

Accountability Plan Progress Reports for the 2005-06 School Year

Reader's Guide

SUNY Authorized Charter Schools and Accountability

As set forth in the *Practices, Policies and Procedures for the Renewal of Charter Schools Authorized by the State University Board of Trustees*, the single most important factor that the Charter Schools Institute and the State University Board of Trustees consider in making renewal determinations is the school's record in generating successful student achievement outcomes. In order to determine whether a school has met that high standard, **each charter school that the State University Board of Trustees authorizes is required to enter into an accountability agreement, known as the 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 their annual reporting requirements **all SUNY authorized charter schools must submit an Accountability Plan Progress Report which, from their vantage point, addresses each of the goals and outcome measures contained in their Accountability Plans.** 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 exam. Each year the state administers ELA and math tests to grades 3-8, science tests to grades 4 and 8, and social studies tests to grades 5 and 8.

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.



**Accountability Plan
Progress Report
for School Year 2005-06**

December 2006

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TAPESTRY CHARTER SCHOOL

ACCOUNTABILITY PLAN PROGRESS REPORT 2005-06

Submitted on Friday, December 20, 2006
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Academic Program (K-8)

English Language Arts

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

- 1. Absolute Measure: Each year, 75 percent of 3-8 graders who are enrolled in at least their second year will perform at or above Level 3 on the New York State ELA examination.**

A. Method

3rd through 8th-grade TCS students took the ELA exam in January 2006. The exam is a cumulative assessment, measuring student mastery of skills and knowledge during the course of their schooling. TCS has set an ambitious criterion of success for this measure. As such, performance is measured in terms of students who have been at TCS for at least two years—long enough to expect to see the distinct effects of the TCS instructional program on student achievement.

The table below summarizes participation information for the January 2006 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 fewer than two years

Year	Grade(s)	Number of Students Tested in Grades 3-8 ELA				Total Enrolled
		Not Tested *			Total Tested	
		IEP	ELL	Absent		
2006	3	0	0	0	24	24
	4	0	0	0	26	26
	5	0	0	0	22	22
	6	0	0	0	25	25
	7	0	0	0	25	25
	8	0	0	0	21	21
	All	0	0	0	143	143

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

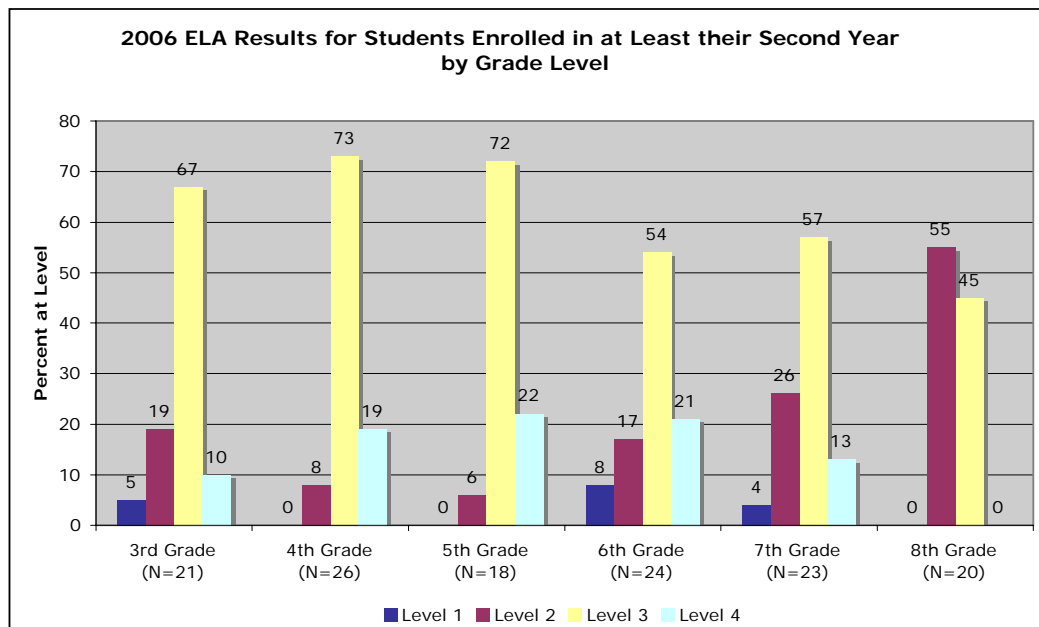
B. Results

The following table presents the test results for all students and for those students who were enrolled in at least their second year. Again, the outcome measure addresses only the performance of students in their second year at TCS.

ELA Results - Jan. 2006						
Population	Percent of 3rd through 8th Grade Students at Each Performance Level					Number Tested
	Level 1	Level 2	Level 3	Level 4	Levels 3&4	
All Students	3	20	64	14	78	143
Students in at least 2 nd Year	3	21	61	14	76	132

C. Evaluation

This overall result is above the 75 percent criterion of success. The following chart presents the individual performance of each of the tested grades.



TCS met the overall measure, but in addition, met this measure in four of the six tested grades. The 3rd through 6th grades met the stated measure and all grades had very few (8 percent or less) students that scored at Level 1 (severely deficient). Also, the 7th grade missed the stated measure by only 5 percentage points, which in this sample would have been only two students. The 8th grade on it's own was below the stated measure with only 45 percent of the students at level 3 or 4.

We are encouraged by the strong results of the 3rd through 7th grade, suggesting that TCS's elementary program is effective. On the other hand, results for the 8th grade are less positive. They indicate to us the consequence of attrition in the middle school and the addition of students who have not been in our school through their elementary grades. We continue to market our middle school program to 4th grade families and have put into place additional support for newly placed middle school students who come in reading below grade level. This support includes a full-time reading teacher.

2. Absolute Measure: Each year, the school's aggregate Performance Index on the State ELA exam will meet its Annual Measurable Objective set forth in the State's No Child Left Behind (NCLB) accountability system.

A. Method

Under the current federal elementary and secondary education law, the No Child Left Behind Act (NCLB), public schools are expected to enable all students to meet state performance standards. In New York State, the standard is met by showing that an absolute proportion of students who have taken the state's ELA exam has scored at the partially proficient, proficient, or advanced performance levels (Levels 2, 3, and 4). The specified proportion is called the Performance Index (PI). The Annual Measurable Objective (AMO) is the PI value that signifies that tested students in the aggregate are making satisfactory progress toward the goal that all students will be proficient in the State's ELA performance standard by 2013–14. The middle school AMO for 2005-06 (in the range 120-149 students participating) is 113.

The Performance Index is based on the following calculation:

$$PI = (\text{percent of students at Levels 2+3+4}) + (\text{percent of students at Levels 3+4})$$

It is based on all students taking the January 2006 ELA examination, not only continuously enrolled students.

B. Results

The following table shows the calculation for TCS's aggregate Performance Index on the 2006 state ELA exam.

Year	Grades	Percent of Students at Each Performance Level				(N)
		Level 1	Level 2	Level 3	Level 4	
2006	3 - 8	3	20	64	14	(143)

PI	=	20	+	64	+	14	+	
				64	+	14	=	176

C. Evaluation

In 2006, TCS's aggregate Performance Index of 176 exceeded the 2006 AMO for elementary-middle schools of 113 on the state's ELA exam. Thus, TCS met the measure in 2005-06.

- 3. Comparative Measure: Each year, the percent of students who are enrolled in at least their second year and performing at or above Level 3 on the State ELA exam in each tested grade will be greater than that of the local school district.**

A. Method

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

B. Results

The following table shows the percent of applicable TCS students scoring at or above Level 3 in comparison to the percent of comparable students district-wide.

Year	Grades	Percent of Students in TCS and Buffalo Public at Levels 3 & 4, By Tested Grades	
		TCS Students Enrolled in their Second Year	Buffalo Public All tested students
2006	3	76	37
	4	92	38
	5	94	35
	6	75	31
	7	70	27
	8	45	21
	Total (N)	76 (132)	30 (16,242)

The percent of TCS students scoring at or above Level 3 was greater than that of the Buffalo Public School District in all of the grades tested. The percent of TCS students in all grades combined scoring at or above Level 3 is greater than that of the corresponding grades combined in the Buffalo Public School District.

C. Evaluation

TCS has met the measure in 2006 by having a higher percent overall in comparison to the district and by out-performing the district in all the grades tested.

4. **Comparative Measure:** Each year, the school will exceed its expected level of performance on the State ELA exam by at least a small Effect Size (performing higher than expected to small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.¹

A. At the submission time of this report, the Comparative Performance Analysis by the Charter Schools Institute was not available.

5. **Value Added Measure:** Each year, grade-level cohorts of students will reduce by one-half the gap between the percent at or above Level 3 on the previous year's State ELA exam and 75 percent at or above Level 3 on the current year's State ELA exam.²

A. Grade-level cohorts of students was not available for 2005-06, as the state started a new format for the exam in that year.

Mathematics

GOAL: Students will demonstrate a mastery of mathematical concepts.

1. **Absolute Measure:** Each year, 75 percent of 3-8 graders who are enrolled in at least their second year will perform at or above Level 3 on the New York State Mathematics examination.

A. Method

3rd through 8th-grade TCS students took the Math exam in March 2006. The exam is a cumulative assessment, measuring student mastery of skills and knowledge during the course of their schooling. TCS has set an ambitious criterion of success for this measure. As such, performance is measured in terms of students who have been at TCS for at least two years—long enough to expect to see the distinct effects of the TCS instructional program on student achievement.

The table below summarizes participation information for the March 2006 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 fewer than two years

¹ This complex and fair statistical analysis utilizes demographic and state assessment data, which gives schools an opportunity to see where they stand compared to demographically similar schools across the state. The analysis is conducted by CSI staff and presented to the school for incorporation into the annual Accountability Plan Progress Report.

² If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, the cohort is expected to show at least an increase in the current year.

Year	Grade(s)	Number of Students Tested in Grades 3-8 Math				Total Enrolled
		Not Tested *			Total Tested	
		IEP	ELL	Absent		
2006	3	0	0	0	24	24
	4	0	0	0	26	26
	5	0	0	0	22	22
	6	0	0	0	25	25
	7	0	0	0	25	25
	8	0	0	0	21	21
	All	0	0	0	143	143

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

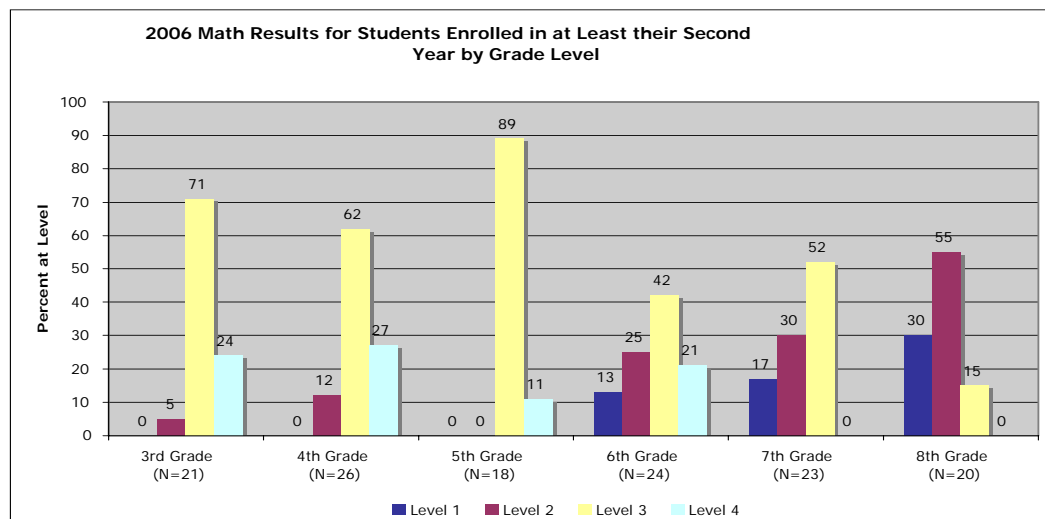
B. Results

The following table presents the test results for all students and for those students who were enrolled in at least their second year. Again, the outcome measure addresses only the performance of students in their second year at TCS.

Math Results - March 2006						
Population	Percent of 3rd through 8th Grade Students at Each Performance Level					Number Tested
	Level 1	Level 2	Level 3	Level 4	Levels 3&4	
All Students	9	22	55	14	69	143
Students in at least 2 nd Year	10	21	55	14	69	132

C. Evaluation

This overall result is below the 75 percent criterion of success. The following chart presents the individual performance of each of the tested grades.



Although TCS did not meet the overall measure, TCS met this measure in three of the six tested grades, 3rd through 5th grade. Also, the 7th grade missed the stated measure by only 5 percentage points, which in this sample would have been only two students. The 8th grade on it's own was below the stated measure with only 45 percent of the students at level 3 or 4.

We are encouraged by the strong results of the 3rd through 5th grade, suggesting that TCS's elementary program is effective. On the other hand, results for the 6th through 8th grade are less positive. They indicate to us that we need to address the teaching of the math curriculum. To that end we have hired a new math teacher and purchased additional materials to support struggling math students. We have also added math tutorial time to the schedule, once a week, at the end of the day.

2. Absolute Measure: Each year, the school's aggregate Performance Index on the State math exam will meet its Annual Measurable Objective set forth in the State's No Child Left Behind (NCLB) accountability system.

A. Method

The middle school AMO for 2005-06 (in the range 120-149 students participating) is 77.

The Performance Index is based on the following calculation:

$$PI = (\text{percent of students at Levels 2+3+4}) + (\text{percent of students at Levels 3+4})$$

It is based on all students taking the January 2006 Math examination, not only continuously enrolled students.

B. Results

The following table shows the calculation for TCS's aggregate Performance Index on the 2006 state Math exam.

Year	Grades	Percent of Students at Each Performance Level				(N)
		Level 1	Level 2	Level 3	Level 4	
2006	3 - 8	9	22	55	14	(143)

PI	=	22	+	55	+	14	+	
				55	+	14	=	160

C. Evaluation

In 2006, TCS's aggregate Performance Index of 160 exceeded the 2006 AMO for elementary-middle schools of 77 on the state's Math exam. Thus, TCS met the measure in 2005-06.

3. **Comparative Measure:** Each year, the percent of students who are enrolled in at least their second year and performing at or above Level 3 on the State Math exam in each tested grade will be greater than that of the local school district.

A. Method

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

B. Results

The following table shows the percent of applicable TCS students scoring at or above Level 3 in comparison to the percent of comparable students district-wide.

Year	Grades	Percent of Students in TCS and Buffalo Public at Levels 3 & 4, By Tested Grades	
		TCS Students Enrolled in their Second Year	Buffalo Public All tested students
2006	3	95	40
	4	88	47
	5	100	27
	6	63	27
	7	52	22
	8	15	17
	Total (N)	69 (132)	29 (17,075)

The percent of TCS students scoring at or above Level 3 was greater than that of the Buffalo Public School District in all but one of the grades tested. The percent of TCS students in all grades combined scoring at or above Level 3 was 69, which was greater than that of the corresponding grades combined in the Buffalo Public School District.

C. Evaluation

Although TCS did not meet the overall measure, TCS met this measure in five of the six tested grades, 3rd through 7th grade. Also, the 8th grade missed the stated measure by only 3 percentage points, which in this sample would have been only one student.

We are encouraged by the strong results of the 3rd through 7th grade, suggesting that TCS's elementary program is effective. On the other hand, results for the 8th grade are less positive. They indicate to us that students in the upper grades need more support. A new math teacher was hired and math tutorial time has also been added to the end of the day once a week.

- 4. Comparative Measure: Each year, the school will exceed its expected level of performance on the State Math exam by at least a small Effect Size (performing higher than expected to small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.³**

A. At the submission time of this report, the Comparative Performance Analysis by the Charter Schools Institute was not available.

- 5. Value Added Measure: Each year, grade-level cohorts of students will reduce by one-half the gap between the percent at or above Level 3 on the previous year's State Math exam and 75 percent at or above Level 3 on the current year's State Math exam.⁴**

A. Grade-level cohorts of students was not available for 2005-06, as the state started a new format for the exam in that year.

³ This complex and fair statistical analysis utilizes demographic and state assessment data, which gives schools an opportunity to see where they stand compared to demographically similar schools across the state. The analysis is conducted by CSI staff and presented to the school for incorporation into the annual Accountability Plan Progress Report.

⁴ If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, the cohort is expected to show at least an increase in the current year.

Science

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

- 1. Absolute Measure: Each year, 75 percent of fourth and eighth graders who are enrolled in at least their second year will perform at or above Level 3 on the New York State Science examination.**

A. Method

4th and 8th-grade TCS students took the Science exam in April 2006. The exam is a cumulative assessment, measuring student mastery of skills and knowledge during the course of their schooling. TCS has set an ambitious criterion of success for this measure. As such, performance is measured in terms of students who have been at TCS for at least two years—long enough to expect to see the distinct effects of the TCS instructional program on student achievement.

The table below summarizes participation information for the January 2006 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 fewer than two years

Year	Grade(s)	Number of Students Tested in Grades 4 and 8 Science				Total Enrolled
		Not Tested *			Total Tested	
		IEP	ELL	Absent		
	4	0	0	0	26	26
8	0	0	1	20	21	
All	0	0	0	46	47	

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

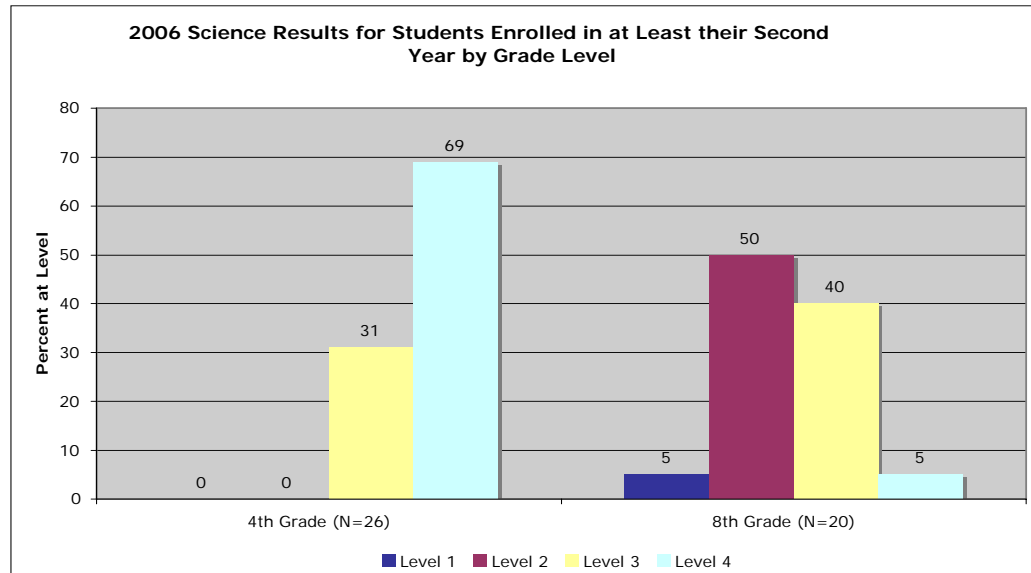
B. Results

The following table presents the test results for all students and for those students who were enrolled in at least their second year. Again, the outcome measure addresses only the performance of students in their second year at TCS, although in this case all students were in at least their second year.

Science Results - April 2006						
Population	Percent of 3rd through 8th Grade Students at Each Performance Level					Number Tested
	Level 1	Level 2	Level 3	Level 4	Levels 3&4	
All Students	2	22	35	41	76	46
Students in at least 2 nd Year	2	22	35	41	76	46

C. Evaluation

This overall result is above the 75 percent criterion of success. The following chart presents the individual performance of each of the tested grades.



TCS met the overall measure, but in addition, met this measure in one of the two tested grades. The 4th grade met the stated measure and both grades had very few (5 percent or less) students that scored at Level 1 (severely deficient). The 8th grade on it's own was below the stated measure with only 45 percent of the students at level 3 or 4.

We are encouraged by the strong results of the 4th grade, suggesting that TCS's elementary program is effective. On the other hand, results for the 8th grade are less positive. They indicate to us the consequence of attrition in the middle school and the addition of students who have not been in our school through their elementary grades. We continue to market our middle school program to 4th grade families and continue to provide additional services for new students who are not at grade level when coming into the upper grades.

We will continue to make Science interesting and fun for students so they will stay motivated to do well. Starting in the 2005-06 school year, we began using the Expeditionary Learning model with our 5th through 8th grades. This program, which improves learning in all areas, should continue to help giving us strong results in our science assessments.

2. **Comparative Measure: Each year, the percent of 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 the local school district.**

A. Method

TCS tested-students who were enrolled in at least their second year are compared to all tested students in the surrounding district. Comparisons are between the result of each grade in which TCS had tested students and the result of the respective grades district-wide, as well as between the total result at TCS and the total result for the corresponding grades in the district. *Buffalo public school district assessment results for Science were not available at the time of this report.*

B. Results

The following table shows the percent of applicable TCS students scoring at or above Level 3 in comparison to the percent of comparable students district-wide. *Buffalo public school district assessment results for Science were not available at the time of this report.*

	Grades	Percent of Students in TCS and Buffalo Public at Levels 3 & 4, By Tested Grades	
		TCS Students Enrolled in their Second Year	Buffalo Public All tested students
Year	4	100	Not Available
	8	45	Not Available
	Total (N)	76 (46)	Not Available (Not Available)

Social Studies

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

1. **Absolute Measure: Each year, 75 percent of fifth and eighth graders who are enrolled in at least their second year will perform at or above Level 3 on the New York State Social Studies examination.**

A. Method

5th and 8th-grade TCS students took the Social Studies exam in November 2005. The exam is a cumulative assessment, measuring student mastery of skills and knowledge during the course of their schooling. TCS has set an ambitious criterion of success for this measure. As such, performance is measured in terms of students who have been at TCS for at least two years—long enough to expect to see the distinct effects of the TCS instructional program on student achievement.

The table below summarizes participation information for the November 2005 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 fewer than two years

Year	Grade(s)	Number of Students Tested in Grades 5 & 8 Social Studies				Total Enrolled
		Not Tested *			Total Tested	
		IEP	ELL	Absent		
	5	0	0	0	22	22
8	0	0	0	21	21	
All	0	0	0	43	43	

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

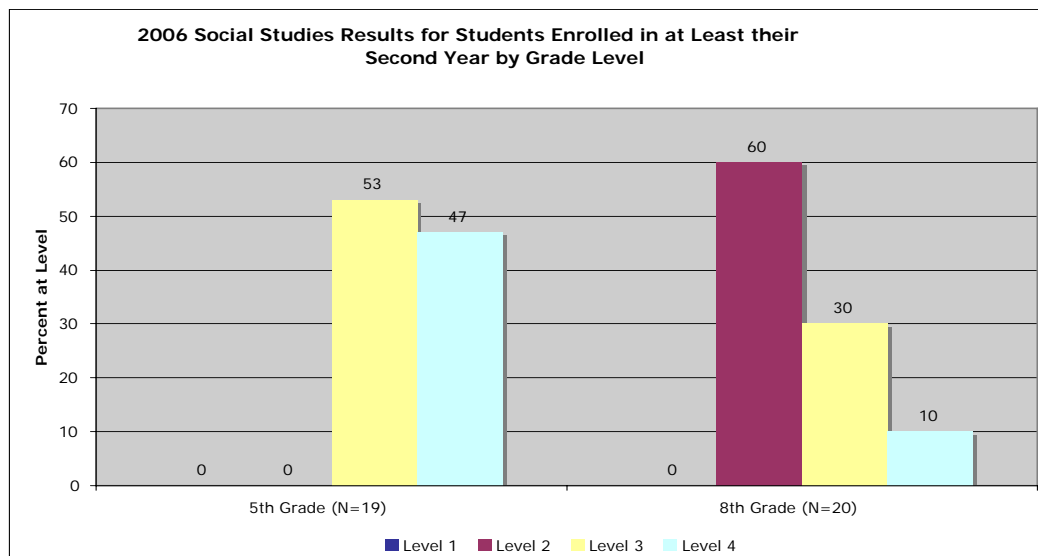
B. Results

The following table presents the test results for all students and for those students who were enrolled in at least their second year. Again, the outcome measure addresses only the performance of students in their second year at TCS, although in this case all students were in at least their second year.

Social Studies Results - Nov. 2005						
Population	Percent of 5 th and 8th Grade Students at Each Performance Level					Number Tested
	Level 1	Level 2	Level 3	Level 4	Levels 3&4	
All Students	0	28	44	30	72	43
Students in at least 2 nd Year	0	31	41	28	69	39

C. Evaluation

This overall result is below the 75 percent criterion of success. The following chart presents the individual performance of each of the tested grades.



Although TCS did not meet the overall measure, TCS met this measure in one of the two tested grades. The 5th grade met the stated measure and both grades had no students that scored at Level 1 (severely deficient). The 8th grade on it's own was below the stated measure with only 40 percent of the students at level 3 or 4.

We are encouraged by the strong results of the 5th grade, suggesting that TCS's elementary program is effective. On the other hand, results for the 8th grade are less positive. They indicate to us the consequence of attrition in the middle school and the addition of students who have not been in our school through their elementary grades.

In 2006-07 we added a humanities teacher who has participated in significant staff development and will be more focused on providing test prep strategies for our students. This should translate into better results in our 8th grade assessments.

2. Comparative Measure: Each year, the percent of 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 the local school district.

A. Method

TCS tested-students who were enrolled in at least their second year are compared to all tested students in the surrounding district. Comparisons are between the result of each grade in which TCS had tested students and the result of the respective grades district-wide, as well as between the total result at TCS and the total result for the corresponding grades in the district. *Buffalo public school district assessment results for Social Studies were not available at the time of this report.*

B. Results

The following table shows the percent of applicable TCS students scoring at or above Level 3 in comparison to the percent of comparable students district-wide. ***Buffalo public school district assessment results for Social Studies were not available at the time of this report.***

	Grades	Percent of Students in TCS and Buffalo Public at Levels 3 & 4, By Tested Grades	
		TCS Students Enrolled in their Second Year	Buffalo Public All tested students
Year	5	100	Not Available
	8	40	Not Available
	Total (N)	69 (39)	Not Available (Not Available)

Additional Required Academic Measure

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

A. Method

Under the state's NCLB accountability system, schools are evaluated to determine if they have made Adequate Yearly Progress (AYP) based on the percent of students tested and on whether its School Performance Index both in the aggregate and for specific sub-populations meets the effective Annual Measurable Objective (AMO). The system also includes mitigating factors that may enable a school to make AYP even if it has not made its AMO, including a safe harbor provision, the calculation of an *effective* AMO, and an analysis only of results for students who have been continuously enrolled. Performance on the state's science exam is also factored into the AYP analysis.

A school is deemed to be in "Good Standing" for the school year in question if it has not failed to make AYP in either ELA or math for the previous two consecutive years. The determination was presented in a report released in spring 2006 at the same time as the school's state report card.⁵

B. Results

According to the state's Tapestry Charter School 2004-05 School Accountability Report: English Language Arts, Mathematics, Science, and Graduation Rate issued in April 2006, our 2005-06 Accountability Status is: *Charter School in Good Standing*.

⁵ Despite the timing of their release in April 2006, both the NCLB accountability report and the state report card reflect results from the previous school year, 2004-05.

C. Evaluation

The report indicates that in 2004-05, the last year of fourth-grade-only testing, TCS's Performance Index in ELA was 175, exceeding its Effective AMO, which had been set at 117. TCS's Performance Index in math was 198, exceeding its Effective AMO, which had been set at 128. The school also exceeded the state standard in science. Given these results, TCS made Adequate Yearly Progress in all three subjects and is in good standing.

Academic Goals (High School)

English Language Arts

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

1. **Absolute Measure: 75% of each high school accountability cohort⁶ will score at least 65 on the New York State English Regents exam.**

Results: Not Applicable. In 2005-06 Tapestry Charter School was grades K-8 only.

2. **Absolute Measure: Each year, the school's aggregate Performance Index on the State ELA exam will meet its Annual Measurable Objective set forth in the State's No Child Left Behind (NCLB) accountability system.**

Results: Not Applicable. In 2005-06 Tapestry Charter School was grades K-8 only.

3. **Comparative Measure: Each year, the percent of students in the high school accountability cohort passing the English Regents Exam with a score of 65 or above will exceed that of the cohort of all students from the local school district.**

Results: Not Applicable. In 2005-06 Tapestry Charter School was grades K-8 only.

Mathematics

GOAL: Students will demonstrate mastery of mathematical concepts.

1. **Absolute Measure: 75% of each high school accountability cohort⁷ will score at least 65 on the New York State Math A Regents exam.**

Results: Not Applicable. In 2005-06 Tapestry Charter School was grades K-8 only.

2. **Absolute Measure: Each year, the school's aggregate Performance Index on the State math exam will meet its Annual Measurable Objective set forth in the State's No Child Left Behind (NCLB) accountability system.**

Results: Not Applicable. In 2005-06 Tapestry Charter School was grades K-8 only.

⁶ The high school accountability cohort is defined as all students who entered the ninth grade anywhere for the first time four years previously and were enrolled in a school on BEDS day of year four (excluding students no longer in the school after BEDS day for extra-ordinary reasons).

⁷ The high school accountability cohort is defined as all students who entered the ninth grade anywhere for the first time four years previously and were enrolled in a school on BEDS day of year four (excluding students no longer in the school after BEDS day for extra-ordinary reasons).

3. **Comparative Measure:** Each year, the percent of students in the high school accountability cohort passing the Mathematics A Regents Exam with a score of 65 or above will exceed that of the cohort of all students from the local school district.

Results: *Not Applicable. In 2005-06 Tapestry Charter School was grades K-8 only.*

Science

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

1. **Absolute Measure:** 75% of each high school accountability cohort⁸ will score at least 65 on a New York State science Regents exam.

Results: *Not Applicable. In 2005-06 Tapestry Charter School was grades K-8 only.*

2. **Comparative Measure:** Each year, the percent of students in the high school accountability cohort passing a science Regents exam (65 or above) will exceed that of the cohort of all students from the local school district.

Results: *Not Applicable. In 2005-06 Tapestry Charter School was grades K-8 only.*

Social Studies

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

1. **Absolute Measure:** 75% of each high school accountability cohort⁹ will score at least 65 on the New York State Global History Regents exam.

Results: *Not Applicable. In 2005-06 Tapestry Charter School was grades K-8 only.*

⁸ The high school accountability cohort is defined as all students who entered the ninth grade anywhere for the first time four years previously and were enrolled in a school on BEDS day of year four (excluding students no longer in the school after BEDS day for extra-ordinary reasons).

⁹ The high school accountability cohort is defined as all students who entered the ninth grade anywhere for the first time four years previously and were enrolled in a school on BEDS day of year four (excluding students no longer in the school after BEDS day for extra-ordinary reasons).

2. **Absolute Measure: 75% of each high school accountability cohort¹⁰ will score at least 65 on the New York State United States History Regents exam.**

Results: Not Applicable. In 2005-06 Tapestry Charter School was grades K-8 only.

3. **Comparative Measure: Each year, the percent of students in the high school accountability cohort passing the Global History Regents Exam with a score of 65 or above will exceed that of the cohort of all students from the local school district.**

Results: Not Applicable. In 2005-06 Tapestry Charter School was grades K-8 only.

4. **Comparative Measure: Each year, the percent of students in the high school accountability cohort passing the US History Regents Exam with a score of 65 or above will exceed that of the cohort of all students from the local school district.**

Results: Not Applicable. In 2005-06 Tapestry Charter School was grades K-8 only.

Additional Required Academic Measures

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

Results: Not Applicable. In 2005-06 Tapestry Charter School was grades K-8 only.

2. **Absolute Measure: 75% of each high school graduation-rate cohort¹¹ will graduate each year.**

Results: Not Applicable. In 2005-06 Tapestry Charter School was grades K-8 only.

¹⁰ The high school accountability cohort is defined as all students who entered the ninth grade anywhere for the first time four years previously and were enrolled in a school on BEDS day of year four (excluding students no longer in the school after BEDS day for extra-ordinary reasons).

¹¹ The graduation-rate cohort is defined as students who entered the ninth grade anywhere four years previously and who have most recently been enrolled in the current school for at least five months (not having transferred to another diploma-granting program).

1999 Graduation Rate = $\frac{\text{Number of graduation-rate cohort members who earned a Regents or local diploma on or before August 31, 2003}}{\text{number of graduation-rate cohort members}}$

Organizational Goals (K-8 and High School)

Parent and Student Satisfaction

GOAL: Parents will continue to support the philosophy and programs of the school to insure viability in the future.

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

A. Method

At the end of school year 2005-06, there were 217 students. Of those 217 students a count was made of how many returned to the school from that original group in each grade. The chart below reflects this count.

Grades	Percent of Students in TCS and Buffalo Public at Levels 3 & 4, By Tested Grades		
	Students Enrolled in 2005-06	Students Returning in 2006-07	Percent Returning
K	25	24	96
1	24	23	96
2	25	25	100
3	24	23	96
4	26	16	62
5	22	19	86
6	25	24	96
7	25	23	92
8	21	18	86
Total	217	195	90

B. Results

TCS met the overall measure, but in addition, TCS met this measure in seven of the nine grades.

C. Evaluation

TCS met the overall measure, but in the 4th and 8th grades were below the stated measure. TCS will continue to have difficulty retaining students from these two grades. In the Buffalo school system 5th grade is where many children apply to private schools and City Honors. 9th grade is the first year of High School and many students are looking for something different, perhaps a larger social setting for their high school years.

Although we are satisfied with our retention rate overall and in most of the individual grades, attrition out of 4th and 8th-grades will continue to be a concern. TCS, without an established track record as a high school, will need to aggressively market the high school program to our 8th graders. We will also need to provide what our students and parents are looking for most in a high school including a safe environment, unique programs, an established culture, college preparatory classes, a larger social setting and sports.

Retaining our 4th graders may prove to be an even more difficult task. City Honors school starts at 5th grade and many students and parents aspire to be part of that tradition. There are many fine private and catholic schools in the city with rich tradition and family loyalty. We continue to improve our middle school program and have fully implemented Expeditionary Learning in grades 5-8. As we continue to reinforce our middle school program our hope is that attrition will steadily decrease from 4th to 5th grade.

2. Absolute Measure: Each year, the school will have a daily student attendance rate of at least 95 percent.

A. Method

Daily attendance was recorded each morning by homeroom teachers and confirmed later in the day by a school official. The daily attendance rate for TCS in 2005-06 was 98.0%

B. Results

The average daily attendance rate was above the measure of 95. TCS exceeded this measure by 3 percentage points.

C. Evaluation

TCS will continue to be a safe, nurturing and enjoyable place to learn and grow. TCS uses Responsive Classroom techniques in grades K-4 to head off any problems that might be developing between students or cause the students any undue anxiety. In grades 5 and up TCS uses Expeditionary Learning techniques, which include daily crew meetings that can also help with quality of life issues with our students. We aggressively investigate any possible bullying situations and work closely with students on a continual basis to help them remain positive members of the school community. We gather at whole school community meetings at least three times a year. We continue to follow up with every student who is absent by calling the home to confirm illness or to help students get around any obstacles to their attending school.

Legal Compliance

GOAL: School should act responsibly in all matters of legal compliance.

1. **Measure:** Each year, the school will generally and substantially comply with all applicable laws, rules and regulations, including, but not limited to, the New York Charter Schools Act, the New York Freedom of Information Law, the New York Open Meetings Law, the federal Individuals with Disabilities Education Act, and federal Family Educational Rights and Privacy Act, and the provisions of its by-laws and charter.

A. Results

TCS is in compliance with any and all of the above stated laws, rules and regulations.

2. **Measure:** Each year, the school will have in place and maintain effective systems, policies, procedures and other controls for ensuring that legal and charter requirements are met.

A. Results

TCS maintains an effective management team and board of directors to meet all legal and charter requirements.

3. **Measure:** Each year the school will maintain a relationship with independent legal counsel that reviews relevant policies, documents, and incidents and makes recommendations as needed, and in proportion to the legal expertise on the board of trustees, if any.

A. Results

As needed TCS has access to independent council to review and advise on any personnel or policy concerns.

Fiscal Soundness

GOAL: School should remain fiscally responsible for the short and long term viability of the school.

1. **Measure:** Each year, the school will operate on a balanced budget meaning actual revenues will equal or exceed actual expenses.

A. Results

Each year, TCS submits a balanced budget to the controlling bodies and has in place monthly financial controls. Yearly financial audits are performed by an outside auditor and monthly financial statements are prepared by an outside accountant and presented to the board. It is also worth noting that TCS finished the 2005-06 school year with a small budget surplus.

- 2. Measure: Each year the school will take corrective action, if needed, in a timely manner to address any internal control or compliance deficiencies identified by its external auditor, SED, or the Institute.**

B. Results

TCS continues to be in compliance with all CSI and SED requirements.