
| 5     |             |             |        |         | YES/NO          |
| 6     |             |             |        |         | YES/NO          |
| 7     |             |             |        |         | YES/NO          |
| 8     |             |             |        |         | YES/NO          |
| 9     |             |             |        |         | YES/NO          |
| 10    |             |             |        |         | YES/NO          |
| 11    |             |             |        |         | YES/NO          |
| 12    |             |             |        |         | YES/NO          |
| All   |             |             |        |         | YES/NO          |

**Cohort Performance on XXX Test by School Year**

| School Year | Cohort Grades | Number of Cohorts Meeting Target | Number of Cohorts |
|-------------|---------------|----------------------------------|-------------------|
| 2005-06     | ?-?           |                                  |                   |
| 2006-07     | ?-?           |                                  |                   |
| 2007-08     | ?-?           |                                  |                   |
| 2008-09     | ?-?           |                                  |                   |
| 2009-10     | ?-?           |                                  |                   |

**Additional Data Tables for Science**

**Absolute Measure**

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

**2009-10 Science Performance  
by Grade Level and Years Attending the School**

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

**Additional Data Tables for Social Studies**

**Absolute Measure**

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

**2009-10 Social Studies Performance  
by Grade Level and Years Attending the School**

|   | Percent of Students at Levels 3 and 4 According to Number of Years in School |               |         |               |         |               |              |               |
|---|--|---------------|---------|---------------|---------|---------------|--------------|---------------|
|   | One  |               | Two     |               | Three   |               | Four or More |               |
|   | Percent  | Number Tested | Percent | Number Tested | Percent | Number Tested | Percent      | Number Tested |
| 5 |  |               |         |               |         |               |              |               |
| 8 |  |               |         |               |         |               |              |               |

**Additional Data Tables for High School Measures**

**Absolute Measure**

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

**Cohort Passing Rate by Regents Mathematics Exam**

| Exam               | Cohort |      |      |      |
|--------------------|--------|------|------|------|
|                    | 2003   | 2004 | 2005 | 2006 |
| Math A             |        |      |      | 82   |
| Math B             |        |      |      | 28   |
| Integrated Algebra |        |      |      | 10   |
| Geometry           |        |      |      | 2    |
| Algebra 2          |        |      |      | 0    |

**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.

**Cohort Passing Rate by Regents Science Exam**

| Exam               | Cohort |      |      |      |
|--------------------|--------|------|------|------|
|                    | 2003   | 2004 | 2005 | 2006 |
| Living Environment |        |      |      | 86   |
| Earth Science      |        |      |      | 56   |
| Chemistry          |        |      |      | 8    |
| Physics            |        |      |      | 0    |