

Accountability Plan Progress Reports for the 2006-07 School Year

Reader's Guide

SUNY Authorized Charter Schools

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

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

In addition, as part of its annual reporting requirements, **each SUNY authorized charter school must submit an Accountability Plan Progress Report which, from its vantage point, addresses each of the goals and outcome measures contained in its Accountability Plan.**

The information presented in these Progress Reports constitutes important evidence that a school is keeping its promises to its students, parents and community, and is critical to making its case for renewal at the end of its charter period. The most important parts of Progress Reports are student achievement results on state exams and other assessments. However, not all schools will have tested grade levels for a particular state exam. Each year, the state administers English language arts and mathematics tests to 3rd through 8th grade, science tests to the 4th and 8th grades, and social studies tests to the 5th and 8th 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.



**Accountability Plan
Progress Report
for School Year 2006-07**

August 2007

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TAPESTRY CHARTER SCHOOL

ACCOUNTABILITY PLAN PROGRESS REPORT 2006-07

Submitted on Wednesday, August 1, 2007
 Prepared by: Associate Director Martin Pugliese

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 2007. 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 2007 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 Tested	Total Enrolled
		Not Tested *				
		IEP	ELL	Absent		
2007	3	0	0	0	25	25
	4	0	0	0	26	26
	5	0	0	0	23	23
	6	0	0	0	22	22
	7	0	0	0	25	25
	8	0	0	0	25	25
	All	0	0	0	146	146

* 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

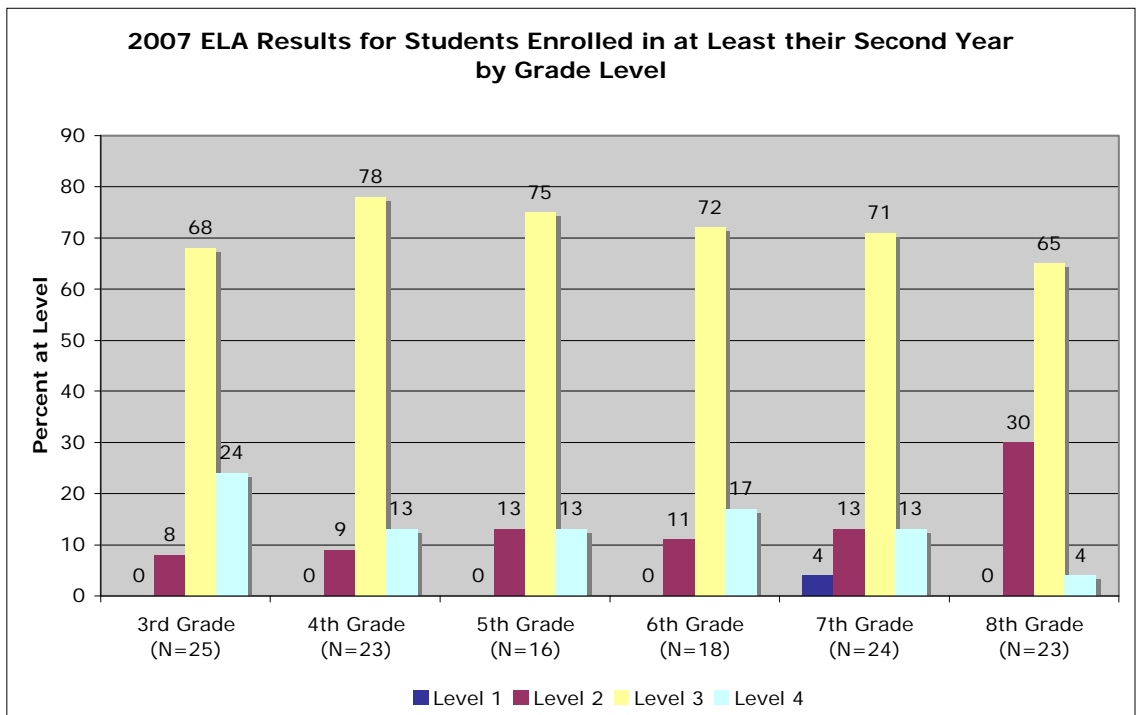
B. Results

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. 2007						
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	1	16	70	13	83	146
Students in at least 2 nd Year	1	14	71	14	85	129

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 five of the six tested grades. 3rd through 7th grades met the stated measure and all grades but one had no students that scored at Level 1 (severely deficient). 7th grade had one student who scored at Level 1. Also, 8th grade missed the stated measure by only 5 percentage points, which in this sample would have been only two students.

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 somewhat 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 grades 3-8 AMO for 2006-07 is 122.

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 2007 ELA examination, not only continuously enrolled students.

B. Results

The following table shows the calculation for TCS's aggregate Performance Index on the 2007 state ELA exam.

Year	Grades	Percent of Students at Each Performance Level				(N)
		Level 1	Level 2	Level 3	Level 4	
2006	3 - 8	1	16	70	13	(146)

PI	=	16	+	70	+	13	+	70	+	13	=	182
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C. Evaluation

In 2007, TCS's aggregate Performance Index of 182 exceeded the 2006-07 AMO for grades 3-8 of 122 (for a smaller school our size the AMO was 113) on the state's ELA exam. Thus, TCS met the measure in 2006-07.

- 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
2007	3	92	35
	4	91	40
	5	88	39
	6	88	35
	7	83	27
	8	70	33
	Total (N)	85 (129)	35 (15,212)

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 2007 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. Method

TCS tested-students who were enrolled in at least their second year are compared to all tested students from the previous year creating cohort groups for each grade. Comparisons are between the percent of students scoring Level 3 or 4 in 2006 to the percent of students scoring Level 3 or 4 in 2007. Only students who were present in both years were compared. From the results in 2006 a target was set which was either half the distance from the 2006 result to 75% or, if the 2006 result was 75% or greater, to make a gain in the percent at Level 3 or 4.

B. Results

The following table shows the percent of TCS students scoring at or above Level 3 from 2006 to 2007. Students need to be present in both years to be part of the cohort group.

ELA Results at Level 3 or 4					
Grade in 2007	Number of Students in Grade-Level Cohort	Percent at Levels 3 & 4			Met the Target?
		2006 Results	2007 Target	2007 Results	
4	23	78	gain	91	Yes
5	16	88	gain	88	No
6	18	94	gain	88	No
7	24	79	gain	83	Yes
8	23	70	73	70	No

Cohorts in 2 of 5 grades met the target, which in each case was to make gains over the percent of students at Level 3 or 4 from the previous year. In 4th grade there was an increase of 13 percentage points and in 7th grade there was an increase of 4 percentage

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.

points. In grades 5 and 8 the percent of students at Level 3 or 4 stayed the same. 6th grade was the only grade where the percent of students at Level 3 or 4 went down, but in 2007 the percent of 6th grade students at Level 3 or 4 was still above 75% target.

C. Evaluation

TCS has met the measure in 2 of 5 grades by having a higher percent of cohort students at Level 3 or 4 from 2006 to 2007. Although the measure was not met in 5th grade, the target of 75% was exceeded and the percent of students at Level 3 or 4 from 2006 to 2007 stayed the same. In 6th grade the measure was not met, but the percent of students at Level 3 or 4 was above 75% both years and the decrease was due to just one student's decrease from 2006 to 2007. In 8th grade the measure was not met with 70% of students at Level 3 or 4 in both years. While this measure was not met, just one student's movement to a Level 3 or 4 from a Level 1 or 2 would have been enough for TCS to meet this measure. While we are satisfied with the overall results, TCS will implement a new spelling/grammar and vocabulary program this fall for all students K-8.

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 2007. 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 2007 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 Math				Total Enrolled
		Not Tested *			Total Tested	
		IEP	ELL	Absent		
2007	3	0	0	0	25	25
	4	0	0	0	25	25
	5	0	0	0	22	22
	6	0	0	0	21	21
	7	0	0	0	25	25
	8	0	0	0	25	25
	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

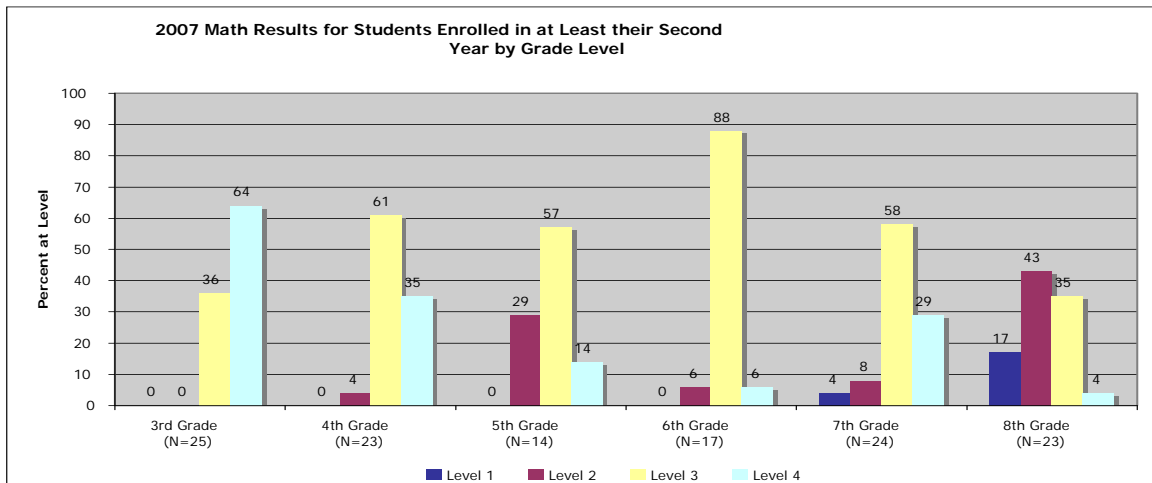
B. Results

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 2007						
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	4	18	53	24	77	143
Students in at least 2 nd Year	4	14	54	28	82	126

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.



TCS met the overall measure, but in addition, met this measure in four of the six tested grades. Grades 3, 4, 6 and 7 met the stated measure with grade 5 missing the measure by 4 percentage points or just one student. All grades but 7th and 8th had no students that scored at Level 1 (severely deficient). 7th grade had just one student who scored at Level 1 and 8th grade had four students at Level 1. 8th grade missed the stated measure by substantial amount, 36 percentage points.

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 we need to address the teaching of the math curriculum. The new math teacher we hired for 2006-07 will be assigned a mentor from Canisius College for the 2007-08 school year. This mentor will work closely with our math teacher to find better ways to connect with the struggling students. We continue to use additional materials to support struggling math students and have added academic support periods throughout the week.

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 2006-07 is 86.

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 March 2007 Math examination, not only continuously enrolled students.

B. Results

The following table shows the calculation for TCS's aggregate Performance Index on the 2007 state Math exam.

Year	Grades	Percent of Students at Each Performance Level				(N)
		Level 1	Level 2	Level 3	Level 4	
2006	3 - 8	4	18	53	24	(143)

PI	=	18	+	53	+	24	+	24	=	172
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C. Evaluation

In 2007, TCS’s aggregate Performance Index of 172 exceeded the 2007 AMO for elementary-middle schools of 86 (for a smaller school our size the AMO was 77) on the state’s Math exam. Thus, TCS met the measure in 2006-07.

- 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
2007	3	100	43
	4	96	44
	5	71	38
	6	94	38
	7	88	29
	8	39	26
	Total (N)	82 (126)	36 (15,437)

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 was greater than that of the corresponding grades combined in the Buffalo Public School District.

C. Evaluation

TCS has met the measure in 2007 by having a higher percent overall in comparison to the district and by out-performing the district in all the grades tested.

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 is being mentored by a Canisius College professor for the 2007-08 school year. We continue to use additional materials to support struggling math students and have added academic support periods throughout the 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. Method

TCS tested-students who were enrolled in at least their second year are compared to all tested students from the previous year creating cohort groups for each grade. Comparisons are between the percent of students scoring Level 3 or 4 in 2006 to the percent of students scoring Level 3 or 4 in 2007. Only students who were present in both years were compared. From the results in 2006 a target was set which was either half the distance from the 2006 result to 75% or, if the 2006 result was 75% or greater, to make a gain in the percent at Level 3 or 4.

B. Results

The following table shows the percent of TCS students scoring at or above Level 3 from 2006 to 2007. Students need to be present in both years to be part of the cohort group.

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.

Math Results at Level 3 or 4					
Grade in 2007	Number of Students in Grade-Level Cohort	Percent at Levels 3 & 4			Met the Target?
		2006 Results	2007 Target	2007 Results	
4	23	96	gain	96	No
5	14	79	gain	71	No
6	17	100	same	94	No
7	24	63	69	88	Yes
8	23	52	64	39	No

Cohorts in 1 of 5 grades met the target, which in this case was 7th grade. 7th grade needed to make 6 a percentage point increase over the percent of students at Level 3 or 4 from the previous year. This increase was 25 percentage points. In 4th grade the percent of students at Level 3 or 4 stayed the same. 6th grade results were at 100% in 2006, so the best result would have been to stay the same. Instead 6th grade went down 6 percentage points. The most disappointing results were in the 5th and 8th grades. 5th grade results went down 8 percentage points and went from above 75% at Level 3 or 4 to below 75% at Level 3 or 4. 8th grade dipped from 52% at Level 3 or 4 to 39% at Level 3 or 4.

C. Evaluation

TCS has met the measure in 1 of 5 grades, 7th grade, by having a higher percent of cohort students at Level 3 or 4 from 2006 to 2007. 4th grade results stayed the same from 2006 to 2007 with 96% of students at Level 3 or 4 both years. Although the measure was not met in 6th grade, the percent of students at Level 3 or 4 in 2006 was 100% and in 2007 was 94%, reflecting just one student dropping below a Level 3. Although the measure was not met in 5th grade, the percent of students at Level 3 or 4 in 2006 was 79% and in 2007 was 71%, reflecting just one student dropping below a Level 3. In 8th grade the measure was not met with the percent of students at Level 3 or 4 dropping from 52% in 2006 to 39% in 2007.

These results indicate to us that students in the upper grades need more support. A new math teacher was hired in 2006 and is being mentored by a Canisius College professor for the 2007-08 school year. We continue to use additional materials to support struggling math students and have added academic support periods throughout the week.

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 2007. 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 April 2007 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

2007	Grade(s)	Number of Students Tested in Grades 4 and 8 Science			Total Tested	Total Enrolled
		Not Tested *				
		IEP	ELL	Absent		
	4	0	0	0	24	24
	8	0	0	0	25	25
	All	0	0	0	49	49

* 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

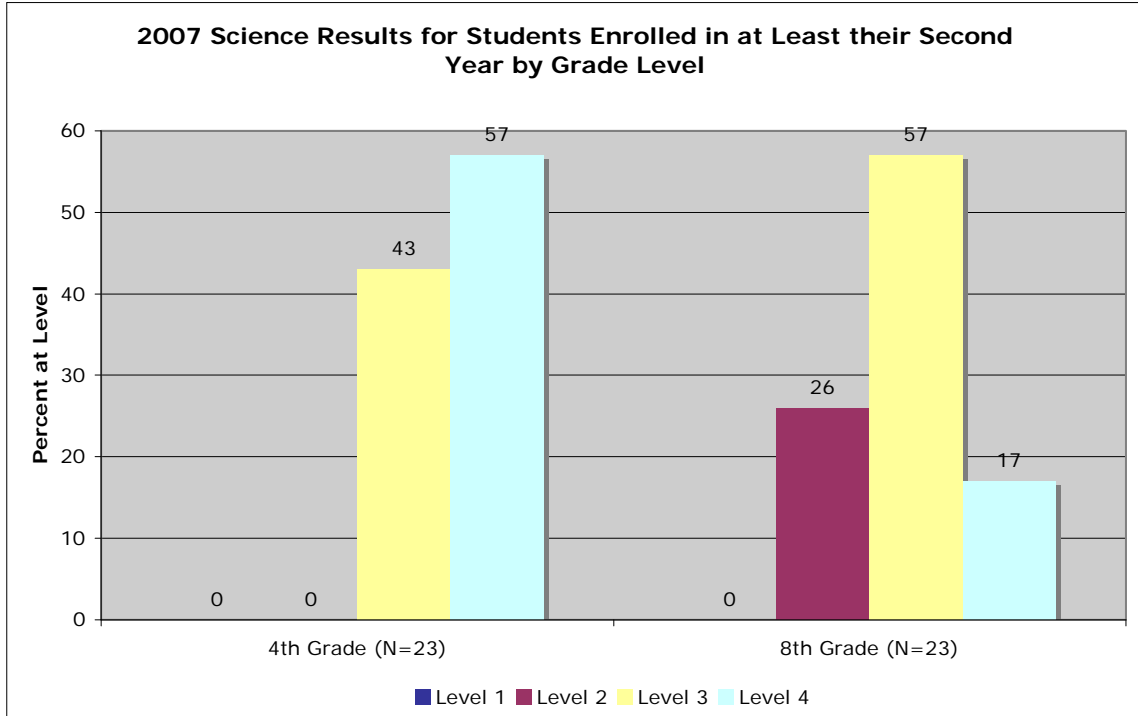
B. Results

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 2007						
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	0	12	51	37	88	49
Students in at least 2 nd Year	0	13	50	37	87	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 no students that scored at Level 1 (severely deficient). The 8th grade on it's own was below the stated measure with only 74 percent of the students at level 3 or 4, missing the stated measure by just 1 percentage point.

We are encouraged by the strong results of the 4th and 8th grade, suggesting that TCS's elementary program is effective. We will continue to make Science interesting and fun for students so they will stay motivated to do well. 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, continues to improve 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.***

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
	4	100	Not Available
	8	74	Not Available
	Total (N)	87 (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 June 2007. 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 June 2007 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.

2007	Grade(s)	Number of Students Tested in Grades 5 & 8 Social Studies			Total Tested	Total Enrolled
		Not Tested *				
	IEP	ELL	Absent			
	5	0	0	0	24	24
	8	0	0	0	25	25
	All	0	0	0	49	49

* 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

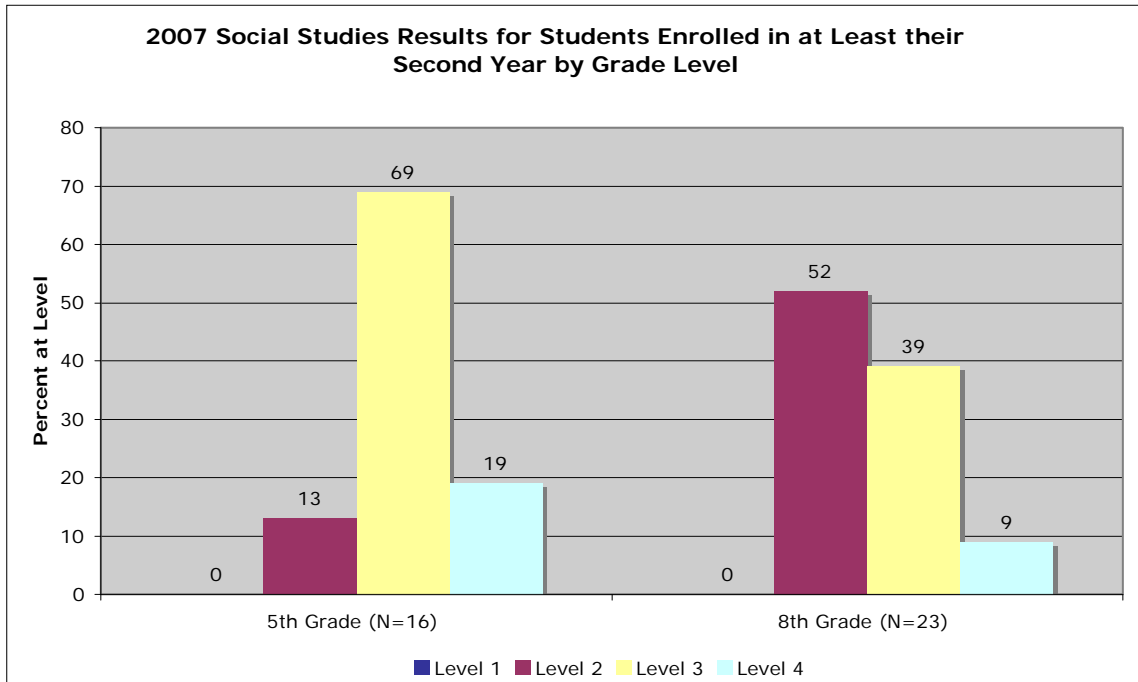
B. Results

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 - June 2007						
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	33	57	10	67	49
Students in at least 2 nd Year	0	36	51	13	64	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.



TCS did not meet the overall measure, but did meet the measure in 5th grade only. 8th grade was below the measure by 27 percentage points with just 48 percent scoring at least a Level 3. Both grades had no students that scored at Level 1 (severely deficient).

We are encouraged by the strong results of the 5th grade, suggesting that TCS’s elementary program is effective. TCS hired a new history teacher in the 2006-07 school year for the 7th and 8th grade students. In the 2005-06 school year, we began using the Expeditionary Learning model with our 5th through 8th grades. This program which provides significant professional development and mentoring should help students achieve better scores on this exam.

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.***

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
	5	88	Not Available
	8	48	Not Available
	Total (N)	64 (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 2005-06 School Accountability Report: English Language Arts, Mathematics, Science, and Graduation Rate issued in April 2007, our 2006-07 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 2005-06, TCS's Performance Index in ELA was 175, exceeding its Effective AMO, which had been set at 113. TCS's Performance Index in math was 159, exceeding its Effective AMO, which had been set at 77. The school also exceeded the state standard in science with a Performance Index of 174, exceeding its Effective AMO, which had been set at 100. 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 2006-07 Tapestry High School was grade 9 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 2006-07 Tapestry High School was grade 9 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 2006-07 Tapestry High School was grade 9 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.**

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).

Results: Not Applicable. In 2006-07 Tapestry High School was grade 9 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 2006-07 Tapestry High School was grade 9 only.

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 2006-07 Tapestry High School was grade 9 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: Although TCS 9th grade students did take the Biology/Living Environment Regents Exam in June 2007, many of those same students are re-taking the exam in August 2007. Once those results are available we will report them and re-submit this report in September-October 2007.

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: Although TCS 9th grade students did take the Biology/Living Environment Regents Exam in June 2007, many of those same students are re-taking the exam in August 2007. Once those results are available we will report them and re-submit this report in September-October 2007.

Social Studies

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

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).

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 2006-07 Tapestry High School was grade 9 only.

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 2006-07 Tapestry High School was grade 9 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 2006-07 Tapestry High School was grade 9 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 2006-07 Tapestry High School was grade 9 only.

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

Results: Not Applicable. In 2006-07 Tapestry High School was grade 9 only.

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).

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 2006-07, there were 265 students. Of those 265 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 2006-07	Students Returning in 2007-08	Percent Returning
K	24	23	96
1	24	22	92
2	24	24	100
3	24	22	92
4	25	23	92
5	24	23	96
6	21	17	81
7	25	24	96
8	25	16	64
9	49	47	96
Total	265	241	91

B. Results

TCS met the overall measure, but in addition, TCS met this measure in 8 of the 10 grades.

C. Evaluation

TCS met the overall measure, but 6th and 8th grades were below the stated measure. TCS will continue to have difficulty retaining students from 8th to 9th grade in particular since this 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 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.

6th grade attrition ???

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 2006-07 was 96%

B. Results

The average daily attendance rate was above the measure of 95. TCS exceeded this measure by 1 percentage point.

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 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.

- 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.**

A. Results

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