



# Entry 1 School Information

Created: 07/26/2016

Last updated: 09/14/2016

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## Page 1

### a. SCHOOL NAME AND BEDS#

(Select name from the drop down menu)

TAPESTRY CS (SUNY TRUSTEES) 140600860838

### b. CHARTER AUTHORIZER

(For technical reasons, please re-select authorizer name from the drop down menu).

SUNY-Authorized Charter School

### c. DISTRICT / CSD OF LOCATION

Buffalo

### d1. SCHOOL INFORMATION

	PRIMARY ADDRESS	PHONE NUMBER	FAX NUMBER	EMAIL ADDRESS
	65 Great Arrow Avenue Buffalo, New York 14216	716-204-5883	716-204-5887	<a href="mailto:klapper@tapestrycs.hool.org">klapper@tapestrycs.hool.org</a>

### d2. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES

Contact Name	Eric Klapper
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Title	COO
Emergency Phone Number (###-###-####)	

**e. SCHOOL WEB ADDRESS (URL)**

[www.tapestryschool.org](http://www.tapestryschool.org)

**f. DATE OF INITIAL CHARTER**

04/2024

**g. DATE FIRST OPENED FOR INSTRUCTION**

09/2007

**i. TOTAL ENROLLMENT ON JUNE 30, 2016**

814

**j. GRADES SERVED IN SCHOOL YEAR 2015-16**

Check all that apply

Grades Served	K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
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**k1. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?**

No

Page 2

**11. FACILITIES**

Does the school maintain or operate multiple sites?

No, just one site.

## I2. SCHOOL SITES

Please list the sites where the school will operate for the upcoming school year.

	Physical Address	Phone Number	District/CSD	Grades Served at Site	School at Full Capacity at Site	Facilities Agreement
Site 1 (same as primary site)	65 Great Arrow Avenue Buffalo, New York 14216	716-204-5883	BUFFALO CITY SD	K-12	Yes	Own
Site 2						
Site 3						

### I2a. Please provide the contact information for Site 1.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Elizabeth Smallwood	[REDACTED]	[REDACTED]	[REDACTED]
Operational Leader	Eric Klapper	[REDACTED]	[REDACTED]	[REDACTED]
Compliance Contact				
Complaint Contact				

## Page 3

**n1. Were there any revisions to the school's charter during the 2015-16 school year? (Please include approved or pending material and non-material charter revisions).**

Yes

### **n2. Summary of Charter Revisions**

	Category (Select Best Description)	Specific Revision (150 word limit)	Date Approved by BOT (if applicable)	Date Approved by Authorizer (if applicable)
1	Change in complaint policy	<p>Complaints to the Board of Trustees must be delivered to the Executive Director in writing. If the complainant wishes to speak to the Board, this request must be included in the complaint. The Board, or a committee of the Board, may schedule a meeting with the complainant after receiving the complaint. A written response will normally be issued within five (5) after the Board meeting when it is discussed. Depending on the subject matter of the complaint, the Board may act on same in executive session when such action is necessary and permitted by the Open Meetings Law. Personnel actions will not be discussed outside of executive session, as permitted by Open Meetings Law. The decision of the Board of Trustees is final.</p> <p>Upon resolution of a complaint, Tapestry Charter School shall provide to the complainant:</p>	April 22,2016	April 8,2016

		(a) its written determination and any remedial action thereto;		
		(b) a written notice to the complainant that he or she may appeal the determination to the SUNY Charter Schools Institute at:		
2				
3				
4				
5				

**o. Name and Position of Individual(s) Who Completed the 2015-16 Annual Report.**

joy Pepper, Executive Director

**p. Our signatures below attest that all of the information contained herein is truthful and accurate and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, regulations, and rules. We understand that if any information in any part of this report is found to have been deliberately misrepresented, that will constitute grounds for the revocation of our charter. Check **YES** if you agree and then use the mouse on your PC or the stylist on your mobile device to sign your name).**

**Responses Selected:**

Yes

**Signature, Head of Charter School**

**Signature, President of the Board of Trustees**

A handwritten signature in black ink on a light gray background. The signature is long and horizontal, starting with a large, sweeping loop on the left side, followed by a series of smaller, connected strokes that end in a small hook on the right.

**Date**

2016/08/01

**Thank you.**



# Entry 2 Link

Created: 07/26/2016

Last updated: 07/27/2016

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## Page 1

### **1. NEW YORK STATE REPORT CARD**

**Provide a direct URL or web link to the most recent New York State School Report Card for the charter school (See <https://reportcards.nysed.gov/>).**

(Charter schools completing year one will not yet have a School Report Card or link to one. Please type "URL is not available" in the space provided).

<http://data.nysed.gov/reportcard.php?year=2015&instid=80000052433>



**TAPESTRY  
CHARTER SCHOOL  
2015-16 ACCOUNTABILITY PLAN  
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

October 2, 2016

By Joy Stanli Pepper, Phil Johnson, and Lynn Bass



Lynn Bass, High School Principal, Phil Johnson, Interim K-8 Principal and Joy Stanli Pepper, Executive Director, prepared this 2015-16 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
C. Teo Balbach	Treasurer
Joshua Feinstein	Secretary
Nancy Wallace, Ph. D	Vice Chair
Bobbie Dukarm, MD	Trustee
Thomas Ramming, Ed. D	Chair
Timothy Sanders	Trustee
Heather A. Cruz, MSED	Trustee
Denise Morris, Ph. D	Trustee
Patrick Lewis	Trustee
Courtney Stott	Trustee
Greggory Gallson	Trustee

**Joy S. Pepper has served as the school leader since 2001.**

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2011-12	52	52	52	26	26	52	52	26	26	82	82	82	80	690
2012-13	52	52	52	52	26	52	52	52	26	82	82	82	82	744
2013-14	52	52	52	52	52	52	52	52	52	84	84	84	84	804
2014-15	52	52	52	52	52	52	52	52	52	84	84	84	84	804
2015-16	52	52	52	52	52	62	62	62	62	83	80	77	81	829



Tapestry Charter School's mission is to educate and inspire a diverse community of K-12 learners by engaging them in rigorous real-world learning experiences that prioritize intellectual, social and emotional growth. Our vision for the future has evolved since we began in 2001, but our goals have remained the same. We want Tapestry to be a vibrant sustainable school that empowers learners and leaders to make a positive impact in our community and beyond. One of the goals of the founders in creating the educational philosophy of Tapestry was to see how great an impact we could have on the educational landscape in Buffalo, NY. Our involvement with the local charter schools network, sharing best practice and providing guidance and support as well as our educational partnerships demonstrate our success with that important goal.

Our partnership with Expeditionary Learning (EL) Schools has helped guide our focus on becoming a model K-12 EL School. Our fidelity to the EL core practices, commitment to professional development and our curriculum and culture work have been recognized by the National Expeditionary Learning organization and in 2013-14 we became one of 2 Mentor Schools in the EL network of their 166 schools nationwide. During the spring of 2016, we completed the EL Credentialing requirements, and officially received their highest ranking of a fully credentialed school.

At Tapestry, Learning Expeditions at each grade level are arts integrated and meet the Common Core Standards in each academic subject area. This unique model provides a framework for teaching that relies on interdisciplinary learning in a contextualized, local setting. The learning cycles have proven to be compelling, rigorous and authentic to the intended audience – our students.

vibrant, caring culture for students and staff is achieved through our emphasis on the core values of Perseverance, Integrity, Respect, and Responsibility.

Teachers are engaging in professional development, culture and curriculum work throughout the year with guidance from our EL school designer and our own instructional leadership teams. Students collect work



for their portfolios and present their work in yearly student-led conferences. Parent involvement at these conferences is well-attended along with members of the staff and community. The report card given each trimester are standards-based, with grades earned for each learning target met.

Our model led to us being named a Professional Development School for the Canisius College School of Education in 2008. Tapestry, along with Canisius professors, have developed a unique student teaching model for candidates teaching through grades K-12. Several Tapestry teachers teach part of the education courses required by Canisius College. As our program has expanded, many of these teaching candidates have been hired at Tapestry as teacher partners as they begin their careers.

Since opening as a K-4 program in 2001, Tapestry has grown one grade per year until we became a complete K-12 school in 2010. Our current enrollment of 840 students in grades K-12 reflects the demographics of the city of Buffalo, NY. 33% of our students are white, 61% are African American or Hispanic /Latino.

Our increased ESL population is reflective of the growing number of new immigrants in our city.

In the fall of 2011, the K-8 and High School joined together in a new facility. With the addition of 130 new students, 20 new teaching staff, the implementation of Expeditions to the K-4 program and new Common Core Standards, these past few years have created new opportunities and challenges for our community. In 2012-13 the leadership team developed a three-year road map to layout the growth strategy for all aspects of our program. As academic program results have not attained our goals, financial and staffing considerations have changed some of our focus.

In the fall of 2014 Tapestry's Compass Leadership Team and the Board of Trustees hired a facilitator to lead us through the development of a strategic plan for the next 3-5 years. We focused on five key areas, that make up our current Strategic Map: Student Growth, Strong and Effective Board Governance, Finance and Operations, Tapestry's Expanded Impact



and Culture and Character.

One aspect of this work resulted in a new growth plan focused on providing a better academic program for middle school students who eventually would join our high school cohort.

In the fall of 2015 we expanded our middle school program to 62 students per grade, in grades 5-8, and it was projected that more students would be promoted from Tapestry's 8th grade program, into our High School. In the fall of 2015 we had over 40 students enter our 9th grade class of 84 whom had previously been with Tapestry in 8<sup>th</sup> grade.

To date, we have successfully graduated six classes of college-bound seniors.

The main objective in 2015 was for Tapestry to better meet the goals set forth in our Accountability Plan, K-12. This was an important time to once again re-examine the way we deliver instruction as the Common Core impacts our curriculum. Our professional development plan, hiring and reassignment of resources all reflect these new goals.

Eventually, we will need to expand our facilities or move to another location to support a growth plan in grades K-8. All of this involves a more active board of trustees and a very focused and driven leadership team.

The goals for all of us at Tapestry are to create a dynamic educational environment that improves the academic outcomes in our students and that can easily respond to the changing New York State educational criteria that continue to impact our educational model.

# 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 deliver ELA and literacy instruction aligned to the Common Core.

In 2015-16, grades 3-8 implemented a blend of school and teacher developed curriculum and New York State [NYS] ELA modules. This curriculum was aligned to the CCLS and documented under the supervision of instructional coaches and the Director of Curriculum & Instruction. Students were assessed using both teacher created assessments and assessments from the NYS ELA Modules. In addition to classroom assessments all students in grades 3-8 were administered the Scholastic Reading Inventory (SRI) three times during the year. This was used as a universal screening tool to track student growth. Utilizing this data, as well as other inputs, students were eligible for Tier III literacy provided by three Literacy Specialists.

In 2015-16, grades K-2 implemented a blend of school and teacher developed curriculum and a balanced literacy approach to foundational literacy skills. In addition to a block of content with embedded literacy each day, students participate in daily Tier II literacy groups. Decisions for enrollment in these groups are made by teachers and staff utilizing assessment data, particularly from Fountas and Pinnell Benchmark Assessments. These groups provide all students one hour of small group literacy instruction at their individual level of need. Teachers engage students in Guided Reading, Words Their Way phonics and independent reading practices. These groups change based on student progress across trimesters. Additionally, students writing was supported through a Writer's Workshop block daily.

Professional development for ELA in 2015-16 focused on effective use of the NYS ELA Modules effectively in grades 3-8 while enriching the curriculum with local connections through experts and fieldwork. This process was supported with instructional coaching, with the intent to create Learning Expeditions, a hallmark of EL Education Schools. Additionally, teachers in grades 5-8 participated in Teacher Learner Cycle, in which staff named topics they wished to focus on. Teacher Leaders and Instructional Leaders then planned an 8-week cycle centered on those topics, giving teachers much more voice in their own professional learning at Tapestry. In grades K-2, staff were provided professional development experiences centered on Balanced Literacy, particularly support in launching Writers Workshop to ensure students had opportunities to engage in the writing process multiple times each trimester, creating authentic pieces of writing.

## Important Changes

In 2015-16, Tapestry provided staff in grades 3-8 with targeted instructional coaching in a variety of ways, including with our educational partnership with EL Education. Tapestry also hired an Instructional Expedition Coach and an ELA Coach to support teachers work in ELA and literacy. Additionally, the schedule for grades 5-8 provided supports to students via academic support/AIS offerings. The changes to the schedule allowed for teachers to expand Tier 2 and Tier 3 Literacy services to qualifying students.

### Goal 1: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State English language arts examination for grades 3-8.

## METHOD

The school administered the New York State Testing Program English language arts (“ELA”) assessment to students in 3<sup>rd</sup> through 8<sup>th</sup> grade in April 2016. Each student’s raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year’s test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year).

2015-16 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	Refused	
3	46	1	0	0	6	52
4	45	3	0	0	7	52
5	60	1	0	0	2	62
6	43	3	0	0	19	62
7	49	0	0	0	13	62
8	36	3	0	0	25	61
All	279	11	0	0	72	261

## RESULTS

The percentage of Tapestry Charter School Students who were in their second year earning proficient scores on the NYS ELA assessment was within the range of 13.8 to 51.2. Overall, 35.5% of Tapestry Charter School Students in at least their second year earning a proficient score, an

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<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.

increase of 8.7% from 2014-15, where 26.8% of student in at least their second year earned a proficient score.

Performance on 2015-16 State English Language Arts Exam  
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	34.8	46	36.4	44
4	48.9	45	51.2	41
5	11.7	60	50.0	40
6	34.9	43	36.7	30
7	26.5	49	25.0	40
8	11.1	36	13.8	29
All	27.6	279	35.5	224

## EVALUATION

Tapestry Charter School students earned scores below the accountability goal of 75%. The reader is asked to consider that this measure, with an aim of 75% proficient, is a goal from 2001, when the assessments and learning standards were different. Additionally, in the years from 2001-2010 TCS exceeded this measure. When NYS adopted the CCLS and redrafted assessments to align with them, while implementing new cut scores to determine proficiency, Tapestry, as well as schools across the state—including our local district—saw sharp declines in percentage of students who are proficient. However, at Tapestry, 35.5% of students in at least their second year earned a proficient score. This is 19.1% above the Buffalo Public Schools’ average of 16.4%. Tapestry’s proficiency rate of 35.5% also demonstrates an 8.7% growth in this same measure last year.

When compared to other charter schools in the Western Region of New York State, Tapestry’s proficiency rate of 35.5% is the second highest percentage among schools who administered the assessment grades 3-8. Tapestry’s proficiency rate of 35.5% is also 10.5% higher than the Aggregate Percent Proficient of these schools.

The growth demonstrated reflects positive changes to Tapestry’s ELA program in the 2015-2016 school year. These include the use of instructional coaches, increase in access to intervention services and professional development focused on effective incorporation of the ELA Modules.

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2013-14		2014-15		2015-16	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	27	48	39.6	48	36.4	44
4	16	43	27.3	44	51.2	41
5	17	18	23.5	34	50.0	40

6	20	40	10.6	47	36.7	30
7	22	45	23.3	43	25.0	40
8	30	46	36.4	33	13.8	29
All	22	240	26.8	249	35.5	224

### Goal 1: Absolute Measure

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

### METHOD

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state’s learning standards in English language arts. To achieve this measure, all tested students must have a PLI value that equals or exceeds the 2015-16 English language arts AMO of **104**. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.<sup>2</sup>

### RESULTS

Tapestry earned a PLI of 91.8. The AMO for 2015-16 was 104.

#### English Language Arts 2015-16 Performance Level Index

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	36.3	35.8	20.0	8.0

$$\begin{array}{rclclclcl}
 \text{PI} & = & 35.8 & + & 20 & + & 8 & = & 63.8 \\
 & & & & 20 & + & 8 & = & \underline{28} \\
 & & & & & & \text{PLI} & = & 91.8
 \end{array}$$

### EVALUATION

Tapestry Charter School earned a PLI of 91.8. Although Tapestry did not meet this measure, this is another measure in which Tapestry showed growth. Tapestry’s PLI in the 2014-15 school year was 87.3, 4.5 points lower than the 2015-16 results. At each benchmark, positive trend emerges. There are fewer students grades 3-8 scoring at a Level 1 and Level 2 than last year. Additionally, there are more students scoring at Level 3 and Level 4. These exciting results indicate positive trends that we anticipate to continue in the 2016-17 school year as proficiency climbs at Tapestry Charter School.

<sup>2</sup> In contrast to SED’s Performance Index, the PLI does not account for year-to-year growth toward proficiency.

### Goal 1: Comparative Measure

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

### METHOD

A school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.<sup>3</sup>

### RESULTS

Tapestry Charter School outperformed the home district at five of the six grade levels tested and the overall performance of the home district by 19.1%.

2015-16 State English Language Arts Exam  
Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	36.4	44	20	2,186
4	51.2	41	16	2,046
5	50.0	40	15	2,032
6	36.7	30	15	1,955
7	25.0	40	14	1,989
8	13.8	29	18	1,793
All	35.5	224	16	12,001

### EVALUATION

Tapestry met this measure by outperforming the home district at five of the six grade levels and by 19.1% in aggregate. This is consistent with past performance – in 2015 and 2014, Tapestry students outperformed the Buffalo Public School students by 15 and 20 percentage points, respectively. At four of the six grades, Tapestry more than doubled Buffalo Public School students' performance and in both 4<sup>th</sup> and 5<sup>th</sup> grade, Tapestry students outperformed their district peers by triple.

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<sup>3</sup> Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

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

Grade	Percent of Students Enrolled in at Least their Second Year Scoring at or Above Proficiency Compared to Local District Students					
	2013-14		2014-15		2015-16	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	27	13	39.6	12.0	36.4	20.2
4	16	15	27.3	13.6	51.2	15.7
5	17	9	23.5	10.8	50.0	14.6
6	20	10	10.6	11.0	36.7	15.2
7	22	11	23.3	10.2	25.0	14.5
8	30	14	36.4	13.6	13.8	18.3
All	22	12	26.8	11.9	35.5	16.4

## Additional Evidence

We ask the reader to consider the additional evidence below. The table below shows Tapestry Charter School’s performance against other charter schools within the Western Region of New York State that are considered “high-performing,” with similar demographics and/or have recently had their charter renewed. Tapestry has a higher aggregate proficiency rate compared to other charter schools within the Western Region of New York State; Tapestry outperforms the comparative schools in five of the six grade levels.

**2015-16 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 Proficient on the State Exam by Grade							
	Charter School		Buffalo United Charter School		Charter School for Applied Technologies		South Buffalo Charter School	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	36.4	44	30.5	95	25.9	135	26.6	94
4	51.2	41	18.8	69	15.7	134	40.4	99
5	50.0	40	18.6	70	18.8	133	14.1	92
6	36.7	30	20.3	69	16.4	177	19.6	92
7	25.0	40	17.4	69	16.4	183	13.9	72
8	13.8	29	24.3	70	16.5	176	29.2	65
All	35.5	224	22.2	442	18.0	938	24.3	514

### Goal 1: Comparative Measure

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

### METHOD

The SUNY Charter Schools Institute (“Institute”) conducts a Comparative Performance Analysis, which compares the school’s performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school’s actual performance to the predicted performance of public schools with similar

concentration of economically disadvantaged students. The difference between the school’s actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the requirement for achieving this measure.

Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2015-16 analysis is not yet available. This report contains 2014-15 results, the most recent Comparative Performance Analysis available.

## RESULTS

Tapestry Charter School did not meet its goal to achieve an effect size of 0.3. In 2014-15, Tapestry earned an overall effect size calculation of -0.35.

2014-15 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	43.4	48	40	36.2	3.8	0.29
4	51.9	49	24	34.5	-10.5	-0.75
5	64.0	44	25	25.7	-0.7	-0.05
6	75.0	50	10	21.6	-11.6	-0.77
7	59.6	46	22	26.6	-4.6	-0.29
8	49.0	45	31	37.5	-6.5	-0.48
All	57.2	282	25.2	30.3	-5.1	-0.35

**School’s Overall Comparative Performance:**

*Lower than expected*

## EVALUATION

Tapestry Charter School did not meet the measure. The reader is asked to consider that unlike other measures in this Accountability Report, this data is not from the most recent academic year in which Tapestry has shown growth. Additionally, an effect size of -0.35 in 2014-15 is an improvement of 0.3 from the 2013-14 effect size of -0.65.

The data from 2015-16 indicates that Tapestry will continue to trend in the positive direction on this measure. In 2015-2016, the aggregate proficiency rate in grades 3-8 ELA grew. 4<sup>rd</sup> grade grew from 24.5 to 48.9 percent proficient while 6<sup>th</sup> grade grew from 10 to 34.9 percent proficient.

Additionally, when looking at grade level cohorts, there are promising results. The 2014-15 3<sup>rd</sup> graders scored 39.6%, but as 4<sup>th</sup> graders in 2015-2016 they scored at 48.9%, an increase of 9.3%. Likewise, the 2014-15 6<sup>th</sup> graders scored at 10%, but as 7<sup>th</sup> graders in 2015-2016, they scored at 26.5%. This is an 16.5% increase. These results indicate Tapestry Charter School will show growth towards achieving the Comparative Performance by Grade Level by bringing the Effect Size closer to 0.3 in the 2015-16 data.

## ADDITIONAL EVIDENCE

Despite a slight increase in the percentage of students eligible for free lunch/economically disadvantaged, the Effect Size improved from the 2013-14 measure to the 2014-15 measure, by 0.3. A similar increase on the 2015-16 measure would bring Tapestry nearly to 0.0, or “as expected” performance. Additionally, the predicted performance number has increased every year, despite the percent of enrolled students eligible for free lunch/economically disadvantaged increasing every year. As our student population becomes more economically disadvantaged, our expected performance percentage increases. Regardless, Tapestry’s performance in nearly every measure is trending in the positive direction.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2012-13	3-8	56.5	250	26.0	28.6	-0.19
2013-14	3-8	56.7	298	20.7	29.5	-0.65
2014-15	3-8	57.2	282	25.2	30.3	-0.35

### Goal 1: Growth Measure<sup>4</sup>

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

## METHOD

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2014-15 and also have a state exam score from 2013-14 including students who were retained in the same grade. Students with the same 2013-14 score are ranked by their 2014-15 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students’ growth percentiles are aggregated school-wide to yield a school’s mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state’s release of Growth Model data, the 2015-16 analysis is not yet available. This report contains 2014-15 results, the most recent Growth Model data available.<sup>5</sup>

<sup>4</sup> See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

<sup>5</sup> Schools can acquire these data from the NYSED’s Business Portal: [portal.nysed.gov](http://portal.nysed.gov).

## RESULTS

Tapestry Charter School had an overall Mean Growth Percentile of 56.2. This is an increase from the 2013-14 Mean Growth Percentile of 50.3. Most notably, every grade exceeded the statewide median.

2014-15 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
4	53.2	50.0
5	59.8	50.0
6	54.6	50.0
7	54.8	50.0
8	58.7	50.0
All	<b>56.2</b>	50.0

## EVALUATION

Tapestry Charter School had an overall Mean Growth Percentile of 56.2. This is an increase from the 2013-14 Mean Growth Percentile of 50.3. Every grade, 4-8 exceeded the statewide median. The positive trends on the 2015-16 exams indicates the positive trends on this measure will continue once the data is made available.

## ADDITIONAL EVIDENCE

Tapestry Charter School had an overall Mean Growth Percentile of 56.2. This is an increase from the 2013-14 Mean Growth Percentile of 50.3 as well as an increase from the 2012-13 Mean Growth Percentile of 49.0. Positive cohort trends emerge from 2013-14 to 2014-15. 4<sup>th</sup> graders in 2013-14 scored at 44.0, but as 5<sup>th</sup> graders in 2014-15 they scored at 59.8, a 15.8 percent increase. 5<sup>th</sup> graders in 2013-14 scored at 43.2, as 6<sup>th</sup> graders in 2014-15 they scored 54.6, an increase of 11.4 percent.

English Language Arts Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			Statewide Median
	2012-13	2013-14	2014-15	
4	38.8	44.0	53.6	50.0
5	48.3	43.2	59.8	50.0
6	51.2	44.8	54.6	50.0
7	51.8	64.0	54.8	50.0
8	50.7	56.0	58.7	50.0
All	49.0	50.3	56.2	50.0

### Goal 1: Optional Measure

Each year, 75% of students in grades 4-8 will score at “Basic” or above on the norm-referenced test *Scholastic Reading Inventory*.

## METHOD

This measure is based upon the universal screening tool employed by Tapestry Charter School, a norm-referenced test, the *Scholastic Reading Inventory*. Students in grades 4-8 are administered this assessment three times a year. The results are used to inform decision about student enrollment in Tier 2 and Tier 3 Literacy Interventions, student groupings, and curriculum and instruction decisions.

## RESULTS

2015-16 Scholastic Reading Inventory Performance by Grade Level				
Grade Level	September 2015		June 2016	
	Percent of Students Scoring at or Above “Basic” Level	Number Tested	Percent of Students Scoring at or Above “Basic” Level	Number Tested
4	75.5	49	79.6	49
5	73.0	37	83.1	59
6	73.1	52	85.5	62
7	69.0	58	88.5	61
8	81.4	59	86.7	60
All	74.4	255	84.7	291

The above table highlights the student performance by grade on the *Scholastic Reading Inventory* in grades 4-8 in September 2015 and again in June 2016. Tapestry met the goal in June 2016 with 84.7% of students testing at “Basic” or above.

## EVALUATION

In September 2015, 25.6% of students were scoring at “Below Basic”. That number decreased by 10.3%, to a total of 15.3% scoring at “Below Basic” in June 2016. Additionally, every grade level exceeded the goal in June of 2016. Every grade level showed growth from September 2015 to June 2016, with the greatest gain coming in 7<sup>th</sup> grade, an increase in proficiency of 12.4%. The number of students assessed increased from September to June as well, as our enrollment fluctuates in the first few weeks of school as we added 10 students to each grade level this school year in grades 5-8.

## SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

Tapestry did not meet the Absolute measure of 75% of students in at least their second year performing proficient on the NYS ELA exam for grades 3-8. Tapestry missed achieving the Comparative measure of an Effect Size of 0.3. Tapestry did achieve the Comparative measure of students enrolled in at least their second year performing proficient at a greater rate than that of students enrolled in the local school district. Tapestry did not achieve the Absolute measure of meeting the AMO set forth by the state’s NCLB accountability system. Tapestry did meet the Growth goal of the mean unadjusted percentile in ELA for all tested students when compared to the state’s median growth percentile. Additionally, Tapestry achieved its Optional goal of having 75% of students in grades 4-8 score above a “Basic” level on the *Scholastic Reading Inventory*.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school’s aggregate Performance Level Index (PLI) on the state English language arts exam will meet that year’s Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.	Did Not Achieve
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2013-14 school district results.)	Did Not Achieve
Growth	Each year, under the state’s Growth Model the school’s mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state’s unadjusted median growth percentile.	Achieved
Optional	Each year, 75% of students in grades 4-8 will score at “Basic” or above on the norm-referenced test <i>Scholastic Reading Inventory</i> .	Achieved

## ACTION PLAN

### K-4 Classrooms: Multi-Grade to Single Grade Level

In the previous charter period, students were enrolled in multi-age classes across two years of ages/grades. This resulted in classroom teachers needing to master and deliver two grade levels worth of standards to students.

In 2014-2015, Tapestry shifted away from multi-age instruction to single grade level classrooms. Rather than asking Tapestry K-4 teachers to plan curriculum and instruction across two grade levels of standards, teachers have the opportunity to develop expertise within one set of grade level standards. Thanks to a high retention rate of instructional staff in the Lower School, the 2015-16 school year saw every classroom teacher, save one, to have a second year of experience at

focusing on one grade level. In 2016-17, again every classroom teacher but one (who has shifted into a Special Education role), will embark on their third year of focusing on a single grade level, deepening their experience with curriculum and standards.

### **5-8 Classrooms: Multi-Grade to Single Grade Level**

In the previous charter period, middle school teachers were assigned two grade levels. This created a structure in which teachers and students straddled standards across grades in a single year. In classrooms, students typically enrolled in 5th grade would be learning and working through both 5th and 6th grade standards—in some cases, out of the necessary sequential order.

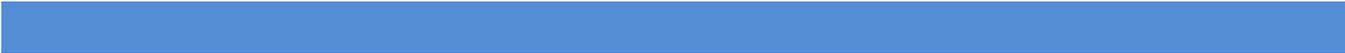
In the 2015-16 school year, additional staff members have been hired to create consistent, grade-level teams. There are now individual teachers for each of the core subjects (ELA, Math, Science, Social Studies) at every grade level. The additional staffing allowed for the creation of a master schedule which provides grade level common planning daily, a structure absent from the schedule at times during the previous charter period. Research into best practices indicates that common planning time for teachers is a structure that yields positive outcomes for student achievement.

This increase in staffing has also allowed for a reduction in class size, from 26 to 20-21 students. A class size of 20-21 qualifies as a “small class size,” which is a best practice in education, yielding positive outcomes for students. The overall student load on a teacher also reduced from 104 to 62, allowing teachers to better focus on the needs of the students in their individual grade level.

The 2016-17 school year will provide the middle school staff the second year of this change, deepening experience and knowledge at grade levels with standards and curriculum. Additionally, we have revised our facilities in such a way to remove the 5<sup>th</sup> grade from the middle school, highlighted below, which has allowed for more teachers to “own” their physical classrooms, rather than sharing or “hot seating” across grades and content areas. More middle school teachers than ever before will now have the opportunity to teach every one of their classes in the same room without having to share the room with other teachers/classes. This will allow for teachers to leverage their environment in new ways to increase student achievement through consistent practices.

### **5<sup>th</sup> Grade: Mobile Classrooms & Homerooms**

Feedback from staff and families regarding the transition from 4<sup>th</sup> grade into 5<sup>th</sup> grade and middle school has centered on the difficulty many students encounter. This feedback on the struggle to transition into the middle school, specifically the need for students to manage multiple teachers, passing periods, and greater independence, coupled with the highest enrollment – outside of Kindergarten – of students in their first year at Tapestry - created an opportunity to adjust our program. For the first time in Tapestry’s history, during the 2016-17 school year, 5<sup>th</sup> grade will separate from the middle school and more closely align with the elementary program. With the addition of four mobile classroom spaces, we have created 5<sup>th</sup> Grade Annex, where students will follow a “hybrid” self-contained schedule, remaining with a homeroom teacher for all instruction, visiting a specialized Math teacher for 60-minutes of math, and attending an Arts offering and



Physical Education. This schedule allows teachers to build much deeper relationships with 5<sup>th</sup> grade students while providing two hours of literacy instruction. We are confident this structure will improve the program we offer not only our 5<sup>th</sup> grade students, but also the 6<sup>th</sup>-8<sup>th</sup> grade students by opening up much needed space in our middle school.

### **Tier Literacy Services**

During the 2015-16 school year, Tapestry used three Literacy Specialists across grades 5-8. Two served students in grades K-4, sharing grades and students. One specialist worked across 5<sup>th</sup>-8<sup>th</sup>.

In the 2016-17 school year, the Literacy Specialists have been assigned to three grade levels each, K-2, 3-5, and 6-8. This will allow for flexibility in scheduling for Literacy Specialists to both provide both more Tier 3 services as well as to push-into classroom during Literacy/ELA times.

### **Coaching & Support for Teachers**

Building on the increased instructional support for teachers during the 2015-16 school year, Tapestry's Coaching Department has grown for the 2016-17 school year. Teachers will have access to a K-12 Instructional Coach, K-12 Expedition Coach, K-5 Math Coach, 6-12 Math Coach, and a K-12 ELA/Literacy Coach. Teachers will both benefit from formal Professional Development lead by coaches throughout the year, as well as teacher learning cycles/coaching cycles if and when they sign-up for coaching work. Additionally, all new staff members have been assigned a mentor to work with throughout the year. All mentors are members of the Coaching Department.

## MATHEMATICS

### Goal 2: Mathematics

Students will demonstrate a mastery of mathematical concepts.

#### BACKGROUND

With the transition to the new Common Core Learning Standards, Tapestry has adjusted its math instruction to align with the new 8 mathematical practices. During the 2015-16 school year, Tapestry made a significant shift towards utilizing the NYS Math Modules and *Eureka Math* across the K-12 program. In year's past, teachers pulled from a number of resources to supplement the curriculum, including mathematic programs such as Envisions, My Math, and Everyday Math. After a curriculum audit by our staff, coaches, and Director of Curriculum and Instruction, it became clear that consistent K-12 approach to math was needed. In grades K-4, students had 6 minutes of math instruction each day, in grades 5-8 students had 47-minute math period daily, along with a 20-minute Math Fluency block daily.

In the 2013-2014 school year, Tapestry introduced the use of an assessment tool—the Scholastic Math Inventory—with the middle school, to assist with curriculum and instructional decisions. This assessment was given to all middle school students three times over the course of the school year. The results provide teachers with specific standards that of focus for students while also serve as a data point when making enrollment decisions in Tier 2 and Tier 3 math groups.

Staff participated in year-long professional development study, “The Year of Math”, under the direction of the two math coaches and the Director of Curriculum and Instruction. Bi-weekly professional development focused on developing a growth mindset around math, ensuring that all teachers held positive attitudes about math and teaching math, even teachers who did not teach math, as well as unpacking standards and mathematical concepts. Coaches met with staff at bi-weekly common planning to ensure comfort with new curriculum and to examine student achievement data to make informed instructional decisions.

Additionally, Tapestry made staffing change at the 6<sup>th</sup> grade math teacher position for the 2015-16 school year.

#### Goal 2: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State mathematics examination for grades 3-8.

#### METHOD

The school administered the New York State Testing Program mathematics assessment to students in 3<sup>rd</sup> through 8<sup>th</sup> grade in April 2016. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year's test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year.

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## 2015-16 State Mathematics Exam Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested <sup>6</sup>				Total Enrolled
		IEP	ELL	Absent	Refused	
3	48	1	0	0	5	52
4	42	3	0	0	10	52
5	58	2	0	0	4	62
6	41	3	0	0	21	62
7	44	1	0	0	18	62
8	31	4	0	0	30	61
All	364	14	0	0	88	351

## RESULTS

The aggregate percentage of Tapestry Charter School students who were in at least their second year earning proficient scores in the NYS mathematics assessment was 29.2%.

## Performance on 2015-16 State Mathematics Exam By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	46.8	47	46.7	45
4	54.8	42	57.9	38
5	20.7	58	28.2	39
6	24.4	41	21.4	28
7	9.1	44	8.3	36
8	9.7	31	12.5	24
All	28.1	263	29.2	210

## EVALUATION

Tapestry Charter School students earned scores below the accountability goal of 75%. The reader is asked to consider that this measure with an aim of 75% proficient was a goal from 2001, when the assessments and learning standards were different. Additionally, in the years from 2001-2010 TCS exceeded this measure. When NYS adopted the CCLS and redrafted assessments to align with them, while implementing new cut scores to determine proficiency, Tapestry, as well as schools across the state—including our local district—saw sharp declines in percentage of students who are proficient. However, at Tapestry, 29.2% of students in at least their second year earned a proficient score. This is 13.1% above the Buffalo Public Schools' average of 16.1%.

<sup>6</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.

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When compared to other charter schools in the Western Region of New York State, Tapestry's proficiency rate of 29.2% is the second highest percentage among schools who administered the assessment grades 3-8. Tapestry's proficiency rate of 29.2% is also 2.8% higher than the Aggregate Percent Proficient of these schools. When compared to the Western Region Host Districts' Aggregate Percent Proficient, Tapestry outperformed the districts by 12.4%.

### ADDITIONAL EVIDENCE

Tapestry Charter School earned an aggregate proficiency rating of 29.2 for students enrolled in at least their second year. This proficiency rate was achieved despite the highest opt-out rate, 25%, in Tapestry's history for the Math test. Of particular note, is the performance of the 6<sup>th</sup> grade cohort in 2014-15 compared to their performance as 7<sup>th</sup> graders in 2015-16, an increase of 6.1%.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2013-14		2014-15		2015-16	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	39	49	55.3	47	46.7	45
4	14	43	42.2	45	57.9	38
5	11	19	20.6	34	28.2	39
6	18	40	2.2	45	21.4	28
7	31	45	24.4	41	8.3	36
8	16	45	33.3	33	12.5	24
All	22	241	29.7	245	29.2	210

#### Goal 2: Absolute Measure

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

### METHOD

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in mathematics. To achieve this measure, all tested students must have a PLI value that equals or exceeds the 2015-16 mathematics AMO of 101. The PLI is calculated by adding the sum of the percent of all tested students at Levels 1 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.<sup>7</sup>

<sup>7</sup> In contrast to NYSED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

# MATHEMATICS

## RESULTS

Tapestry Charter School earned a PLI of 94.2 for Mathematics in 2015-16.

Mathematics 2015-16 Performance Level Index (PLI)				
Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	33.3	39.2	16.7	10.8

PI	=	39.2	+	16.7	+	10.8	=	66.7
				16.7	+	10.8	=	<u>27.5</u>
						PLI	=	94.2

## EVALUATION

Tapestry Charter School earned a PLI of 94.2. Although Tapestry did not meet this measure, this is another measure in which Tapestry showed growth. In the 2014-15 school year, Tapestry's PLI was 91.8, meaning the school increased the PLI by 2.4. The AMO for the 2014-15 school year was 94, meaning if the benchmark had not changed, Tapestry would have met the mark.

Positive trends emerge in the benchmark areas. There are fewer students in grades 3-8 scoring at a Level 1 than last year while there are slightly more students scoring at Level 4. These results indicate positive trends that we anticipate to continue in the 2016-17 school year as proficiency climbs at Tapestry Charter School.

### Goal 2: Comparative Measure

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

## METHOD

A school compares the performance of tested students enrolled in at least their second year to that of all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.<sup>8</sup>

## RESULTS

Tapestry Charter School met this measure by outperforming the local district in aggregate across grades 3-8. Overall, Tapestry students outperformed Buffalo Public School students by 13.1 percentage points.

### 2015-16 State Mathematics Exam

<sup>8</sup> Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

# MATHEMATICS

## Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	46.7	45	20.1	2,244
4	57.9	38	18.3	2,065
5	28.2	39	17.8	2,035
6	21.4	28	16.8	1,946
7	8.3	36	11.5	1,926
8	12.5	24	10.4	1,728
All	<b>29.2</b>	210	<b>16.1</b>	11,944

## EVALUATION

Tapestry Charter School met this measure by outperforming the local district in grades 3-8 by 13.1 percentage points. This is consistent with past performance – in 2013 Tapestry outperformed Buffalo by 10 points, in 2014 Tapestry outperformed Buffalo by 9 points, and in 2015 Tapestry outperformed Buffalo by 14 points. In 2016, Tapestry outperformed Buffalo in every grade but 7<sup>th</sup>, and by more than double in 3<sup>rd</sup> grade, triple in 4<sup>th</sup> grade, by more than 10 points in 5<sup>th</sup> grade, and by nearly 5 points in 6<sup>th</sup> grade.

## ADDITIONAL EVIDENCE

Tapestry Charter School met this measure by outperforming the local district in each of the last three school years. In 2013, Tapestry outperformed Buffalo by 10 points. In 2014, Tapestry outperformed Buffalo by 9 points. In 2015, Tapestry outperformed Buffalo by 14 points. In 2016, Tapestry outperformed Buffalo in every grade but 7<sup>th</sup> and by more than double in 3<sup>rd</sup> grade, triple in 4<sup>th</sup> grade, by more than 10 points in 5<sup>th</sup> grade, and by nearly 5 points in 6<sup>th</sup> grade.

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

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2013-14		2014-15		2015-16	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	39	16	55.3	17.5	46.7	45
4	14	16	42.2	18.0	57.9	38
5	11	13	20.6	18.1	28.2	39
6	18	15	2.2	15.0	21.4	28
7	31	10	24.4	11.7	8.3	36
8	16	9	23.3	9.2	12.5	24
All	22	13	29.7	15.1	29.2	210

## Additional Evidence

We ask the reader to consider the additional evidence below. Tapestry has a higher aggregate proficiency rate compared to other charter schools within the Western Region of New York State that are considered “high-performing,” with similar demographics and/or have recently had their charter recently renewed. Tapestry outperforms every comparative school in 3<sup>rd</sup> and 4<sup>th</sup> grade.

### 2015-2016 Math 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 Proficient on the State Exam by Grade							
	Charter School		Buffalo United Charter School		Charter School for Applied Technologies		South Buffalo Charter School	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	46.7	45	27.8	97	34.8	135	28.6	98
4	57.9	38	16.2	68	27.8	133	26.8	97
5	28.2	39	28.6	70	38.6	132	22.5	89
6	21.4	28	25.7	70	13.6	176	33.0	94
7	8.3	36	11.8	68	4.9	182	15.6	64
8	12.5	24	22.1	68	7.4	176	35.2	54
All	29.2	210	22.4	441	19.4	934	27.0	496

#### Goal 2: Comparative Measure

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

#### METHOD

The Institute conducts a Comparative Performance Analysis, which compares the school’s performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school’s actual performance to the predicted performance of public schools with a similar concentration of economically

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disadvantaged students. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the requirement for achieving this measure.

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2015-16 analysis is not yet available. This report contains 2014-15 results, the most recent Comparative Performance Analysis available.

### RESULTS

Tapestry Charter School did not meet its goal to achieve an effect size of 0.3. In 2014-15, Tapestry earned an overall effect size calculation of -0.45.

Third grade results exceed the effect size, earning a 0.40 while 8<sup>th</sup> grade was just 0.09 away from hitting the mark of 0.3.

*2014-15 Mathematics Comparative Performance by Grade Level*

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	43.4	47	55	49.1	5.9	0.40
4	51.9	50	40	45.9	-5.9	-0.38
5	64.0	43	19	37.9	-18.9	-1.10
6	75.0	48	2	28.2	-26.2	-1.35
7	59.6	43	23	31.5	-8.5	-0.46
8	49.0	44	25	21.7	3.3	0.21
All	57.1	275	27.6	36.0	-8.4	-0.45

#### School's Overall Comparative Performance:

*Lower than expected*

### EVALUATION

Tapestry Charter School did not meet the measure. However, the effect size of -0.45 is an improvement of 0.38 from the effect size of -0.83, earned in 2013-14. Tapestry is trending in a positive direction. Overall, there were two grade levels who earned positive effect sizes, while in 2013-14 no grades were positive scores.

Four out of five individual cohorts improved from 2013-14 to 2014-15. The 3<sup>rd</sup> grade to 4<sup>th</sup> grade cohort improved 0.35, scoring -0.38 in 2014-15 as 4<sup>th</sup> graders compared to -0.73 in 2013-14 as 3<sup>rd</sup> graders. 4<sup>th</sup> graders in 2013-14 scored -1.85 but improved to -1.10 in 2014-15 as 5<sup>th</sup> graders, an improvement of 0.75. 6<sup>th</sup> graders in 2013-14 scored -0.85 but as 7<sup>th</sup> graders in 2014-15 scored at -0.46, an improvement of 0.39. 7<sup>th</sup> graders in 2013-14 earned a score of -0.02, but as 8<sup>th</sup> graders in 2014-15 earned score of 0.21, an improvement of 0.23. Should these trends continue, we can anticipate Tapestry meeting the benchmark in 2015-16 when that data is made available.

## ADDITIONAL EVIDENCE

Despite a slight increase in the percentage of students eligible for free lunch/economically disadvantaged, the Effect Size improved from the 2013-14 measure to the 2014-15 measure, by 0.24. Additionally, the actual performance of Tapestry students has increased each year on this measure since 2012-13. The predicted performance number has increased every year as well, however, despite the percent of enrolled students eligible for free lunch/economically disadvantaged increasing every year. As our student population becomes more economically disadvantaged, our expected performance percentage increases. Regardless, Tapestry’s performance in nearly every measure is trending in the positive direction.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2012-13	3-8	56.5	249	16.9	28.5	-0.69
2013-14	3-8	56.7	298	20.2	34.8	-0.83
2014-15	3-8	57.1	245	29.7	36.0	-0.45

### Goal 2: Growth Measure<sup>9</sup>

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

## METHOD

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2014-15 and also have a state exam score in 2013-14 including students who were retained in the same grade. Students with the same 2013-14 scores are ranked by their 2014-15 scores and assigned a percentile based on their relative growth in performance (student growth percentile). Students’ growth percentiles are aggregated school-wide to yield a school’s mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state’s release of Growth Model data, the 2015-16 analysis is not yet available. This report contains 2014-15 results, the most recent Growth Model data available.<sup>10</sup>

<sup>9</sup> See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

<sup>10</sup> Schools can acquire these data from the NYSED’s business portal: [portal.nysed.gov](http://portal.nysed.gov).

## MATHEMATICS

Tapestry Charter School had an overall Mean Growth Percentile of 51.2. Most notably, grades 5, 7, and 8 exceeded the statewide median by more than 10 percent.

2014-15 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
4	48.0	50.0
5	63.2	50.0
6	25.7	50.0
7	60.4	50.0
8	62.4	50.0
All	<b>51.2</b>	50.0

### EVALUATION

Tapestry Charter School had an overall Mean Growth Percentile of 51.2. Most notably, grades 5, 7, and 8 exceeded the statewide median by more than 10 percent. The positive trends on the 2015-16 exams indicates the positive trends on this measure will continue once the data is made available.

### ADDITIONAL EVIDENCE

Tapestry Charter School had an overall Mean Growth Percentile of 51.2. Positive cohort trends emerge from 2013-14 to 2014-15. 4<sup>th</sup> graders in 2013-14 scored at 33.6, but as 5<sup>th</sup> graders in 2014-15 they scored at 63.2, a 29.6 percent increase. 6<sup>th</sup> graders in 2013-14 scored at 44.3, as 7<sup>th</sup> graders in 2014-15 they scored 60.4, an increase of 16.1 percent. The positive trends historically combined with the positive growth seen on the 2015-16 test scores indicates a continued increase in performance on this measure in the future.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			Statewide Median
	2012-13	2013-14	2014-15	
4	40.2	33.6	48.0	50.0
5	55.0	53.2	63.2	50.0
6	45.1	44.3	25.7	50.0
7	53.1	73.8	60.4	50.0
8	53.1	68.6	62.4	50.0
All	49.9	54.7	51.2	50.0

## SUMMARY OF THE MATHEMATICS GOAL

Tapestry did not meet the Absolute measure of 75% of students in at least their second year performing proficient on the NYS Mathematics exam for grades 3-8. Tapestry missed achieving the Comparative measure of an Effect Size of 0.3. Tapestry did achieve the Comparative measure of students enrolled in at least their second year performing proficient at a greater rate than that of students enrolled in the local school district. Tapestry very narrowly missed achieving the Absolute measure of meeting the AMO set forth by the state’s NCLB accountability system. Tapestry did meet the Growth goal of the mean unadjusted percentile in Math for all tested students when compared to the state’s median growth percentile.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school’s aggregate Performance Level Index (PLI) on the state mathematics exam will meet that year’s Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.	Did Not Achieve
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2013-14 school district results.)	Did Not Achieve
Growth	Each year, under the state’s Growth Model the school’s mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state’s unadjusted median growth percentile.	Achieved

## ACTION PLAN

### K-4 Classrooms: Multi-Grade to Single Grade Level

In the previous charter period, students were enrolled in multi-age classes across two years of ages/grades. This resulted in classroom teachers needing to master and deliver two grade levels worth of standards to students.

In 2014-2015, Tapestry shifted away from multi-age instruction to single grade level classrooms. Rather than asking Tapestry K-4 teachers to plan curriculum and instruction across two grade levels of standards, teachers have the opportunity to develop expertise within one set of grade level standards. Thanks to a high retention rate of instructional staff in the Lower School, the 2015-16 school year saw every classroom teacher, save one, to have a second year of experience at focusing on one grade level. In 2016-17, again every classroom teacher but one (who has shifted into a Special Education role), will embark on their third year of focusing on a single grade level, deepening their experience with curriculum and standards.

## **5-8 Classrooms: Multi-Grade to Single Grade Level**

In the previous charter period, middle school teachers were assigned two grade levels. This created a structure in which teachers and students straddled standards across grades in a single year. In classrooms, students typically enrolled in 5th grade would be learning and working through both 5th and 6th grade standards—in some cases, out of the necessary sequential order.

In the 2015-16 school year, additional staff members have been hired to create consistent, grade-level teams. There are now individual teachers for each of the core subjects (ELA, Math, Science, Social Studies) at every grade level. The additional staffing allowed for the creation of a master schedule which provides grade level common planning daily, a structure absent from the schedule at times during the previous charter period. Research into best practices indicates that common planning time for teachers is a structure that yields positive outcomes for student achievement.

This increase in staffing has also allowed for a reduction in class size, from 26 to 20-21 students. A class size of 20-21 qualifies as a “small class size,” which is a best practice in education, yielding positive outcomes for students. The overall student load on a teacher also reduced from 104 to 62, allowing teachers to better focus on the needs of the students in their individual grade level.

The 2016-17 school year will provide the middle school staff the second year of this change, deepening experience and knowledge at grade levels with standards and curriculum. Additionally, we have revised our facilities in such a way to remove the 5<sup>th</sup> grade from the middle school, highlighted below, which has allowed for more teachers to “own” their physical classrooms, rather than sharing or “hot seating” across grades and content areas. More middle school teachers than ever before will now have the opportunity to teach every one of their classes in the same room without having to share the room with other teachers/classes. This will allow for teachers to leverage their environment in new ways to increase student achievement through consistent practices.

## **5<sup>th</sup> Grade: Mobile Classrooms & Homerooms**

Feedback from staff and families regarding the transition from 4<sup>th</sup> grade into 5<sup>th</sup> grade and middle school has centered on the difficulty many students encounter. This feedback on the struggle to transition into the middle school, specifically the need for students to manage multiple teachers, passing periods, and greater independence, coupled with the highest enrollment – outside of Kindergarten – of students in their first year at Tapestry - created an opportunity to adjust our program. For the first time in Tapestry’s history, during the 2016-17 school year, 5<sup>th</sup> grade will separate from the middle school and more closely align with the elementary program. With the addition of four mobile classroom spaces, we have created a 5<sup>th</sup> Grade Annex, where students will follow a “hybrid” self-contained schedule, remaining with a homeroom teacher for all instruction, visiting a specialized Math teacher for 60-minutes of math, and attending an Arts offering and Physical Education. This schedule allows teachers to build much deeper relationships with 5<sup>th</sup> grade students while providing a certified, highly-qualified teacher of mathematics who will dedicate her sole focus on the instruction of math. We are confident this structure will improve the program we

## MATHEMATICS

offer not only our 5<sup>th</sup> grade students, but also the 6<sup>th</sup>-8<sup>th</sup> grade students by opening up much needed space in our middle school.

### **K-5 Math: Tier One**

In the 2015-16 school year, Tapestry undertook curriculum shifts in math. For the first time, teachers used the NYS Math Modules and *Eureka* Math curriculum as the foundation of the curriculum, supplementing on an as needed basis according to student achievement data throughout the year. The curriculum shifts have been supported by the K-12 Math Curriculum Coordinator. Additionally, a K-5 Math Coach whose primary focus is improving math instruction across K-5, provided coaching and professional development during the day.

In 2016-17, thanks to low turnover in the K-5 teaching positions, staff will be in the second year of these curriculum shifts. Support continues to be provided to staff via the K-5 Math Coach and the K-12 Instructional Coach. Staff will undergo professional development experiences to continue attacking fluency skills at each grade level as well as the 8 mathematical practices across the program, with specific focus by grade level on standards of deficits according to NYS math results for 2015-16.

### **6-8 Math: Tier One**

With the move of 5<sup>th</sup> grade down into the lower school in the 5<sup>th</sup> grade annex freed up the classroom space necessary for grades 6-8 math teachers to “own” their own rooms – meaning they no longer shared rooms. Now, a grade-level math teacher utilizes one room for all three sections, plus the Tier 2 and Tier 3 groups. Owning the space for chart work and hanging exemplars was a high priority request for teachers entering the 2016-17 school year.

Additionally, the 2016-17 school year marks the second year of Tapestry’s shift in curriculum. For the second year, teachers will be using the NYS Math Modules as the foundation of the curriculum, supplementing on an as needed basis according to student achievement data throughout the year. Additionally, math fluency is being provided during the first period of the day - outside of the dedicated math period - increasing total Tier I math instruction by 15 minutes a day, or an anticipated 2,700 minutes over the course of the year. The curriculum shifts will continue to be supported by the K-12 Instructional Coach as well as the 6-12 Math Coach.

### **5-8 Math: Tier Two**

The 2016-17 school year marks the second year where Tapestry will have 100% of Math AIS classes scheduled during the regular instructional day taught by on grade-level math teachers. Additionally, the new structure allows for a greater flexibility in enrollment of students in Math AIS with a greater responsiveness to student needs throughout the year. This year will have specific focus on how the enrollment decisions are made, based on classroom achievement data as well as universal screening assessments. Coaches are supporting math teachers in the effective use of data to target specific skill and standard deficits during these intervention periods for our struggling math students.

### **Coaching & Support for Teachers**

Building on the increased instructional support for teachers during the 2015-16 school year, Tapestry’s Coaching Department has grown for the 2016-17 school year. Teachers will have access

## MATHEMATICS

to a K-12 Instructional Coach, K-12 Expedition Coach, K-5 Math Coach, a 6-12 Math Coach, and a K-12 ELA/Literacy Coach. Teachers will both benefit from formal Professional Development lead by coaches throughout the year, as well as teacher learning cycles/coaching cycles if and when they sign-up for coaching work. Additionally, all new staff members have been assigned a mentor to work with throughout the year. All mentors are members of the Coaching Department.

## SCIENCE

### Goal 3: Science

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

### BACKGROUND

In addition to classroom instruction, the Tapestry science program grades K-8 involves fieldwork and labs to further deepen the study of the physical and life sciences as they connect to mathematics, English Language Arts, the social sciences and the visual and performing arts. For science curriculums, the K-8 departments continued to formally map, and vertically and horizontally gap analyze the maps to ensure alignment with the Next Generation Science Standards and the New York State Science Standards, and to maintain the proper scaffolding of skills.

During the 2015-16 school year, the K-8 staff planned learning expeditions with the K-12 Instructional Coach while working throughout the year with the K-12 Expedition Coach to further develop learning expeditions to contextualize the science curriculum into compelling topics and to address the Common Core literacy skills required for content areas. This teaching method continues to give students opportunities to practice their science learning and skills in authentic experiences.

### Goal 3: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State science examination.

### METHOD

The school administered the New York State Testing Program science assessment to students in 4<sup>th</sup> and 8<sup>th</sup> grade in spring 2015. The school converted each student's raw score to performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year to score at proficiency.

# SCIENCE

## RESULTS

Tapestry met this measure. 93.3% of fourth grade students in at least their second year proficient. 58.3% of eighth grade students in at least their second year were proficient.

Charter School Performance on 2015-16 State Science Exam  
By All Students and Students Enrolled in At Least Their Second Year

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	93.3	45	NA	NA
8	58.3	36	NA	NA
All	75.8	81	NA	NA

## EVALUATION

Tapestry met this measure. 93.3% of fourth grade students in at least their second year proficient. 58.3% of eighth grade students in at least their second year were proficient. These numbers were achieved despite the highest opt our rate in Tapestry's history, especially high at 8<sup>th</sup> grade. The fourth grade results were an increase of 6.3% from the 2014-15 results. The data for the local district, Buffalo City Schools, was not available at the time of the writing of this report.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2013-14		2014-15		2015-16	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4	83	42	87	46	93.3	45
8	56	39	81.6	38	58.3	36
All	70	81	84.3	84	75.8	81

### Goal 3: Comparative Measure

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

## METHOD

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

# SCIENCE

## RESULTS

Although district data for the 2015-16 NYS Science Exam is unavailable at the time of this writing, Tapestry is confident that the school has outperformed the district on this year's assessment based on previous year's results for both Tapestry and the local district.

2015-16 State Science Exam  
Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	93.3	45	NA	NA
8	58.3	36	NA	NA
All	75.8	81	NA	NA

## EVALUATION

Although district data for the 2015-16 NYS Science Exam is unavailable at the time of this writing, Tapestry is confident that the school has outperformed the district on this year's assessment based on previous year's results for both Tapestry and the local district.

## ADDITIONAL EVIDENCE

Narrative provides a discussion of the charter school's performance in comparison to the local district in previous years.

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

Grade	Percent of Charter School Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students					
	2013-14		2014-15		2015-16	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
4	83	62	87	63	93.3	NA
8	56	29	81.6	29	58.3	NA
All	70	45.5	84.3	46	75.8	NA

## SUMMARY OF THE SCIENCE GOAL

Tapestry Charter School achieved the Absolute Measure, but we cannot determine if we achieved the Comparative Measure as the data for the local district is not yet available.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	Achieved

## SCIENCE

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

Tapestry will continue to challenge students who are prepared to extend their learning as well as keep systems in place to identify struggling learners and provide interventions to remediate gaps in student learning. Curriculum work for the summer of 2016 has included explicit inclusion of the new literacy standards for the CCLS into the science curriculum maps.

Science curriculum was gap-analyzed to the Next Generation Science Standards, and compared with item analysis of the 8<sup>th</sup> grade science assessments for the last four years. For the 2016-2017 school year, Tapestry Charter School made significant facilities change to positively impact the quality of instruction provided at the middle school levels by pushing 5<sup>th</sup> grade out of the middle school and into the K-4, now the K-5 elementary school. This positively impacts not only the 5<sup>th</sup> grade, by providing them a consistent teacher throughout the day whom will be able to weave science standards into their ELA instruction as well as during dedicated Science instruction. The change positively impacts science instruction in grades 6-8 by freeing up classroom spaces to provide science instruction to grades.

Professional Development work in the summer 2016 continued to focus on aligning curriculum vertically to eliminate any gaps that occurred due to the rotating expedition schedule in the middle school science department. This work focused entirely on the Next Generation Science Standards.

## NCLB

### Goal 4: NCLB

The school's standing will be "Good Standing" each year.

#### Goal 4: Absolute Measure

Under the state's NCLB accountability system, the school's Accountability Status is in good standing: the state has not identified the school as a Focus School nor determined that it has met the criteria to be identified as school requiring a local assistance plan.

### METHOD

Because *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 state proficiency standards. New York, like all states, established a system for making these determinations for its public schools. Each year the state issues School Report Cards. The report cards indicate each school's status under the state's No Child Left Behind ("NCLB") accountability system.

### RESULTS

Tapestry's NCLB status for 2015-16 is "Good Standing" - this measure was met.

### EVALUATION

The measure was met with a status of "Good Standing" for 2015-16. Tapestry has had a status of "Good Standing" from 2003-04 to 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
2013-14	Good Standing
2014-15	Good Standing
2015-16	Good Standing

## APPENDIX A: HIGH SCHOOL GOALS AND MEASURES

In keeping with College and Career Readiness Standards, the Institute has revised many of the high school measures.

These measures are in effect for any school that was renewed in 2013 or thereafter. (See the Institute’s 2013 Guidelines.) Only high schools with Accountability Plans based on the Institute’s 2013 Guidelines need report on the measures flagged below with the symbol “(§)” and reflecting college and career readiness standards. They *may* report on the other measures as optional measures.

The Institute encourages all high schools to report on the flagged (§) measures, as they represent the college and career readiness standards and will be the measures used in the high school’s next Accountability Period.

*Note: Add the following section following the School Enrollment section on page 4.*

## HIGH SCHOOL COHORTS

### ACCOUNTABILITY COHORT

The state’s Accountability Cohort consists specifically of students who are in their fourth year of high school after the 9<sup>th</sup> grade. For example, the 2012 state Accountability Cohort consists of students who entered the 9<sup>th</sup> grade in the 2012-13 school year, were enrolled in the school on the state’s annual enrollment-determination day (BEDS day) in the 2015-16 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 its accountability rules and cohort definitions: [www.p12.nysed.gov/accountability/](http://www.p12.nysed.gov/accountability/))

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

Fourth-Year High School Accountability Cohorts

Fourth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort’s Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30 <sup>th</sup>
2013-14	2010-11	2010	73	2	71
2014-15	2011-12	2011	80	3	77
2015-16	2012-13	2012	78	3	75

## HIGH SCHOOL GOALS: ENGLISH LANGUAGE ARTS

### TOTAL COHORT FOR GRADUATION

Students are included in the Total Cohort for Graduation also based on the year they first enter the 9<sup>th</sup> grade. Prior to 2012-13, students who have enrolled at least five months in the school after entering the 9<sup>th</sup> grade are part of the Total Cohort for Graduation; as of 2011-12 (the 2008 cohort), students who have enrolled at least one day in the school after entering the 9<sup>th</sup> grade are part of the school's Graduation Cohort. If the school has discharged students for one of the following acceptable reasons, it may remove them from the graduation cohort: if they transfer to another public or private diploma-granting program with documentation, transfer to home schooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S. or die.

#### Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	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>11</sup> (b)	Graduation Cohort (a) + (b)
2013-14	2010-11	2010	77	4	81
2014-15	2011-12	2011	76	4	80
2015-16	2013-14	2012	75	1	76

#### Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	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>12</sup> (b)	Graduation Cohort (a) + (b)
2013-14	2009-10	2009	1	1	2
2014-15	2010-11	2010	1	0	1
2015-16	2011-12	2011	2	??	??

<sup>11</sup> Number of students who had been enrolled for at least one day prior to leaving the school and who were not discharged for an acceptable reason.

<sup>12</sup> Number of students who had been enrolled for at least one day prior to leaving the school and who were not discharged for an acceptable reason

## HIGH SCHOOL GOALS: ENGLISH LANGUAGE ARTS

Include the following section under the Accountability Plan English language arts goal.

### GOAL 1: ENGLISH LANGUAGE ARTS

#### Goal 1: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 6 on the New York State Regents English exam by the completion of their fourth year in the cohort.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED PRIOR TO 2012-13

**(S)** Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career readiness standard (currently scoring 75 on the New York State Regents English exam OR fully meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED IN 2012-13 OR LATER

#### METHOD

The school administered the Regents Comprehensive Exam in English that students must pass to graduate. The school also began to administer the Common Core ELA Exam for the 2013 cohort and for students in the 2012 cohort who had not passed the earlier format. The school scores Regents on a scale from 0 to 100. The State Education Department defines the following pass levels: scoring 65 to meet the graduation requirement for a Regents diploma / 75 to meet the college and career readiness standard.<sup>13</sup> 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 the first entering class, forty-six (46) students, or 92 percent, passed the New York State English Regents exam by their fourth year. In the years that followed, with cohort groups rising in number to, eventually, approximately eighty students, the percentage reaching Level with a passing score of 65 has remained similar, while the percentage of students reaching the former Level 4 score of 85 remained in the range of approximately 25 percent. The results during the starting years of Tapestry met and safely exceeded the ELA Absolute Measure goal of 7 percent passing.

Now that attention is drawn to a new cut score measuring college and career readiness at 75, the satisfaction with a passing rate at a cut score of 65 is diminished. The updated achievement goal is to

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<sup>13</sup> The statewide adaptation of new State Standards includes incorporating college and career readiness performance standards for the English language arts exam. The state has benchmarked student ELA test performance to the likely need for remedial course work when students enter college by comparing student 3-8 test results and Regents results to their post-secondary experience at SUNY and CUNY. Besides raising the cut scores for proficiency in the 3-8 testing program, the state has begun to set college and career readiness standards for passing Regents.

## HIGH SCHOOL GOALS: ENGLISH LANGUAGE ARTS

have at least 65 percent of students earning scores of 75 or better. If a score of 75 was the cut score for the cohorts of 2008, 2009, 2010, and 2011, the results of 49 percent, 49 percent, 55 percent and 55 percent, respectively, fall short of the goal. The 2012 cohort, reached 51 percent college and career readiness, and is consistent with previous years, although the 2013 cohort has already reached 64 percent, which is a substantial advancement toward the goal of 65 percent.

English Regents Passing Rate with a Score of 65 /75  
by Fourth Year Accountability Cohort<sup>14</sup>

Cohort Designation	Number in Cohort	Percent Passing with a score of 65 /75
2010	71	<b>87/55</b>
2011	77	94/55
2012	75	89/51
2013	78	94/64

### EVALUATION

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

Now that the bar is officially raised, the school policy has shifted to reAdministration of the Regents exam for all students scoring below 75. A strong message has been communicated to students that there is a change in state and school expectations, with the aim of helping them to be more successful in college and careers. Students and families are now familiar with the common college practice of preTesting students in ELA and Math at the time of college enrollment, and requiring paid participation in nonOcredited remedial courses for any student who does not meet criteria. With new information about the higher standards, there has been an increase in students’ motivation to aim for a score of at least 75 and to reOtake the exams as necessary. The percentage reaching 75 has shown an increase. Careful twice-yearly administration of the Scholastic Reading Inventory (SRI) at all grade levels provides relevant information for students, families, and staff so that interventions can be effectively targeted for struggling students. It must be noted that school staff are, of course, honest with students that a score of 65 continues to earn them the same diploma as a score of 75.

### ADDITIONAL EVIDENCE

Acknowledging that higher standards are essential for our students’ success, throughout the 2015- 2016 year, professional development continued to be directed toward full staff engagement in the promotion of students’ literacy skills, with guidance emerging from the Common Core initiatives. In 2012O13 Tapestry High School had been included in a yearlong grant from the National Writing Project with Canisius College, which included many days of paid training for ELA staff. The teacher driven group produced an impressive school-wide plan and supporting materials designed to improve teaching practices related to written language skills. A handbook of priorities for written work was distributed to

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<sup>14</sup> Based on the highest score for each student on the English Regents exam

## HIGH SCHOOL GOALS: ENGLISH LANGUAGE ARTS

all teachers emphasizing unified effort in the teaching of writing. This tool was distributed to all students and was used as an instructional resource in English courses, while it was also referenced in every course with written requirements. As a result, Tapestry has seen gains in writing across the curriculum, evidenced primarily in regard to recent results on the document-based questions on the social studies exams.

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

Cohort Designation	2013-14		2014-15		2015-16	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2012	NA	NA	81	84/49	75	89/51
2013			NA	NA	78	94/64
2014					NA	NA
2015						

### Goal 1: Absolute Measure

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

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED PRIOR TO 2012-13

(§) Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8<sup>th</sup> grade English language arts exam will meet the college and career readiness standard (currently scoring 75 on the New York State Regents English exam OR fully meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED IN 2012-13 OR LATER

### METHOD

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

### RESULTS

Of the forty-three students in the 2012 cohort whose records from the eighth grade language arts exam were available, 8 percent passed the English Regents with a score of 65. Forty percent, reached the college and career readiness standard of 75. In examining the data for the 2013 cohort, there is a significant increase in percent passing at 65 (94 percent) and at 75 (64 percent) which is encouraging and indicative of an impressive gain over four years of instruction.

## HIGH SCHOOL GOALS: ENGLISH LANGUAGE ARTS

English Regents Passing Rate with a Score of 65 / 75 among Students Who Were Not Proficient in the 8<sup>th</sup> Grade by Fourth Year Accountability Cohort <sup>15</sup>

Cohort Designation	Number in Cohort	Percent Passing with a score of 65 /75
2010	46	87/47
2011	60	90/60
2012	43	88/40

### EVALUATION

Referencing the old Regents standard of 65, results for the 2012 cohort continued to exceed the goal of 7 percent proficiency for students who entered high school with deficient eighth grade ELA skills. The growth in literacy skills from elementary through high school years is encouraging.

### ADDITIONAL EVIDENCE

When referencing the new standard, the goal of 65 percent reaching a score of 75 or better was not reached, although the cohort of 2011 looks to have already approached the standard closely. As noted previously, students up to this time have lacked strong motivation for working hard to retake the exam in order to raise what is still a sufficient passing score for them to earn a Regents diploma by the state's own definition. The cohort of 2011 is beginning to accept the message of a higher standard necessary for success in college.

#### Goal 1: Absolute Measure

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

### METHOD

In receiving a waiver for its federal No Child Left Behind accountability system, the New York State Education Department now holds high schools accountable for making annual yearly progress towards meeting college and career readiness standards. See page 7 of SED's ESEA waiver application for the high school AMOs:

[www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver\\_REVISED.pdf](http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver_REVISED.pdf)

The AMO continues to be SED's basis for determining if schools are making satisfactory progress toward the annual goal. To achieve this measure, all tested students in the Accountability Cohort must have an Accountability Performance Level (APL) that equals or exceeds the 2015-16 English language arts AMO of **174**.

The APL is calculated by adding the sum of the percent of students in the Accountability Cohort at Levels 2 through 4 to the sum of the percent of students at Level 3 and 4. Thus, the highest possible APL is 200. The Regents exam in Comprehensive English is scored on a scale from 0 to 100; 0 to 64

<sup>15</sup> Based on the highest score for each student on the English Regents exam

## HIGH SCHOOL GOALS: ENGLISH LANGUAGE ARTS

is Level 1, 65 to 74 is Level 2, 75 to 89 is Level 3, and 90 to 100 is Level 4. The Regents Common Core Examination in English is scored on a scale from 0 to 100; 0 to 64 is level 1, 65 to 78 is level 2; 79 to 84 is level 3, and 85 to 100 is level 4.

### RESULTS

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

English Language Arts Accountability Performance Level (APL)  
For the 2012 High School Accountability Cohort

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
75	11	39	48	3

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 39 & + & 48 & + & 3 & = & 90 \\
 & & & & 48 & + & 3 & = & \underline{51} \\
 & & & & & & \text{APL} & = & 141
 \end{array}$$

### EVALUATION

In years prior to 2013 Tapestry met and exceeded the expectation set by the state for achievement in ELA. Given the changes in the definition of the Levels, the numbers of students in the desired Levels 3 and 4 have, not surprisingly, decreased. It is relevant to mention here that the definition of achievement at the passing level has changed for the school's accountability, while students continue to be held to the previous standard. Although the AMO of 141 does not meet the standard of 174, the data for the cohort of 2013 would meet the standard.

It is still true that for seniors who were already eligible for a Regents diploma, motivation to participate in retesting has been low. Students understood that the change in actual score would have virtually no personal meaning.

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

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

# HIGH SCHOOL GOALS: ENGLISH LANGUAGE ARTS

## ADDITIONAL EVIDENCE

While the state has raised the bar for all students, and students' scores between 65 and 74 are now considered by SED to be subpar, it is important not to lose sight of the impressive accomplishment of the many students in the cohort who were eligible for local diplomas, and instead earned regular Regents diplomas with scores at and above 65 in all areas. Many of these students are appropriately seeking community college programs in fields that meet their interests and the needs of the Buffalo community. There is as much dignity in the trades as there is in a four-year liberal arts degree.

### Goal 1: Comparative Measure

Each year, the percent of 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.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED PRIOR TO 2012-13

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

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED IN 2012-13 OR LATER

## METHOD

The school compares the performance of students in their fourth year in the charter school Accountability Cohort to that of the respective cohort of students in the local school district. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.<sup>16</sup>

## RESULTS

Based upon the available comparison for the 2009 and 2010 cohorts, Tapestry substantially surpassed the Buffalo Public Schools (BPS) in percent passing the English Regents. The passing percentage for Tapestry's 2011 cohort is undoubtedly also higher than the district's rate.

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

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2010	87	71	57	2534
2011	94	77	N/A	N/A
2012	89	75	N/A	N/A

<sup>16</sup> The New York State Report Card provides the district results for students scoring at or above 65.

## EVALUATION

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

It may be noted for comparison that, according to data available on [www.data.nysed.gov](http://www.data.nysed.gov) the statewide percentage of students passing the ELA Regents is 82 percent for the 2010 cohort. Tapestry's rate of passing was higher than the state average and continues to be..

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

## ADDITIONAL EVIDENCE

Continuing efforts are being made to explain to students the new and higher national standards of achievement and to engage their motivation effectively. The results of the 2011 cohorts are stronger than 2012 and appear to indicate a clearer sense of the goal of college and career readiness.

## SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL <sup>17</sup>

Tapestry High School's performance in English Language Arts has continued to earn students the Regents and local diplomas that are honored for college entrance at this time. The rate of students passing the English Regents at the college career readiness level has been steadily increasing. The graduation rate is impressive relative to statewide results, without using the local district as a comparison. Many Tapestry students who have qualified for local diplomas have surpassed that goal and earned Regents credit in ELA. As the state's standards change and the definition of the Levels is restructured, we are adjusting our practices accordingly. See Supplementary Tables for information on the SRI reading testing results that chronicle progress of students in comprehension skills across all grade levels.

Use the first summary if the Accountability Plan is prior to 2012-13; use the second if it is from 2012-13 or later.

Type	Measure (Accountability Plan Prior to 2012-13)	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents English exam by the completion of their fourth year in the cohort.	Achieved
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will did not score proficient on the New York State 8th grade English language arts exam will score at least 65 on the New York State Regents English exam by the completion of their fourth year in the cohort.	Achieved
Absolute	Each year, the Accountability Performance Level (APL) on the Regents English exam of students completing their fourth year in the Accountability	Did Not Achieve

<sup>17</sup> If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

## HIGH SCHOOL GOALS: ENGLISH LANGUAGE ARTS

	Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	
Comparative	Each year, the percent to students in the high school Accountability Cohort passing the Regents English exam with a score of 65 or above will exceed that of the high school Accountability Cohort from the local school district. (Using 2013-14 school district results.)	Achieved

### ACTION PLAN

School-wide, all departments are continually refining curriculum, assessment practices and instructional methodologies to incorporate literacy. The addition of Instructional Coaches (Literacy and Math) have allowed the ongoing reinforcement of effective teaching strategies that encourage growth in ELA skills.

Literacy teachers consult with general education teachers regularly to encourage improved practices in content classes, and they also provide direct instruction to students. As student needs have been noted for tenth grade, for 2016-17 Tapestry has separated the position of literacy specialist and ESL teacher so that appropriate focus can be placed on the reading needs of sophomores who face three regents in June. Special education teachers are available at each grade level to address the specific needs of classified students. English Language Learners receive support from a certified ESL teacher.

In addition to improved instructional practices relating to delivery of academic subject material, Tapestry also works hard to establish school culture that encourages literacy and academic achievement, and that is personally motivating. For example, four days weekly there is a twenty-minute period of Sustained Silent Reading in which all adults and students engage in supervised silent reading throughout the building. The librarian, English department members, and support staff, who assist reluctant students with book choices and book clubs, support this practice. All instruction is infused with the message of "Growth Mindset", as noted in the work of Carol Dweck which has been featured regularly in professional development and shared with students.

Designated literacy resources, including AmeriCorps members and Liberty Partnership college tutors, have been made available for individualized support for literacy instruction. These resources allow for a favorable student-to-teacher ratio in such settings as Academic Support periods, after-school resources, and Summer School programming.

Another school structure that supports ELA development is Crew. Each student meets daily in his or her Crew of ten to twelve students with a teacher leader who is part of the grade level team. The Crew leaders assist students in developing and maintaining their portfolios of work and in preparing to present those to their parents/guardians during the individual Student Led Conferences that occur at least once yearly. Results of the Scholastic Reading Inventory are analyzed in the grade level teams and then shared with students and their parents/guardians. The SRI is administered twice yearly to measure growth in proficiency as measured by Lexile level competence. Teachers in all subjects are made aware of students' levels, and are guided in choosing course reading material accordingly. The Tapestry program includes high expectations of achievement as well as high levels of personal support to reach those expectations. Students cooperate with this expectation and appear to understand their accountability for personal growth.

In addition, there have been changes made in administering Regents preparatory instruction to

## HIGH SCHOOL GOALS: ENGLISH LANGUAGE ARTS

students in grades 9 to 11. The English department has organized a plan to increase the amount of data collected and analyzed through the eDoctrina program. Students have been given benchmark assessments at different stages of the school year. As a department, this data has been analyzed and modifications to whole group and individual instruction made accordingly.

To address the emphasis of AMO and Common Core, students in grades 9 to 11, in January 2016, took the June 2015 ELA Common Core exam as a practice experience and benchmark examination. The English department analyzed data and created a needs assessment to adapt instruction. An additional benchmark was administered on the additional "regents day" of June 1, 2016, to grades 9 and 11 to determine gains and provide valuable data for the following year's instruction. With additional emphasis placed on benchmark data, teachers and students will be provided appropriate information to help ensure needs are met.

Students in grade 11 took the June 2016 Common Core exam in late June. Any student in grade 11 not achieving a college and career readiness score of 7 is encouraged to take the Common Core exam again although June regents results were very encouraging for the cohort of 2013, with a much higher percentage of students earning college and career ready scores than ever before: 68 percent earned scores over 75 and 33 percent earned scores over 85!

## HIGH SCHOOL GOALS: MATHEMATICS

Include the following section under the Accountability Plan mathematics goal.

### GOAL 2 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.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED PRIOR TO 2012-13

**(S)** Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career readiness standard (currently scoring 80 on a New York State Regents math exam OR fully meeting Common Core expectations on the Regents Algebra I (Common Core) exam) by the completion of their fourth year in the cohort.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED IN 2012-13 OR LATER

#### METHOD

The school administered the New York State Regents Algebra I (Common Core), Geometry, Geometry (Common Core), Algebra 2/Trigonometry, and/or Algebra II (Common Core) exams. The school scores Regents on a scale from 0 to 100. The State Education Department defines the following pass levels: scoring 65 to meet the graduation requirement for a Regents diploma / scoring 80 or fully meeting Common Core expectations to meet the college and career readiness standard.<sup>18</sup> This measure requires students in each Accountability Cohort to achieve the requisite score on any one of the Regents mathematics exams by their fourth year in the cohort. Students may have taken a particular Regents mathematics exam multiple times or have taken multiple mathematics exams. Students have until the summer of their fourth year to pass a mathematics exam.

#### RESULTS

Tapestry Charter School entered the first class of ninth grade high school students in September 2006. Over the years the accountability goal for math achievement had been exceeded consistently, with students understanding that a score of 65 was acceptable for earning a Regents diploma by SED's own standard.

If the same cut-off for Regents passage was used, 92 percent, of the seventy-five (75) students in the 2012 cohort passed the math exam at a level sufficient to earn a Regents diploma. If one uses the college and career standard for measuring success, twenty (20) students, or 27 percent, reached the

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<sup>18</sup> The statewide adaptation of the revised State Standards includes incorporating college and career readiness performance standards for the English language arts exam. The state has benchmarked student mathematics test performance to the likely need for remedial course work when students enter college by comparing student 3-8 test results and Regents results to their post-secondary experience at SUNY and CUNY. Besides raising the cut scores for proficiency in the 3-8 testing program, the state has begun to set college and career readiness standards for passing Regents.

## HIGH SCHOOL GOALS: MATHEMATICS

desired level of 80. While not at an acceptable level, these outcomes show growth from previous years.

### Mathematics Regents Passing Rate with a Score of 65/80 by Fourth Year Accountability Cohort<sup>19</sup>

Cohort Designation	Number in Cohort	Percent Passing with a score of 65 / 80
2010	71	<b>96/13</b>
2011	77	97/25
2012	75	92/27

## EVALUATION

While it is admirable for New York State to pursue a “college and career readiness standard,” there is an inconsistency between the New York State graduation requirement of a 65 percent and this higher standard. As a result, there are many students who score between 65 and 79 percent but do not attempt to retake these math exams for a higher score. Often times, teachers’ desires for students to work to improve their scores do not provide sufficient motivation for students to retake exams they have already passed at a level necessary for graduation and even college admission. Until the New York State graduation requirements are changed to reflect this college and career readiness goal, it is unlikely that many students in this category will be motivated to challenge their exam to earn a higher score.

With that said, 92 percent of students in the 2012 cohort passed their Regents examination in math at the level required for graduation. Five students with special needs were earning local diplomas with scores between 55 and 64 after multiple attempts at the test.

As student and staff mindsets shift to reflect these college and career readiness goals, the school policy will also shift for future cohort groups. Re-testing will be encouraged for all students scoring below 80 percent. A message has been communicated to students, parents, and teachers that there is a change in state and school expectations with the aim of helping them to be more successful in college and careers. They are now familiar with the common college practice of pre-testing entering college students in ELA and Math, and requiring paid participation in non-credited remedial courses for any student who does not meet criteria. With new information about the higher standards, students are expected to be more motivated to aim high and to re-take the exams as necessary.

## ADDITIONAL EVIDENCE

During the last few school years, the courses offered at Tapestry High School have shifted to reflect the needs of our students and to aid in the quest to prepare them for college and career readiness rather than a minimal passing standard. For the third year in a row, the vast majority of students entering Tapestry High School as freshmen will be placed in a one-year pre-algebra course that is focused on building those foundational skills necessary for success. This better prepares students to take the Common Core Algebra 1 course and allows them to find success on the Regents exam at the end of their sophomore year. This provides the best avenue for teaching the foundational skills that students are

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<sup>19</sup> Based on the highest score for each student on the Mathematics Regents exam

## HIGH SCHOOL GOALS: MATHEMATICS

lacking.

To provide historical perspective of Tapestry's course configurations, for the entering group of freshmen in the cohort of 2007, the year of the initiation of Integrated Algebra (away from Math A/B), Tapestry placed almost all students in the one-year math class with an expectation of readiness for the Regents in June of freshman year. The rates of passage with a cut score of 65 were disappointing, and the students who failed were scheduled for summer school or a second year of Algebra until they reached at least 65. Students who passed with 65 in ninth grade were generally moved on to Geometry, although it was noted that their foundation of mathematics was poor, and the rates of passing Geometry in sophomore year were lower than Integrated Algebra.

The Math Department noted that the passing score of 65 was reflective of an absolute earned score of less than 40 percent of the material included in the Integrated Algebra Regents exam, using the conversion charts provided by the state. Given this poor foundation, it was no wonder that students were not successful in the higher levels of Regents math, even if they had "passed" the exam at a level adequate to earn Regents diploma. In addition, the act of taking course for the whole year only to fail the final exam at the end of the year made students feel disheartened, unsure of their mathematics ability and unmotivated to take subsequent math courses when anticipating similar outcome.

With this in mind, freshmen entering in 2011 were screened for math competence, and one section (of four) was designated for a two-year Algebra program. With this course, students were expected to take the Regents at the end of tenth grade instead of ninth. Still not satisfied with the rate of mastery however, it was decided that the cohort of 2012 would be screened more stringently and that the five sections of Integrated Algebra would include only two sections of one-year Algebra leading to a ninth grade Regents, while three sections would experience a foundation year with the Regents planned for the end of tenth grade. When those students reached their sophomore year, the cohort of 2012 did have a higher rate of college and career readiness level than any previous year (27 percent). However, this was the final year of the Integrated Algebra examination before the transition to the Common Core Learning standards began. Anticipating the changes associated with a new curriculum, and still not being satisfied with the results, for the entering cohort of 2013, the schedule included only one class of one-year Common Core Algebra, with the remaining four sections of Algebra to be taught over two school years.

The majority of students in the 2011 cohort took the Common Core Algebra exam in June 2015. This is an exam that has been mired in controversy regarding its implementation and the subsequent exam. For example, New York City schools tested out the new Common Core Algebra 1 exam in June 2014 with miserable results: only 46 percent of freshmen that took the test passed, and June 2015 scores were expected to be similar.

Despite the struggles that districts across the state are having with the Common Core Algebra exam, the percentage of Tapestry sophomores that earned at least a 65 percent exceeded that which occurred after New York City's initial implementation of this exam. The 2011 cohort, who was the first class to take the Common Core Algebra exam as sophomores, had 63 percent of students pass with a score of 65 and 5 percent of students pass with score of 80 percent after tenth grade, rising to 80 percent earning 65 and 12 percent earning an 80 after eleventh grade. Of the 2011 cohort, already 81 percent have reached 65 and 12 percent have reached 80 on the Common Core exam at the end of tenth grade, which is a substantial improvement over their peers one year older. Students who have not yet performed at the level of mastery necessary to graduate from high school will be provided remedial and

## HIGH SCHOOL GOALS: MATHEMATICS

enrichment opportunities to target missing skills and prepare them for future success on this exam. These passing rates can be found in the table below.

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

Cohort Designation	2013-14		2014-15		2015-16	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2012	84	82/27	81	88/27	75	92/27
2013			80	63/5	78	86/9
2014			83	10/1	78	81/12
2015					82	1/1

### Goal 2: Absolute Measure

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

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED PRIOR TO 2012-13

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

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED IN 2012-13 OR LATER

### METHOD

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

### RESULTS

Of the forty-six students in the 2012 cohort whose records from the eighth grade mathematics exam indicate that they were not proficient in the eighth grade, 85 percent of them passed the Integrated Algebra Regents exam with a score of 65. Twenty percent of them reached the college and career readiness standard of 80.

Mathematics Regents Passing Rate with a Score of 65 / 80 among Students Who Were Not Proficient in the 8<sup>th</sup> Grade by Fourth Year Accountability Cohort <sup>20</sup>

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<sup>20</sup> Based on the highest score for each student on the Mathematics Regents exam

## HIGH SCHOOL GOALS: MATHEMATICS

Cohort Designation	Number in Cohort	Percent Passing with a score of 65 /80
2010	58	97/9
2011	45	96/16
2012	46	85/20

### EVALUATION

Referencing the old standard, results exceeded the goal. When referencing the new standard of 80, a goal of 65 percent success was not reached. As noted previously, the reported cohorts lacked adequate motivation for retaking the exam after freshman or sophomore year in order to raise what was a sufficient passing score to earn a Regents diploma by the state's own definition.

While there is a negligible drop in the percent passing with a score of 65 when compared to previous years, as shown in the table above, there was a continued increase in those who performed at the college and career readiness level when compared to the 2010 cohort. This is perhaps attributable to the structural changes that have made to provide students who struggled in eighth grade with the foundational algebra skills they need to be successful.

### ADDITIONAL EVIDENCE

During the 2013-14 school year, there was a change in the state system of storing exam scores, and many more of the grade 8 results became available. As compared to only 28 records available for the 2009 cohort group, the current 2010 cohort group has records available for 59 students. It should be noted, however, that of those 59 available scores of students now entering sophomore year, only three students reached a level 3 reflective of mastery, and not one student earned a score at level 4.

Given that students are not appearing highly ready for high school level math work when they enter in the ninth grade, the accomplishment of such growth is a true testament to the hard work of Tapestry teachers. It also highlights the effectiveness of the structures that have been put in place to ensure student success.

#### Goal 2: Absolute Measure

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

SAME FOR ALL SCHOOLS

### METHOD

In receiving a waiver for its federal No Child Left Behind accountability system, the State Education Department now law holds high schools accountable for making annual yearly progress towards meeting college and career readiness standards. See page 7 of SED's ESEA waiver application for the high school AMOs:

[http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver\\_REVISED.pdf](http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver_REVISED.pdf)

The AMO continues to be SED's basis for determining if schools are making satisfactory progress toward the annual goal. To achieve this measure, all tested students in the Accountability Cohort

## HIGH SCHOOL GOALS: MATHEMATICS

must have an Accountability Performance Level (APL) that equals or exceeds 2015-16 mathematics AMO of 159.

The APL is calculated by adding the sum of the percent of students in the Accountability Cohort at Levels 2 through 4 to the sum of the percent of students at Level 3 and 4. Thus, the highest possible APL is 200. The Regents exams are scored on a scale from 0 to 100; 0 to 64 is Level 1, 65 to 79 is Level 2, 80 to 89 is Level 3, and 90 to 100 is Level 4. The Regents Common Core exams in mathematics are scored on a scale from 0 to 100; 0 to 64 is level 1; 65 to 73 is level 2, 74 to 84 is level 3, and 85 to 100 is level 4.

### RESULTS

Based upon the AMO set this year in the state's NCLB accountability system, Tapestry High School's Accountability Performance Level (APL) did not meet the objective. However, the APL of 150 is substantially higher and much closer to the goal of 154 than previous years. Results are encouraging.

Mathematics Accountability Performance Level (APL) For the 2012 High School Accountability Cohort				
Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
75	9	32	51	8

PI	=	32	+	51	+	8	=	91
				51	+	8	=	<u>59</u>
						APL	=	150

### EVALUATION

In past years Tapestry had met and exceeded the expectation set by the state for achievement in mathematics. Given the changes in the definitions of the Levels to a more challenging cut-off, the numbers of students in the desired Levels 3 and 4 had naturally decreased.

In examining those who earned Level 1, it is noted that all the students in Level 1 are all eligible for local diplomas by virtue of their disability classifications. They have been granted local diplomas and have already pursued enrollment in community college programs.

For seniors who were already eligible for a Regents diploma, and had earned a score between 65 and 79, now-Level 2, motivation to participate in retesting was low. They understood that the change in actual score would have virtually no personal meaning and were unmotivated to do so.

In terms of the school's motivation to improve scores in the future, the onset of the Common Core Learning standards has sparked a renewed sense of importance for staff to push students to this higher level. This new initiative has helped to provide a solid rationale for the need for all students to be ready for college and to avoid them having to take remedial math courses. As former Tapestry graduates visit our students via "Senior Comeback Days" and our current students visit local colleges, the message of needing these higher scores is reinforced. The message to students and parents is being communicated in a variety of settings, including our Crew advisory groups, Math classes, Student Led Conferences, evening Family College Night meetings, and guidance meetings.

## HIGH SCHOOL GOALS: MATHEMATICS

As noted in the previous section, the Math Department spearheaded a “Year of Math” initiative for 2015 – 201 and recommended a major shift in the structure of the curriculum. A Math Coach been in place this past year to help with this transition and has led regular professional development with all staff, initiating enjoyable math activities into the daily Crew periods. Building a stronger foundation in the fundamentals of algebra over a two-year course is also likely to produce students who are more successful with the demonstration of math skills.

### ADDITIONAL EVIDENCE

Improvements in performance have been noted in the steady growth of the APL over the last few years. The most recent administration of the Algebra Common Core exam to sophomores of cohort 2014 was Tapestry’s best yet, with 85 percent of students already passing the exam with 65.

#### 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.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED PRIOR TO 2012-13

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

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED IN 2012-13 OR LATER

### METHOD

The school compares the performance of students in their fourth year in the charter school Accountability Cohort to that of the respective cohort of students in the local school district. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.<sup>21</sup>

### RESULTS

Based upon the past comparisons for graduating cohorts, Tapestry substantially surpassed the Buffalo Public Schools (BPS) in percent passing Mathematics Regents. The passing percentage for Tapestry’s 201 cohort has remained relatively stable and is undoubtedly also higher than the district’s rate.

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

Cohort	Charter School	School District
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<sup>21</sup> The New York State Report Card provides the district results for students scoring at or above 65.

## HIGH SCHOOL GOALS: MATHEMATICS

	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2010	96	71	67	2534
2011	97	77	N/A	N/A
2012	92	75	N/A	N/A

### EVALUATION

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

It may be noted for comparison that, according to data available on [www.data.nysed.gov](http://www.data.nysed.gov) the statewide percentage of students passing the Mathematics Regents has been lower than Tapestry's rate of passing.

### ADDITIONAL EVIDENCE

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

### SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL <sup>22</sup>

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

Type	Measure (Accountability Plan Prior to 2012-13)	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents mathematics exam by the completion of their fourth year in the cohort.	Achieved
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will did not score proficient on the New York State 8th grade mathematics exam will score at least 65 on a New York State Regents mathematics exam by the completion of their fourth year in the cohort.	Achieved
Absolute	Each year, the Accountability Performance Level (APL) on the Regents English exam of students completing their fourth year in the Accountability	Did Not Achieve

<sup>22</sup> If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

## HIGH SCHOOL GOALS: MATHEMATICS

	Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	
Comparative	Each year, the percent to students in the high school Accountability Cohort passing a New York State Regents mathematics exam with a score of 65 or above will exceed that of the high school Accountability Cohort from the local school district. (Using 2013-14 school district results.)	Achieved

### ACTION PLAN

In targeted Teacher Learner Cycle sessions with the Math Department and the principal during the last several years, implementation of Common Core Math Standards and the new College and Career Readiness goals were discussed. Methods of data analysis were discussed and a system for continuing to administer and monitor interim assessments was established for use in 2015-16.

While there is still much work to be done, the Math Department attributes improved scores to the foundational pre-algebra course that the majority of students took their freshman year. As a result, they recommended that the emphasis for the 2015 – 2016 school year should continue to build a strong two-year foundation of algebra skills. In 2015-16, there were four classes of pre-algebra offered during students' ninth grade year with all students taking the Common Core Algebra 1 exam at the end of their sophomore year. Incoming freshman are only placed in the sophomore level course that culminates in the Regents exam if they have already taken a pre-algebra course in middle school and can demonstrate a level of mastery on state and local assessments. The majority of students will be in pre-algebra freshman course and take Common Core Algebra 1 the following year.

Another structural change that will aid in helping all students to find success in algebra is the teacher looping that began during the 2014 – 2015 school year. With this structural change, the teacher from the pre-algebra course instructed the same students the subsequent year in their Common Core Algebra 1 course. (Unfortunately, for the purpose of this plan, the teacher who looped up to tenth grade left on maternity leave in the spring, although the Math Coach served effectively as her sub until the end of the year.) Having the same teacher two years in a row will promote consistency throughout the courses and allow the teacher to begin the school year with a strong grasp of individual students' strengths and weaknesses. By keeping the children and the teacher together as the class is promoted to Common Core Algebra 1, there is increased continuity and more in-depth relationships between the teacher and the students. The long-term relationships that develop through looping have been shown to support student learning.

Another final structural change that will better prepare teachers to teach the Common Core Learning Standards is the addition of a high school math coach. This high school math coach will assist teachers in finding the effective teaching methods, tools and techniques necessary to teach mathematics at a college and career readiness level. This person will lead professional development for teachers and refine the curriculum to ensure teachers' maximum effectiveness. This will help to facilitate student understanding at the point of instruction and serve as another avenue to ensure that students are college and career ready.

This Math Coach spearheaded the "Year of Math" initiative to change student and teacher attitudes about mathematics. Upbeat math-oriented professional development for all staff was provided beginning in early September and continued throughout the year. On a weekly basis, students and teachers in grade 9 to 12 engaged in critical thinking and problem solving puzzles in their crew classes in order to begin to

## HIGH SCHOOL GOALS: MATHEMATICS

gain skills in algebraic foundations such as inductive reasoning, variables, proportional reasoning and functions. While students gained comfort, so did teachers as they modeled a positive adult struggle with math in an enjoyable context. Data will be collected to show changes in student and teacher attitudes about mathematics and conceptual development. By changing teacher and student attitudes, more students are expected to challenge themselves to perform at a level deemed college and career ready. A similar full school effort to increase reading and writing skills in 2013 was found to be successful in improving students' skills in those areas.

## HIGH SCHOOL GOALS: SCIENCE

Include the following section under the Accountability Plan science goal.

### GOAL 3: 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 schools administer multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry and Physics. The school administered Living Environment, Earth Science, and Physics. It scores Regents on a scale from 0 to 100; students must score at least 65 to pass. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort. Students may have taken a particular Regents science exam multiple times or have taken multiple science exams. Students have until the summer of their fourth year to pass a science exam.

#### RESULTS

Tapestry Charter School entered the first class of ninth grade high school students in September 2006. In each year since 2006-2007, students have taken Science Regents exams, and approximately ninety percent or more have graduated with a score of 65 or more on at least one of them. Positive results have continued consistently.

Science Regents Passing Rate with a Score of 65  
by Fourth Year Accountability Cohort<sup>23</sup>

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2010	71	90
2011	77	95
2012	75	91

#### EVALUATION

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

#### ADDITIONAL EVIDENCE

Achievement on Science Regents exams has been relatively stable since the school opened. During the last three years, additional minutes of instruction were added, and the department aimed to provide

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<sup>23</sup> Based on the highest score for each student on any science Regents exam

## HIGH SCHOOL GOALS: SCIENCE

greater consistency between class and lab instruction. In 2012-13 an additional certified science teacher was added to the staff, allowing for smaller class sizes in the core freshmen and sophomore science offerings of Living Environment and Earth Science.

While maintaining a strong value for project based, inquiry instruction, in keeping with Tapestry's Expeditionary Learning model of instruction, substantial professional development has continued for all staff to incorporate the effective use of literacy strategies, including text based writing and close reading; tools to improve the use of interim assessments; and maintaining effective behavior management with utilization of classroom consistencies.

It should be noted that Tapestry has continued to expand the offerings for STEAM instruction (Science-Technology-Engineering-Arts-Mathematics) and in so-doing increased student interest in the field of science generally. All STEAM elective courses, which are run in 12-week trimester sessions, are tied to careers in the field, with an emphasis on local opportunities. These courses allow for the featuring of local experts and tie-ins to field work and local context, while being taught by Tapestry teachers who are especially enthused about their particular course offering. The addition for 2016-17 will be the closer connection between the Math elective offerings and the STEAM program, thereby contextualizing the math instruction to a greater extent than has been done in the past. A grant has also allowed for the addition of a sophisticated bank of computers and the addition of a CAD/Computer Assisted Drafting course for 2016-17, supported by availability of more instruction in technology generally.

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

Cohort Designation	2013-14		2014-15		2015-16	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2012	84	79	81	90	75	91
2013	83	76	80	76	78	83
2014			83	58	78	62
2015					82	69

### Goal 3: Comparative Measure

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

### METHOD

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

### RESULTS

Tapestry Charter High School has substantially surpassed the Buffalo Public School (BPS) in percent passing Science Regents for the 2009 and 2010 cohorts. The percentage of passing for Tapestry's 2011 cohort is even higher than past years, and is undoubtedly higher than the district's rate.

## HIGH SCHOOL GOALS: SCIENCE

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

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2010	90	71	65	2534
2011	95	77	NA	NA
2012	91	75	NA	NA

### EVALUATION

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

It may be noted for comparison that, according to data available on [www.data.nysed.gov](http://www.data.nysed.gov) the statewide percentage of students passing Science Regents is lower than Tapestry's rate of passing.

### ADDITIONAL EVIDENCE

Results for the 2013 cohort are already exceeding the accountability goal and typical BPS levels.

## HIGH SCHOOL GOALS: SOCIAL STUDIES

Include the following section as a separate Accountability Plan subject area goal following the science section.

### GOAL 4 SOCIAL STUDIES

#### Goal 4: Social Studies

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

#### Goal 4: Absolute Measure

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

### METHOD

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

### RESULTS

Tapestry Charter School entered the first class of ninth grade high school students in September 2006. In each year since 2008-2009, junior level students have taken U.S. History Regents exams, with approximately ninety percent passing with a score of 65 or more. The current graduates included 16 percent earning "local diplomas" that do not require scores of 65 or better on all required Regents.

U.S. History Regents Passing Rate with a Score of 65  
by Fourth Year Accountability Cohort<sup>24</sup>

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2010	71	90
2011	77	92
2012	75	87

<sup>24</sup> Based on the highest score for each student on science Regents exam

# HIGH SCHOOL GOALS: SOCIAL STUDIES

## EVALUATION

Tapestry has consistently exceeded the established goal of exam success for at least 75 percent of graduating seniors on the U.S. History Regents exam. No student has been limited from earning a Regents diploma because of achievement on this exam alone. All of the students who ended senior year with a score at the local level were classified by the Committee on Special Education or served with an Accommodation Plan through Section 504 of the American's with Disabilities Act. Impressively, there are no students in the upcoming 2013 cohort who require remediation for this exam in order to be eligible to graduate.

## ADDITIONAL EVIDENCE

Achievement on the U.S. History Regents exam has remained relatively stable through the years it has been administered to juniors at Tapestry. Results for the cohort of 2013 indicate the strongest results in years, with 90 percent of students passing before the start of senior year.

Professional development has been provided for the Social Studies Department encouraging the effective use of instructional literacy strategies, interim assessments, and effective behavior management and student engagement strategies.

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

Cohort Designation	2013-14		2014-15		2015-16	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2012	NA	NA	81	86	75	87
2013			NA	NA	78	90
2014					NA	NA
2015					NA	NA

### Goal 4: Comparative Measure

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

## METHOD

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

## RESULTS

Tapestry Charter High School has substantially surpassed the Buffalo Public School (BPS) in percent passing the U.S. History Regents for all previous years. The passing percentage for Tapestry's 2012 cohort reflects stability over the last few years and is undoubtedly higher than the district's rate.

## HIGH SCHOOL GOALS: SOCIAL STUDIES

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

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2010	90	71	57	2534
2011	92	77	NA	NA
2012	88	78	NA	NA

### EVALUATION

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

It may be noted for comparison that, according to data available on [www.data.nysed.gov](http://www.data.nysed.gov) the statewide average percentage of students passing the U.S. History Regents is lower than Tapestry's rate of passing.

### ADDITIONAL EVIDENCE

Results for the 2013 cohort are already above 90 percent, well exceeding the accountability goal and typical BPS levels.

#### Goal 4: Absolute Measure

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

### METHOD

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

### RESULTS

Tapestry Charter School entered the first class of ninth grade students in 2006, and administered the Global History Regents to that group in June 2008. Approximately 90 percent passed the Regents exam before graduating. Since that first group the rate of passing this exam has remained relatively steady, consistently exceeding 80 percent.

### Global History Regents Passing Rate with a Score of 65

## HIGH SCHOOL GOALS: SOCIAL STUDIES

### by Fourth Year Accountability Cohort<sup>25</sup>

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2010	71	87
2011	77	86
2012	75	81

### EVALUATION

Tapestry has consistently exceeded the established goal of exam success for at least 75 percent of graduating seniors on the Global History Regents exam. All of the students who ended senior year with a score at the local level were classified by the Committee on Special Education or were served by an Accommodation Plan through Section 504 of the American's with Disabilities Act. Impressively there are no students in the upcoming 2013 cohort who require remediation for this exam in order to be eligible to graduate.

### ADDITIONAL EVIDENCE

Achievement on the Global History Regents exam has remained relatively stable through the years it has been administered to sophomores at Tapestry. As mentioned in the section on U.S. History, professional development has been provided for the Social Studies Department encouraging the effective use of instructional literacy strategies, interim assessments, and effective behavior management and student engagement strategies. Particular benefit has been noted from the increased emphasis on the teaching of non-fiction writing skills, with production of higher quality DBQs.

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

Cohort Designation	2013-14		2014-15		2015-16	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2012	84	62	81	81	75	81
2013			80	81	78	87
2014					78	62
2015					NA	NA

### Goal 4: Comparative Measure

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

### METHOD

The school compares the performance of students in their fourth year in the charter school **high school Total Cohort** to that of the respective cohort of students in the local school district. Given

<sup>25</sup> Based on the highest score for each student on science Regents exam

## HIGH SCHOOL GOALS: SOCIAL STUDIES

that students may take Regents exam up through the summer of their fourth year, the school presents most recently available district results.

### RESULTS

Tapestry Charter High School has substantially surpassed the Buffalo Public School (BPS) in percent passing the Global History Regents for previous cohorts. The passing percentage for Tapestry's 2012 cohort reflects stability over the last few years, and is undoubtedly higher than the district's rate.

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

Cohort	Charter School		School District	
	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort
2010	86	71	57	2534
2011	86	77	NA	NA
2012	81	75	NA	NA

### EVALUATION

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

It may be noted for comparison that, according to data available on [www.data.nysed.gov](http://www.data.nysed.gov) the statewide average percentage of students passing the Global History Regents is lower than Tapestry's rate of passing.

### ADDITIONAL EVIDENCE

Results for the 2013 cohort are already above eighty-five percent, exceeding the accountability goal and typical BPS levels.

## HIGH SCHOOL GOALS: COLLEGE PREPARATION

Include the following section as a separate Accountability Plan goal following the NCLB goal.

### GOAL 5 HIGH SCHOOL GRADUATION

#### 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 cohort will earn a Regents or Advanced Regents diploma.

#### Goal 5: Absolute Measure

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

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED PRIOR TO 2012-13

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

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED IN 2012-13 OR LATER

#### METHOD

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

#### PROMOTION REQUIREMENTS:

- Students are required to take four years each of English and Social Studies, and are expected to take four years of Math and Science, though only three years of Math and Science are formally required by NYS Commissioner's Diploma Requirements.
- Math options have included Integrated Algebra (taken as a one or two-year course), Geometry, Applied Geometry, Algebra 2/Trigonometry, Financial Math, Pre-Calculus, and Calculus. (Math A B sequence has not been offered since 2009.) Additional offerings are being added in 2016-17 to coordinate math with science within the STEAM Program as described earlier in this report.
- Science course options include Regents Living Environment, Regents Earth Science, Chemistry, Physics, and STEAM Electives..

## HIGH SCHOOL GOALS: COLLEGE PREPARATION

- Students are required to take at least one year of Spanish/LOTE, though they are encouraged to continue for at least three years, through the exam required for the Advanced Regents level. Starting in 2016-17, Tapestry's senior Spanish teacher has been approved by Buffalo State College to offer a college credit bearing course o location at Tapestry.
- Arts courses (Visual Art, Music, Theatre) have been offered as a requirement for a half credit in both ninth and tenth grade. variety of Art electives are available in eleventh and twelfth grades for a full credit yearly. Unless a student is scheduled for academic electives, including the Honors Program Seminar, students are automatically scheduled for art yearly, typically going beyond the one NYSED required credit to three.
- Physical Education is required to be taken for 1/2 credit yearly, and Health is required for 1/2 credit, offered in junior year.
- All students are required to take Crew for 1/2 credit yearly. This small advisory group structure includes introduction to occupations and college advisement, discussion of problem solving and personal life choices, discussion of social relations and community discipline structures, and participation in community service structures. It is in Crew that students maintain their academic portfolios and prepare for the defense of their grade level promotions in and graduation from high school.

## RESULTS

Given the rigorous academic expectations that are reinforced at the time of high school enrollment and throughout the school year, and the strong program of academic support that is provided for students to reach those expectations, course passage necessary for promotion is expected for all students at least by the end of the Summer School Program. Even if a Regents examination has not been passed for a particular course, it is possible to have earned course credit for that course. In summers of 2011 through 2016 it has been possible for students to take up to three summer school courses through Tapestry Summer School Program and/or prepare for up to two failed Regents exams through the Buffalo Public Schools.

Percent of Students Promoted by Cohort in 2015-16

Cohort Designation	Number in Cohort	Percent promoted
2012	75	100
2013	78	100
2014	78	97
2015	82	100

OR

Percent of Students in First and Second Year Cohorts  
Earning the Required Number of Credits in 2015-16

## HIGH SCHOOL GOALS: COLLEGE PREPARATION

Cohort Designation	Number in Cohort	Percent promoted
2014	78	97
2015	82	100

### EVALUATION

The goal of course promotion and credit accumulation is being met at a high level, substantially exceeding the 75 percent expected measure. Tapestry Charter High School students consistently pass courses through a combination of positive work and lots of staff support. Parents/guardians are provided with regular feedback through consistent Crew leader availability by phone and email, home mailing of progress/report cards six times yearly, and expected parent attendance at Student Led Conferences at least once yearly in all grades. Parents/guardians are persistently invited to engage as partners in their child's education and they accept the invitation at a very high rate. In the 2015-16 year, 28 families completed Student Led Conferences out of the 29 families enrolled, equating to a 95 percent rate of personal family attendance. Resources for further instruction are readily offered to students and their families when learning lags are noticed, so there is no excuse for failure.

### ADDITIONAL EVIDENCE

A consistent pattern of course success has been noted, with a high level of engagement in summer program offerings. Tapestry's summer course recovery and Regents preparation program has been offered since 2010 for credit recovery in such courses as English 9, 10, and 11, Global History 9 and 10, Integrated Algebra, and Living Environment. Students are also referred to the Buffalo Public School Summer Program for Regents exam preparation in English, Global History, US History, Living Environment, Earth Science, Integrated Algebra, Common Core Algebra I, and Geometry.

During the summer 2016, there were 113 students involved in some academic summer programming, including attendance at Tapestry's program, coordinated with Health Science Charter School on location at Tapestry, and/or in Regents preparation in Buffalo Public School. A few additional students attended one-day preparation for a repeat of their sophomore Passage Portfolio requirement. During the summer of 2015, the numbers had been similar (i.e., 126 students in summer school).

#### Goal 5: Absolute Measure

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

### METHOD

This measure serves as a leading indicator of the performance of high school cohorts and examines their progress towards graduation based on Regents exam passage. The measure requires that 75 percent of students in each cohort have passed at least three Regents exams by their second year in the cohort. In August of 2016, the 2014 cohort will have completed its second year.

### RESULTS

Tapestry fundamentally questions this measure and would suggest that it is unnecessarily discouraging to predict that students without three passing Regents at the end of sophomore year are predicted not to graduate. Of course results in this section are a positive indication of students' progress toward

## HIGH SCHOOL GOALS: COLLEGE PREPARATION

Regents diplomas, though Tapestry’s administration is not concerned that the results for the 2012 cohort are lower than 75 percent. As indicated each year, Tapestry High School takes pride in accepting students with weak skills and transforming them into students who graduate. It takes persistence and time.

Percent of Students in their Second (and Third) Year Passing Three Regents Exams by Cohort

Cohort Designation	Number in Cohort	Percent Passing Three Regents
2012	84	67(83)
2013	80	59(95)
2014	78	50(NA)

### EVALUATION

In the 2008009 Accountability Progress Report, it was stated that Tapestry fully expected the percentage of the 2007 cohort who had passed three Regents to rise significantly by the end of their third year. Indeed, by summer 2010, the percent of the 2007 cohort passing three Regents did rise from 7 percent to 9 percent, including all students served by special education services. Similarly, in each year since then, the number of students passing three Regents has gone up dramatically, students have remained enrolled at the school, and the graduation rates remain strong.

The rate for the 2011 cohort, that just completed sophomore year, is now at only 50 percent. In spite of this number not reaching the goal set by CSI, Tapestry staff has complete confidence that students will ultimately be successful with reaching graduation goals. In the previous year’s group, the cohort of 2011 had only 5 percent passing three Regents by the end of sophomore year, while that group is now emerging as one of the most successful that Tapestry has had, with 9 percent now passing three Regents, and most all five Regents, in spite of 20 students (25 percent) being formally identified through qualification for CSE, 504, or ESL services.

These results rather accurately reflect the struggle that many Tapestry students have upon entering high school. Tapestry has typically entered approximately 40 percent of its students from the Buffalo Public Schools, which are chronically underperforming. The measures of students’ reading upon entry reveal a significant portion of children who are below grade level. In the recent cohort groups, the majority of the entering students measured below proficient on the Scholastic Reading Inventory at the time of their intake. Based upon the available results of the NYS Grade 8 testing for the cohort of 2015, 88 percent of the Tapestry entrants scored below mastery at Levels 1 and 2 for ELA and 9 percent scored below mastery for Math before entering high school.

At Tapestry it is believed that a quality educational experience is not a function of speed or negative pressure. Hard work and perseverance will translate into achievement and graduation. This belief is strongly communicated to students and families, and it pays off over time. Several students have been applauded for passing the Integrated Algebra and/or Global exam on their fourth or fifth try.

Tapestry communicates a clear expectation that students will pass Regents exams, and students and their families respect this expectation. The school offers many resources for continued Regents study and students accept those invitations willingly. Families express appreciation for these opportunities, and attendance rates at Summer School have been very high. Though it is often the case that urban students define school success as “un-cool” and resist making an effort, Tapestry’s school culture has

## HIGH SCHOOL GOALS: COLLEGE PREPARATION

successfully challenged that definition.

### ADDITIONAL EVIDENCE

During the last four school years, Tapestry has continued to contract with the Castle Learning Program to allow students individual access to practice Regents questions and exams online. In this online assessment prep program, hints are provided when students answer incorrectly, with links to key vocabulary and concept descriptions. Teachers are able to assign sets of questions by topic, and they can monitor individual student use of and success with the system. Online access is available at school, as well as from home. This resource has been heavily used and will continue to be available in 2015 - 16. It is additionally noted that teachers are using online methods of communicating with students so that they are able to access learning materials with great depth at home at any time. Reminders about assignments and assessments are emailed home to parents and students on a regular basis.

#### Goal 5: Absolute Measure

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

### METHOD

This measure examines students in two high school Graduation Cohorts: those who entered the 9<sup>th</sup> grade as members of the 2011 cohort and graduated four years later and those who entered as members of the 2010 cohort and graduated five years later. At a minimum, these students have passed five Regents exams in English language arts, mathematics, science, U.S. History and Global History. Students have through the summer at the end of their fourth year to complete graduation requirements.

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

### RESULTS

In the 2006 cohort, two students did not reach the graduation goal by the end of August. One of the students who had had a baby in June, earned her diploma by the fall 2010, while the other student did not accept offers of continued instruction. He was granted an Individualized Education Plan (IEP) diploma by virtue of his Committee on Special Education classification. NOTE: Given the recently introduced compensatory rule, and the fact that the Regents failure was in Global History with a score of 53, this student would now be eligible for local diploma.

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

## HIGH SCHOOL GOALS: COLLEGE PREPARATION

diploma by spring 2012. The three other students have successfully confirmed completion of GED exams. One now has her bachelors level nursing degree earned at UB.

In the 2008 cohort, only three students started senior year and failed to finish with their classmates in June. One became involved in the court system after an arrest; another left before the end of the school year and has chosen to enroll as a fifth year senior in his home suburban district; and a third took summer school to pass the US History Regents, but again earned a Level 1 score. By January 2013 she earned Level 3 score on the US History exam and was granted local diploma. The other five students who are counted as non-completion students after four years include two students who have now graduated. They had enrolled with Tapestry in tenth grade after having already repeated grade 9. One other student joined Tapestry in grade 11 and only attended school for less than a week before refusing to continue school.

In the 2009 cohort, two students had been retained in grade 9 and continued through 2013-14 as seniors. One of those students graduated with a local diploma and the other left school mid-year with poor attendance and a lack of credit related to course failure.

Of the three students in the cohort of 2010 who did not graduate, one special education student who had repeated ninth grade completed senior year credits in 2015, and his one Regents still remaining was passed in January 2016. The other two students were recent refugees who entered Tapestry during the 2013-14 year with significant ESL needs: one, age 19, recently arrived from Iraq and one, age 18, recently arrived from Burma via a refugee camp in Thailand. Both of the ESL students pursued specialized programming available in Buffalo for refugees, including English language instruction and vocational training through the local community college. At last report this year, they were pursuing post high school vocational training.

In the 2011 cohort, there were eight students out of eighty who did not graduate in June, though one of those students completed course requirements in the summer, and was granted a diploma in August. The circumstances of the seven students who did not graduate by August are as follows:

- One advanced regents diploma candidate spent what would have been her senior year in an exchange program in Austria through Rotary Club. She had more than the minimum number of required credits and Regents exams for a regular Regents diploma in 2015, but she chose to come back to complete a senior year experience in 2015-16; Tapestry was informed that she would count against our graduation rate for 2015 in spite of the circumstance. She has now graduated in the school ceremony of June 2016.
- One refugee from Burma who came to the US during high school continued into what he considered his senior year for 2015-16. He was proud to be granted citizenship in 2014. He has now graduated as of June 2016.
- One student, age 19, was provided ESL services for several years and during high school was also classified by the Committee on Special Education, and was hospitalized several times related to her bipolar disorder diagnosis. She never earned more than scores of 30s on two of the Regents exams, in spite of multiple attempts with her accommodations, medications, and translation materials. It was determined that referral to ACCES-VR for adult disabilities services was most appropriate, and she has now continued vocational training through that agency.

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- One student served by the Committee on Special Education moved out of the home of her adoptive parents and into her sister's home in another district during senior year, at which time her attendance fell off and she became pregnant. Graduation is not expected.
- Three other non-graduates were students with significant defiance and mental health issues, who were not successful in spite of many hours of attempted school interventions and community services. One spent time in jail and did not resume school, and two have already completed diploma equivalency programs, and are now in attendance at community college.

In the 2012 cohort, there were four students out of seventy-six who did not graduate in June or August. One has all five core Regents exams passed, and is considering return in 2016-17 so that she may earn the course credits that she missed through lack of attendance related to child-care issues with her son compounded by CPS and related court issues. She is a competent student intellectually, who had been classified Emotionally Disturbed through early high school, and had attended 8:1:1 programming through middle school, before joining Tapestry as a freshman. Two other non-grads are identical twin sisters from a family of seven children of highly dysfunctional parents. These girls have had chronic attendance problems throughout high school related to unstable housing, but continued to pass with lots of prodding, until spring of senior year when both stopped attending and could not be convinced to return. The last non-grad is a student who left during eleventh grade, after being incarcerated twice on multiple assault charges. She was on track to graduate with credits and exams, but her life circumstances intruded. None of these students were currently served through CSE/504/ESL.

It should be noted that among the graduates in 2015 are: 11 students classified by CSE; 8 students with 50 Accommodation Plans; students qualifying for ESL services; and students who were Declassified by CSE during high school. Of the 19 students qualifying for local diplomas, 11 earned those, while 8 were granted full Regents Diplomas. Given Tapestry's open acceptance of students with special needs, and rate of Free/Reduced Lunch exceeding 7 percent, the graduation rate of 9 percent is impressive and testament to the hard work of the full staff.

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

Cohort Designation	Number in Cohort	Percent Graduating
2010	71	96
2011	80	91
2012	76	95

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

Cohort Designation	Number in Cohort	Percent Graduating
2009	82	91
2010	71	96
2011	80	94

## EVALUATION

The expected level of high school completion in four years was met and exceeded for the cohort of 2012. The continuation of effort by students into their fifth year is point of pride for Tapestry. The

## HIGH SCHOOL GOALS: COLLEGE PREPARATION

students' spirit of perseverance is a tribute to staff support and the school's "Compass" of character values.

### ADDITIONAL EVIDENCE

An interesting observation regarding the racial demographics for graduation indicates that the majority of students who have not graduated have been white, though the school population is dominantly African American. The school follows student progress intensely on a yearly basis and has been generally highly effective with the personalized approach to encouragement of school completion.

#### Goal 5: Comparative Measure

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

### METHOD

The school compares the graduation rate of students completing their fourth year in the charter school's Total Graduation Cohort to that of the respective cohort of students in the local school district<sup>26</sup>. Given that students may take Regents exams through the summer of their fourth year, district results for the current year are generally not available at this time.

### RESULTS

The percent of Tapestry students in the 201 cohort who have graduated far exceeds the percent graduating in the Buffalo Public School district. According to state reports, Tapestry has also substantially surpassed the average NYS graduation rate which consistently falls below 80 percent.

Percent of Students in the Total 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
2010	71	96	2534	53
2011	80	91	2411	58
2012	76	95		N/A

### EVALUATION

The Tapestry program advertises its goal clearly: 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.

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<sup>26</sup> Schools can retrieve district level graduation rates from the SED's Information and Reporting Services office. News releases and an Excel workbook containing these data are available from the [IRS Data Release webpage](#).

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### ADDITIONAL EVIDENCE

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

### SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

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

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Total Graduation Cohort will pass their core academic subjects by the end of August and be promoted to the next grade. Required for Accountability Plans developed prior to 2012-13	Achieved
	(§) Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year. Required for Accountability Plans developed in 2012-13 or later	
Absolute	Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.	Did Not Achieve
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort and 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	Achieved
Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the local school district.	Achieved

### ACTION PLAN

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

Resources have been provided to students through Professional Development School partnerships with Canisius College Department of Education and Buffalo State's Department of Education and Liberty Partnership, allowing for higher education support for faculty professional development, tutoring of

## HIGH SCHOOL GOALS: COLLEGE PREPARATION

students, college visits, and attendance at such events as college fairs. Literacy teachers were added to the staff and special education supports have increased in proportion to our growing population. AmeriCorps ABE programming has provided educational support for extra staffing for small group instruction during the school year and the summer program. Continued student success is anticipated.

Tapestry prides itself on upholding the values of a professional learning community, encouraging a positive atmosphere of adult learning and problem solving. Teachers' voices are valued in governance and decision-making, formally through the Instructional Leadership Council and informally through a variety of communication channels. Teacher leaders will be an important part of developing Tapestry through the next stages of the school's growth. With adoption of the national Common Core standards and shifting accountability structures within New York State, it is especially important that all staff are open to continuous learning and self-reflection. Teacher accountability is not accomplished primarily through a top-down structure of typical administrative observations, but rather through the development of personal responsibility and the use of a variety of instructional supports to staff that can be tapped in varied ways, based upon the teacher's own perception of personal needs.

Regularly scheduled Professional Development occurs weekly from September to June, and in special sessions during the summer. An in-house Director of Curriculum and Instruction, joined by full time Instructional Coaches, ensure continuity between the Tapestry Strategic Plan and the Tapestry staff. Over the past years, some high quality adult instruction has also been coordinated with the Expeditionary Learning Schools organization, with which Tapestry continues a formal consultation relationship.

Include the following section as a separate Accountability Plan goal following the NCLB goal.

## GOAL 6 COLLEGE PREPARATION

### 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 on one of the most commonly used early high school college prep assessments. Students receive a scale score in critical reading, writing and mathematics. Scale scores range from 200 to 800 on each subsection with 1600 as the highest possible score. As students may choose to take the test multiple times, the school reports only on a student's highest

## HIGH SCHOOL GOALS: COLLEGE PREPARATION

score on each subsection. Compare school averages to the New York State average for all 10<sup>th</sup> grade (sophomore) test takers in the given year.

### RESULTS

Given the new format for this assessment, the average scores of Tapestry Charter High School students in the 2015 administration of the PSAT were above the national benchmark for college readiness for Evidence-Based Reading and Writing, with 71 percent of students meeting the benchmark, but below the for Math, in which only 9 percent met benchmark. Note that scores are reported in hundreds at this time, no longer to the tenths place as in the previous version. The New York State averages are not provided, although the benchmark data allows for meaningful comparisons that suggest need for distinct improvement in Math, and continued progress in ELA skills.

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 - ERW		Mathematics	
			School	New York State	School	New York State
2013-14	84	70	35.0	41.1 ± 10.5	33.3	42.8 ± 10.8
2014-15	80	75	36.6	40.5 ± 10.3	35.4	42.4 ± 11.1
2015-16	80	70	397	Above natl. benchmark	391	Below natl. benchmark

### EVALUATION

Results for Tapestry indicate that there is a discrepancy between students' performance on the Evidence-Based Reading and Writing tasks and the Math tasks, with reason for concern in Math. This test is administered in October of sophomore year, and students are apparently progressing more satisfactorily as a group with development of the English language arts skills with 71 percent meeting expectations, while only 9 percent of students met benchmarks in Math.

The results of the PSAT have been item analyzed and shared with teachers and patterns of student weaknesses were identified, in past years. It is time for a refreshed presentation to teachers, especially in light of the changes in the test format. Based upon this analysis, the English and Math Departments had incorporated routines into classes that included SAT vocabulary and problem solving strategies, for example. The individual students' results are also shared with parents/guardians in the context of the Student Led Conferences during the school year, with further individual consultation offered by the guidance department.

Tapestry's relationship with Liberty Partnership through Buffalo State College, and the use of Castle Learning online SAT prep program, have both provided PSAT preparation to students at no cost. College Board has a useful website with substantial information for families, and they direct students to Khan Academy for further online resources to study. The Guidance Department offers a wealth of information for students and families on the Guidance site on the school's website regarding the college preparation process, including standardized testing.

# HIGH SCHOOL GOALS: COLLEGE PREPARATION

## ADDITIONAL EVIDENCE

Tapestry appreciates that this is one measure of accountability. Though performance on this assessment is associated with future success, it should not be an isolated measure. Tapestry will continue to provide access to targeted PSAT 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 PSAT and ACT results. Tapestry has reason to be examining the gap between Math and English skills at this time.

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. College Board is undergoing significant changes in an effort to respond to the concerns that have been identified.

### Goal 7: 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.

The SAT is national college admissions examination. Students receive scale score in reading, writing and mathematics. Scale scores range from 20 to 80 on each subsection with 240 as the highest possible score. As students may choose to take the test multiple times during the year, the school only reports a student's highest score. The school compares its averages the New York State average for all twelfth grade test takers in the given year.

## RESULTS

Given the new format for this assessment, the average scores of Tapestry Charter High School students in the 2015 administration of the SAT were above the national benchmark for college readiness for Evidence-Based Reading and Writing, with 64 percent of students meeting that benchmark, but below the for Math, in which only 10 percent met benchmark. The New York State averages are not provided, although the benchmark data allows for meaningful comparisons that suggest need for distinct improvement in Math, and continued progress in ELA skills.

12<sup>th</sup> Grade SAT 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
2013-14	71	57	403	485 + 115	381	501 + 120
2014-15	77	65	415	488 + 114	398	502 + 120
2015-16	80	65	438	Above natl benchmark	390	Below natl benchmark

## EVALUATION

Efforts have been made to support effective student preparation for these tests, and those efforts will continue. In departments, as appropriate, teachers have been provided with information about the test content and format, and information about Tapestry students' patterns of weaknesses. Given the revised formats, there is a need for updating of professional development.

In past years, in the English and Math Departments particularly, units of study have been added, including P/SAT vocabulary and math reasoning with reference to actual P/SAT questions. Content teachers were also made aware of the test format and student results, and they have made a commitment to include references to such concepts as "reasoning and inference" and "organization and ideas" as tested in the P/SAT. Individual student performance and test information is also provided to families.

Additionally, Tapestry's relationships with Liberty Partnership and other community resources, and the availability of Castle Learning SAT prep materials online, offer specific test preparation opportunities. College Board has a useful website with substantial information for families, and they direct students to Khan Academy for further online resources to study. The Guidance Department offers wealth of information for students and families on the Guidance site on the school's website regarding the college preparation process, including standardized testing, and this is advertised to families in a variety of ways, including the News Update mailed home throughout the year.

## ADDITIONAL EVIDENCE

Tapestry is pleased with student progress in meeting graduation requirements and in pursuing post-secondary plans. In times of limited resources, it is the continued judgment of the Tapestry leadership that internal resources should not be disproportionately spent on efforts to specifically raise SAT or ACT scores. Community resources are generously available for interested students at no cost.

### Goal 7: School Created College Preparation Measure

Each Year, the school will demonstrate the preparation of its students for college in the following manner: 100 percent of students will visit at least two college campuses by the end of junior year; 10 percent of students will complete Personal College Profile with the school counselor in which students will identify schools of interest and personal matches; and 100 percent of seniors will apply to two- and/or four-year institutions of higher learning.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED PRIOR TO 2012-13

The importance of this goal cannot be over-stated. To serve this need, Tapestry has hired a second full time school counselor who began in September 2015. The counselors and their office assistant will support and expand the efforts that have already been established.

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

## HIGH SCHOOL GOALS: COLLEGE PREPARATION

families and can be opened by parents at home. Website access information is mailed home to parents and presented at the time of Student Led Conferences.

During the last three school years, Tapestry has been fortunate to participate in the Say Yes to Education Buffalo initiative, which provides free tuition to any Buffalo resident student at a large number of public and private colleges. With this clear resource, students are encouraged to see college attendance as a realistic possibility, without fear of costs and indebtedness. Say Yes has been generous with Tapestry in providing informational speakers and practical supports to assist students in taking advantage of this remarkable opportunity.

### RESULTS

**COLLEGE VISITS:** 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. In addition to the arrangement of smaller group visits to campuses, full grade level groups sometimes visit local colleges as part of "Expedition Mondays" during the school year, making connections to course curriculum when possible. The Tapestry STEAM Program of science instruction in grades 11 and 12 has included regular visits to local colleges that offer the courses that lead to the degrees related to the units in the course.

During 2015-16, all sophomores visited Canisius College, and all juniors visited either Buffalo State College, St. John Fisher, SUNY Brockport, or Hilbert College accompanied by the grade level teacher teams, including the students' Crew leaders and school counselors, with campus tours and discussions arranged specifically for Tapestry students. The Accountability goal of two campuses visited by junior year is met for 100 percent of Tapestry High School students.

In addition to students visiting campuses, in the 2015-16 year 2 college representatives visited Tapestry during the lunch/Crew periods, and met with small groups of interested students. College Fair was sponsored at Tapestry early in the fall, hosting 19 colleges within the Western New York Consortium, including St. Bonaventure, Niagara University, D'Youville College, Daemen College, SUNY Fredonia, Erie Community College, UB, and Buffalo State. Both senior and Junior students had access to this fair which was located in the school entry lobby.

**PERSONAL COLLEGE PROFILE:** During the 2012-13 year, Tapestry began implementation of the Naviance Program that allows for the collection and organization of information about individual students' college preparation process. All students have completed a resume and the 1st draft of their college essay by the end of their Junior year, have been registered for the SAT at least once by fall of senior year and have all information centralized on Naviance. Parents are provided with access information so that they can look at their child's progress online, and hopefully engage in meaningful discussion about the process with their child.

### APPLICATIONS COMPLETED:

During 2015-16, 100 percent of seniors applied to at least one two- and/or four-year institution of higher learning. Sixty-six seniors (92 percent) applied to four-year programs. Fifty-five students (76 percent) were accepted into four-year colleges. All interested students were accepted to a college setting. All eligible senior students applied for the Say Yes to Education tuition funding available for public schools students in Buffalo.

### EVALUATION

Thanks to the skilled School Counseling Department, the college preparation goal was enacted enthusiastically. All teachers at all grade levels have embraced the role of encouraging college aspirations. College visits and college fairs were attended. Most students by tenth grade had a chance to experience at least two colleges. The counselor prepares students prior to the visits with an orientation and discussion of purpose, and a computer-based Naviance organizational system to keep track of students' observations. During high school, all students were provided with copies of their own personal transcripts and, and as necessary and appropriate, their attention is drawn to the gap between actual and required personal performance in courses and test scores.

During the 2015-16 year, Tapestry continued its investment in an online college preparation and student profile program called Naviance. This online resource allows each student to develop and maintain a personal profile, including interest assessments and college match programs, along with a resume builder and extensive information about the process of college preparation and application. Parents can tap into their child's online site and learn about options and their own child's progress in the college preparation and selection process.

Individual meetings were scheduled with all students prior to senior year to complete a Personal College Profile that outlines students' college and academic interests with attention paid to the development of personal action plans. Senior students are scheduled through the fall for weekly "Senior Seminar" run by the school counselor in which instructions are provided clearly and thoroughly for the college application process. Students are also provided with resources related to college scholarship information. Before the end of the year, 100 percent of the 2012 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 are encouraged to engage in the college process at different levels, including a College Night for junior parents that provides information about the junior and senior year expectations, and additional College and Financial Aid Nights for seniors' parents designed to assist them with personal completion of the FAFSA forms and in applying for scholarships. Staff from Say Yes and from colleges such as Buffalo State, Daemen, and Medaille was involved in these events. A thorough College Planning Handbook was provided to each family and is available online, along with a wealth of college resources.

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

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED IN 2012-13 OR LATER

### METHOD

Recognizing that remediation rates in New York's colleges are far too high, the Board of Regents has reviewed data showing the gap between high school expectations and college attainment. They reviewed data comparing the graduation rate for the 2005 cohort with the "college and career ready" graduation rate – defined as the percentage of students in the cohort who graduated with a score 80 or better on a math Regents exam and 75 or better on the English Regents exam. The

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Regents view these data as an important indicator of future student success. Students who graduate high school – but do so with a score below 80 on a math Regents exam and below 75 on the English exam – are likely to require remediation in college.

### RESULTS

The rate at which Tapestry students met the Aspirational Performance Measure was below the statewide average. Improvement has been noted, however, and efforts to engage students in this goal will continue.

Percent of Graduates Meeting the Aspirational Performance Measure<sup>27</sup>

Cohort	Charter School	Statewide <sup>28</sup>
2010	10	38.1
2011	19	40.0
2012	22	N/A

### EVALUATION

Tapestry did not meet the Aspirational Performance Measure for the cohort of 2012, although the percent of student meeting the goal increased from 1 to 22 percent. Now that the expectations are clear, and the explanations have been provided, the teachers, students, and families of the cohorts of 2012 and beyond are aware that the bar has been raised for ELA and math, and students will retake Regents exams if they need to advance to the expected levels of achievement in both areas. Continued growth is anticipated.

**(S)** The percent of graduating students who graduate with a Regents diploma with Advanced Designation will exceed the local district.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED IN 2012-13 OR LATER

### METHOD

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

### RESULTS

Tapestry students have graduated with Regents diplomas with advanced designation at a consistent rate of between ten and fifteen percent, which exceeds the local district rate of 7 percent based upon

<sup>27</sup> Schools can retrieve state level graduation rates from the SED's Information and Reporting Services office. News releases and an Excel workbook containing these data are available from the [IRS Data Release webpage](#).

<sup>28</sup> Statewide results for the 2011 cohort are not yet available.

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available results from the cohort of 2009.

Percent of Graduates with a Regents Diploma with Advanced Designation<sup>29</sup>

Cohort	Charter School	School District <sup>30</sup>
2010	10	N/A
2011	13	N/A
2012	10	N/A

### EVALUATION

Data from the district is not readily available for the most recent cohorts. Based upon information from 2009, reporting Buffalo rate at percent, Tapestry has met the measure. The statewide rate is 31 percent, however, and Tapestry is not meeting the state average.

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

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED IN 2012-13 OR LATER

### METHOD

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

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

### RESULTS

Though Tapestry does not endorse the goal of 7 percent of students passing college level courses, regular access to college material has been formally provided through partnerships with Canisius College, Buffalo State College, Bryant and Stratton College, Niagara University, and Erie County Community College over the years. In past years, Tapestry had three teachers who were approved to offer courses in the Tapestry building with potential to earn college credit through NU in Chemistry or ECC for Pre-Calculus, though two of those teachers are no longer teaching upper classmen, which reduced the rate of passing a college equivalent class for the cohort of 2011.

<sup>29</sup> Schools can retrieve information about diplomas conferred from the SED’s Information and Reporting Services office. News releases and an Excel workbook containing these data are available from the [IRS Data Release webpage](#).

<sup>30</sup> District results for the 2011 cohort are not yet available.

## HIGH SCHOOL GOALS: COLLEGE PREPARATION

For the cohort of 2012, Tapestry benefitted from the continued active partnership with Canisius College that encourages students to take courses on their campus at reduced cost, which ten students did during 2015-16. Bryant and Stratton College Jumpstart program offered college courses for credit at no cost on their campus in 2015-16, and nine students participated. One Tapestry teacher will be providing college credit for Spanish on Tapestry's campus through Buffalo State College for the first time in the 2016-17 year, so the extent of access to the college experience will be increasing once again.

### Graduates Passing a Course Demonstrating College Preparation

Cohort	Number of Graduates	Percent Passing the Equivalent OF a College Level Course <sup>31</sup>
2010	71	21
2011	77	3
2012	75	25

## EVALUATION

Starting in 2010-11, while Pre-Calculus and Chemistry were offered for college credit in-house, almost one third of each cohort participated and succeeded in one or more college course options. For the 2010 cohort, in the 2012 year, there was a change in the Chemistry instructor and only Pre-Calculus was available, bringing the participation rate to 2 percent. Unfortunately for the 2011 cohort, the math teacher was not available and the rate of access to college credit was reduced to only three percent.

In the 2015-16 school year, there are stronger and more affordable connections being made for students to the Canisius College campus courses and to courses on the Bryant and Stratton College campuses. Over the summer, two students participated in summer classes at Canisius; in fall 2015, four new students were enrolled in regular courses, and an additional four students took courses in the spring 2016. Additionally, during 2015-16, nine Tapestry seniors took classes at Bryant and Stratton. Both programs expect increased demand in the future as classmates have reported positive experiences. Students will also have access to Buffalo State College Spanish credit for a course taught on campus at Tapestry.

In addition to access to college course involvement, all students are eligible to participate in the Honors Extension Program at Tapestry that includes a full credit seminar course of advanced reading and research yearly from tenth through twelfth grade, with an additional requirement of the program for participation in community engagement activities. Starting in 2013 the Honors Extension Program has been offered to entering ninth graders. With successful completion of the full program, a student is afforded an "Honors Diploma" which is the most rigorous program option offered within Tapestry. AP courses are not consistent with Tapestry's philosophy of education.

### Goal 7: School Created College Attendance or Achievement Measure

---

<sup>31</sup> Advanced Placement (AP) exam, College Level Examination Program (CLEP) exam, or college level course

## HIGH SCHOOL GOALS: COLLEGE PREPARATION

Each Year, 75 percent of graduating seniors will be accepted into four-year institutions of higher learning; and 75 percent of graduates will matriculate in a two- or four-year college or university program within 15 months after graduation.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED PRIOR TO 2012-13

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

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED IN 2012-13 OR LATER

### METHOD

During the 2014-15 school year, the commercially purchased Naviance program was used to track students' enrollment in college through the National Student Clearinghouse function.

### RESULTS

In the 2012 cohort, fifty-five students (76 percent) were accepted into four-year institutions of higher education, which meets the goal and slightly exceeds the rate of 72 percent for the cohort of 2010 and 77 percent for 2011.

All the remaining graduates applied to and were accepted in two-year schools. Data from the Naviance tool from July 2015 revealed the college enrollment starting with the 2006 cohort. Of the 198 students from the graduations of 2010, 2011, and 2012, ninety-five students (48 percent) were enrolled in four year programs and sixty-three students (32 percent) were enrolled in two year programs, totaling 80 percent of the graduates enrolled in higher education within their first year after high school. In updating this information for the 2015 graduates in the 2011 cohort, 84 percent had matriculated at an institution of higher learning.

Additional data from the National Clearinghouse revealed interesting information about Tapestry graduates, many of whom are now graduating with associates' and bachelors' degrees.

### EVALUATION

The percentage of college acceptance is impressive, and the matriculation rate exceeds the goal of 75 percent.

### SUMMARY OF THE COLLEGE PREPARATION GOAL

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

Students have enthusiastically participated in college visits and interaction with the School Counselor for completion of their Personal College Profiles. Colleges have warmly received these students, and

## HIGH SCHOOL GOALS: COLLEGE PREPARATION

continue to visit Tapestry to do preliminary interviews on site. The Say Yes to Education Buffalo scholarship program has provided a powerful incentive for all Tapestry students to accept college and post-secondary education as a realistic option regardless of family income. (This program provides full last-dollar tuition coverage for all students who reside within the city of Buffalo and who have attended public school, including charters.)

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

Tapestry is thus far encouraged by the rate of graduates' college continuation past high school graduation. Results indicate that a large number of graduates are continuing enrollment, and staff has been pleased to congratulate many of our former students on their college program completion. Moreover, we continue to work with students to develop the skills required to navigate through college in order to see success beyond.

Use the first summary if the Accountability Plan is prior to 2012-13; use the second if it is from 2012-13 or later.

Type	Measure (Accountability Plan Prior to 2012-13)	Outcome
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/ Evidence-Based Writing and Reading (EWR) 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/EWR and Mathematics.	Did Not Achieve
College Preparation	Each Year, the school will demonstrate the preparation of its students for college in the following manner: 100 percent of students will visit at least two college campuses by the end of junior year; 100 percent of students will complete a Personal College Profile with the school counselor in which students will identify schools of interest and personal matches; and 100 percent of seniors will apply to two- and/or four-year institutions of higher learning	Achieved
College Attainment	Each Year, 75 percent of graduating seniors will be accepted into four-year institutions of higher learning; and 75 percent of graduates will matriculate in a two- or four-year college or university program within 15 months after graduation.	Achieved

### **Action Plan**

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



### APPENDIX B: OPTIONAL GOALS

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

#### Goal S: Parent Satisfaction

Tapestry will maintain strong family support and commitment.

#### Goal S: Absolute Measure

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

### METHOD

The high school parent satisfaction survey was first developed in 2007, with input from the Principal's Advisory Group comprised primarily of parents, with some student and faculty representation. Areas of interest included parents' impressions of administration, instructional quality, school safety, school culture, and the overall high school program. At that time, there was interest in developing a measure that was short and simple enough to be completed quickly at the time of December Student Led Conferences (SLC), after the first trimester report cards, when parent attendance was very high, with opportunity in the survey for anonymity as well as an option for free response comments. The participation each year had been reasonable for an anonymous survey, but improved with the transition to a computer-based format completed while parents/guardians were at school for family conferences.

In fall 2010, a 51 percent response rate was achieved from 153 families. The aim in 2011 was for a higher rate of participation, and steps were taken to structure the SLC meeting differently and to have a laptop computer available for the survey in the room with the student and parent/guardian, to ensure that teachers obtained input from as many families as possible. Indeed 84 percent of families responded to the computer-based survey, and results were highly favorable. In the following years, the percentage rate of participation at the conferences was consistently in the mid-nineties, while the survey completion rate reflected the majority of those families.

### RESULTS

In the 2015-16 year, the participation in December SLCs was 28 families out of 29 families enrolled, equating to 96 percent family engagement demonstrated through presence at school for this lengthy student conference meeting. The survey was administered after the conference, as in past years, with similarly positive results, reflecting a very strong level of parent involvement in school and satisfaction with all aspects of the school program, as indicated below.

2015-16 Parent Satisfaction Survey Response Rate

Number of Responses	Number of Families	Response Rate
203	280	73%

## APPENDIX B: OPTIONAL GOALS

### 2015-16 Parent Satisfaction on Key Survey Results

Survey Item	Percent of Respondents "Satisfied"
Overall impression of Tapestry Charter High School	98.5%
Impression of administrative management	98.0%
Impression of instructional quality	99.0%
Impression of school safety	98.5%
Impression of school/culture/atmosphere for students	97.5%

### EVALUATION

The response rate was impressive with the Survey Monkey computer format survey administered on laptops provided by Crew leaders during the Student Led Conferences. With responses from 73 percent of the parents attending SLCs, it was encouraging to have such a strong endorsement of parent satisfaction with the various aspects of the program. When asked if they would recommend Tapestry to family or friends, ninety-seven percent responded: "Yes." Forty-one parents chose to write personal comments; of those, two were critical and three offered suggestions, while the rest were complimentary.

#### Goal S: Absolute Measure

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

### METHOD

Student enrollment is closely monitored. Careful counts are maintained.

### RESULTS

There is relatively little student transience and the accountability goal was met with a retention rate of 95 percent. The school counselor or a member of the administrative team has contact with each individual who leaves in order to ensure a smooth transition to a new school setting. There have been few instances of students dropping out of school, and these have only occurred after considerable efforts were made to intervene for a more positive outcome. It should be noted that several students each year move out of the Buffalo school district, into local districts with more highly regarded school services, and have chosen to continue enrollment at Tapestry.

### 2015-16 Student Retention Rate

2014-15 Enrollment	Number of Students Who Graduated in 2014-15	Number of Students Who Returned in 2015-16	Retention Rate 2015-16 Re-enrollment ÷ (2014-15 Enrollment – Graduates)
318	73	233	95%

## APPENDIX B: OPTIONAL GOALS

### EVALUATION

The student retention rate has remained relatively stable, surpassing the goal rate.

### ADDITIONAL EVIDENCE

Year	Retention Rate
2013-14	93
2014-15	97
2015-16	95

#### Goal S: Absolute Measure

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

### METHOD

In Tapestry Charter School, students' first period or home-room teachers enter absence or tardiness using the computer-based PowerSchool attendance tracking system. In each building, students arriving late to school are buzzed in and are required to sign in with the late-sign-in table or the front desk secretary. Changes or corrections are reported to the front office.

### RESULTS

#### 2015-16 Attendance

Grade	Average Daily Attendance Rate
K	94 %
1	94 %
2	95 %
3	95 %
4	96 %
5	97 %
6	95 %
7	95 %
8	96 %
9	95 %
10	94 %
11	93 %
12	92 %
Overall	95 %

### EVALUATION

### ADDITIONAL EVIDENCE

Year	Average Daily Attendance Rate
2013-14	93.8 %

## APPENDIX B: OPTIONAL GOALS

2014-15	93.4 %
2015-16	95 %

## APPENDIX C: SUPPLEMENTARY TABLES

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

### ELEMENTARY AND MIDDLE SCHOOLS: ENGLISH LANGUAGE ARTS AND MATHEMATICS

#### Absolute Measure

In 2015-16, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency 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.

2015-16 English Language Arts Performance  
by Grade Level and Years Attending the School

Grade	Percent of Students at Proficiency 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 proficiency 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 comparisons might be schools in the same neighborhood, with the same demographics, or have similar programs. The first table features a grade level breakdown for 2015-16; the other presents annual aggregate results over time.

2015-16 English Language Arts Performance of

## APPENDIX C: SUMMARY TABLES

### 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 Proficient on the State Exam by Grade							
	Charter School		School 1		School 2		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 Proficient on State Exam by Year							
		Charter School		School 1		School 2		School 3	
		Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
2013-14									
2014-15									
2015-16									

#### Growth Measure (national norm-referenced assessment)

Each year, on a national norm-referenced assessment, all grade-level cohorts of students (in grades K-3) will reduce by one half the gap between their average NCE in the previous year and an NCE of 50 in the current year. If a grade-level cohort exceeds an NCE of 50 in the previous year, the cohort is expected to show a positive gain in the current year.

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.

#### METHOD

This measure examines the change in performance of the same group of students from one year to the next and the progress they made towards the desirable outcome of grade level or an NCE of 50. Each grade level cohort consists of those students who took the same norm-referenced exam in 2014-15 and 2015-16. It includes students who repeated the grade. In addition, the school examines the aggregate of all cohorts to determine the growth of all students who took the exam in both years.

Include a brief narrative that describes the type of test administered, to which grades, the date of administrations, etc.

## APPENDIX C: SUMMARY TABLES

### RESULTS

#### Cohort Growth o XXX Test from Spring 2014 to Spring 2015

Grade	Cohort Size	Percent Performing At or Above NCE of 50			Target Achieved
		2014-15	Target	2015-16	
A					YES/NO
B					YES/NO
C					YES/NO
All					YES/NO

### EVALUATION

Provide a narrative explicitly stating whether or not the school met the measure; i.e., whether all of the cohorts achieved their targets. In addition, the evaluation may include how close each cohort came to its target, which cohorts' performance increased or decreased, and the overall performance of all cohorts.

### ADDITIONAL EVIDENCE

Present a narrative providing an analysis of year-to-year cohort performance in previous years.

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

School Year	Cohort met target?
2013-14	
2014-15	
2015-16	

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

School Year	Cohort Grades	Number of Cohorts Meeting Target	Number of Cohorts
2012-13	?-?		
2013-14	?-?		
2014-15	?-?		
2015-16	?-?		

## ELEMENTARY AND MIDDLE SCHOOLS: SCIENCE

#### 2015-16 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								

# HIGH SCHOOLS: ENGLISH LANGUAGE ARTS AND MATHEMATICS

### Growth Measure

Using a criterion referenced, research based reading measure, Tapestry will document growth in students reading skills across all grade levels from freshman to senior year,

### METHOD

Tapestry has chosen to give a criterion-referenced reading test, the Scholastic Reading Inventory or SRI, for the last six years (not a norm-referenced reading test). The Scholastic Reading Inventory is a criterion-referenced test intended to measure reading comprehension and match students to text so they can read with confidence and control. Results from SRI are reported as scale scores (Lexile measures). The scale goes from Beginning Reader (less than 100L) to 1500L. A Lexile measure is determined by the difficulty of the items to which a student responded, and the Lexile corresponds to ratings of reading material, so that teachers can appropriately challenge students with material at the desired level.

Results of tests given at periodic intervals are useful for individual students to use to gauge personal growth, and they are also used to measure the growth in skills for students within subgroups of the school, such as grade level groups. This type of test is more appropriate for school that emphasizes standards-based assessment, rather than comparative results based upon the questionably defensible bell-curve.

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

Below are the descriptions of the Performance Standard categories provided by the Scholastic Reading Inventory organization that accompany the Lexile scores that are shared with students, families, and staff. In the Student Growth Charts in the Results section here, those categories are referenced. A “Performance Standard” is a descriptor of student performance that describes what students must do to demonstrate various levels of proficiency with respect to the specific content (for example, reading comprehension). Four default levels have been identified to describe student performance on the SRI at each grade. The levels are based on end of year test results.

#### Performance Standards:

- **Advanced** Students scoring in this range exhibit superior performance when reading grade-level

## APPENDIX C: SUMMARY TABLES

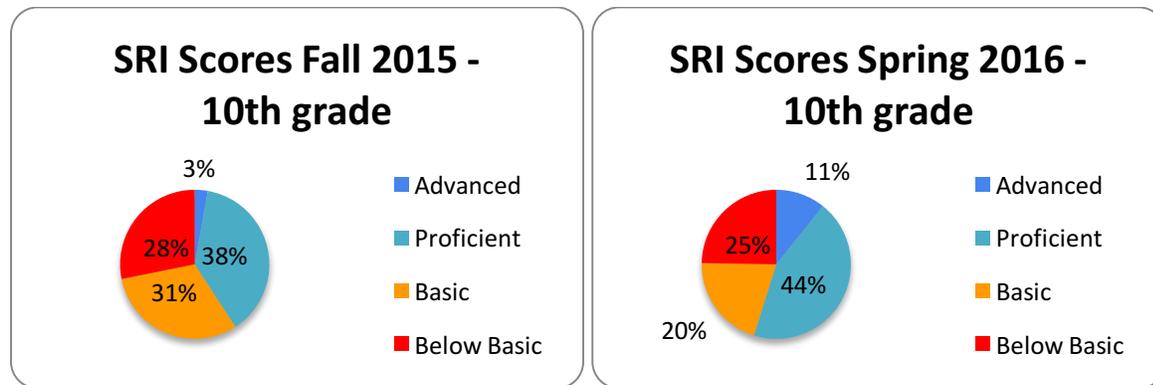
appropriate text and can be considered as reading “above Grade Level.”

- **Proficient** Students scoring in this range exhibit competent performance when reading grade-level appropriate text and can be considered as reading “on Grade Level.” Students performing at this level should be able to identify details, draw conclusions, and make comparisons and generalizations when reading materials developmentally appropriate for the Grade Level.
- **Basic** Students scoring in this range exhibit minimally competent performance when reading grade-level appropriate text and can be considered as reading “below Grade Level.”
- **Below Basic** Students scoring in this range do not exhibit minimally competent performance when reading grade-level appropriate text and can be considered as reading significantly “below Grade Level.” Intervention is recommended. (Source: Scholastic Reading Inventory Educator’s Guide)

### RESULTS

In 2015 - 16, approximately 30 students in grades nine to twelve were enrolled in the SRI testing program for pre- and/or post-testing. Individual student results were shared with Crew leaders and subject teachers in the fall, and with families and students at the time of Student Led Conferences in December. Most students were tested twice between May 2015 and June 2016, producing data that reflects upon relative growth at each grade level over time. For the purposes of this report, the data reflects results of students who were measured in each administration season. The information and comparisons provided were very useful to the school as a whole and to the support services team, charged with serving the needs of the students at risk of not making adequate academic gains and of not passing regents or graduating.

It should be noted that the testing company administration shifted from Scholastic to Houghton-Mifflin for this yearly cycle, and the scoring process and establishment of cut-offs for categories appeared to have shifted somewhat from the previous school year. For that reason, the comparison of scores from the 2014-15 cycle to the 2015-16 cycle are not made. Growth is indicated within the pre- and post-comparison for the current testing cycle only.



EVALUATION

Students at the “Advanced” and “Proficient” level are appropriately equipped to handle the rigors of their particular grade level; students who fall below into the “Basic” and “Below Basic” will struggle with reading materials—regardless of the subject areas. At the end of the 2015-16 school year, evaluation using the SRI assessment showed that students made steady gains in their Lexile Ranges, as reflected in the average lexile scores per grade and the percentages of students in the categories identified above. The chart provided indicates the growth trends by category at each grade level.

As noted in the chart, *Student Growth Trends on the SRI 2015 - 16* the majority of students at Tapestry—most of whom entered from other schools—began ninth grade below reading proficiency. For the 201 cohort, the majority (66 percent) entered below grade level. By the spring testing, an additional ten percent of students had moved to level of proficiency, with fewer students in both the Basic and Below Basic categories.

This observed trend persisted with the students in the 2014 and 2013 cohorts, as both classes showed an increase in the percentage of students in the Proficient and Advanced categories. The senior class, cohort of 2012, showed a percentage increase in the Advanced category, although the percentage in the Proficient category decreased. It is noted that the total number of seniors tested had decreased from fall to spring from 69 to 63, and there was some concern that the full class of seniors was not particularly motivated to attend the testing or put forth maximal effort, given the closeness to graduation.

ADDITIONAL EVIDENCE

For five years, Tapestry Charter High School has used the Scholastic Reading Inventory (SRI) to measure student progress in English Language Arts Reading. Incoming freshmen are routinely assessed with the SRI during intake prior to starting school, and the measure is used with all other grades in fall and spring. Because the scores are used as a personal reference within the script for each student in his or her Student Led Conference (attended by approximately 9 percent of parents in December each year), it is common for students to be able to report what their SRI Lexile score is, and whether it has gone up or down during the last year. The expectation of growth is made clear, and the connection between growth and independent reading and course study is made clear.

The results have been used for summer planning by the support services team, by those staff members assigned to monitor remedial services and the Response to Intervention process. The SRI scoring is

## APPENDIX C: SUMMARY TABLES

considered an essential reference as students are scheduled for Title I literacy services.

Choose an item.



# Entry 4 Expenditures per Child

Created: 07/26/2016

Last updated: 08/01/2016

## Page 1

### Financial Information

This information is required of ALL charter schools. Provide the following measures of fiscal performance of the charter school in Appendix B (Total Expenditures and Administrative Expenditures Per Child):

### 1. Total Expenditures Per Child

To calculate **'Total Expenditures per Child'** take total expenditures (from the unaudited 2015-16 Schedule of Functional Expenses) and divide by the year end FTE student enrollment. (Integers Only. No dollar signs or commas).

**Note:** *The information on the Schedule of Functional Expenses on pages 41-43 of the Audit Guide can help schools locate the amounts to use in the two per pupil calculations:* <http://www.p12.nysed.gov/psc/AuditGuide.html>

Line 1: Total Expenditures	11121423
Line 2: Year End FTE student enrollment	826
Line 3: Divide Line 1 by Line 2	13464

### 2. Administrative Expenditures per Child

To calculate **'Administrative Expenditures per Child'** To calculate "Administrative Expenditures per Child" first *add* together the following:

1. Take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the unaudited 2015-16 Schedule of Functional Expenses)
2. Any contracted administrative/management fee paid to other organizations or corporations
3. Take the total from above and divide it by the year-end FTE enrollment. The relevant portion that

must be included in this calculation is defined as follows:

Administrative Expenditures: Administration and management of the charter school includes the activities and personnel of the offices of the chief school officer, the finance or business offices, school operations personnel, data management and reporting, human resources, technology, etc. It also includes those administrative and management services provided by other organizations or corporations on behalf of the charter school for which the charter school pays a fee or other compensation. Do not include the FTE of personnel whose role is to directly support the instructional program.

**Notes:**

***The information on the Schedule of Functional Expenses on pages 41-43 of the Audit Guide can help schools locate the amounts to use in the two per pupil calculations:***

***<http://www.p12.nysed.gov/psc/AuditGuide.html>.***

**Employee benefit costs or expenditures should not be reported in the above calculations.**

Line 1: Relevant Personnel Services Cost (Row)	1082193
Line 2: Management and General Cost (Column)	624475
Line 3: Sum of Line 1 and Line 2	1706668
Line 5: Divide Line 3 by the Year End FTE student enrollment	2066

***Thank you.***



# Entry 6a Audited Statements

Created: 10/30/2016

Last updated: 10/31/2016

Regents, NYCDOE and Buffalo BOE authorized schools should enter the financial contact information requested and upload the independent auditor's report and internal controls reports as one combined file.

## Page 1

### School Based Fiscal Contact Information

	School Based Fiscal Contact Name	School Based Fiscal Contact Email	School Based Fiscal Contact Phone
	Eric Klapper	[REDACTED]	[REDACTED]

### Audit Firm Contact Information

	School Audit Contact Name	School Audit Contact Email	School Audit Contact Phone	Years Working With This Audit Firm
	Amato, Fox & Company, PC	[REDACTED]	[REDACTED]	12

### If Applicable:

	Outsourced Financial Services Firm Name	Outsourced Financial Services Contact	Outsourced Financial Services Email	Outsourced Financial Services Phone	Years Working With This Firm
	Kirisits & Associates, CPAS, PLLC	[REDACTED]	[REDACTED]	[REDACTED]	15

Please upload as one combined file:

- a. the independent auditor's report on financial statements and notes; and
- b. reports on internal controls over financial reporting and compliance

<https://nysed-cso-reports.fluidreview.com/media/assets/survey-uploads/84001/7093580-F7wWrRhhE3/TCS%20Audit%20Report%206-30-16.pdf>

**TAPESTRY CHARTER SCHOOL**

**Financial Statements**

**Years Ended June 30, 2016 and 2015**

**(With Independent Auditor's Report Thereon)**

**TAPESTRY CHARTER SCHOOL**

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\* \* \* \* \*

## **Independent Auditor's Report**

To the Board of Trustees  
Tapestry Charter School  
Buffalo, New York

### **Report on the Financial Statements**

We have audited the accompanying financial statements of Tapestry Charter School (a nonprofit organization), which comprise the statements of financial position as of June 30, 2016 and 2015, and the related statements of activities, functional expenses and cash flows for the years then ended, and the related notes to the financial statements.

### **Management's Responsibility for the Financial Statements**

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

### **Auditor's Responsibility**

Our responsibility is to express an opinion on these financial statements based on our audits. We conducted our audits in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

## **Opinion**

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Tapestry Charter School as of June 30, 2016 and 2015, and the changes in its net assets and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

## **Other Reporting Required by *Government Auditing Standards***

In accordance with *Government Auditing Standards*, we have also issued our report dated October 21, 2016, on our consideration of Tapestry Charter School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Tapestry Charter School's internal control over financial reporting and compliance.

*Amato, Fox & Company, P.C.*

Tonawanda, New York  
October 21, 2016

**TAPESTRY CHARTER SCHOOL**  
**Statements of Financial Position**  
**June 30, 2016 and 2015**

	<u>2016</u>	<u>2015</u>
<u>Assets</u>		
Current assets:		
Cash	\$ 3,600,297	\$ 2,791,720
Accounts receivable	104,043	112,946
Prepaid expenses	32,682	30,441
Total current assets	3,737,022	2,935,107
Property and equipment, net of accumulated depreciation of \$4,399,136 and \$3,736,364 in 2016 and 2015, respectively	12,986,113	14,130,235
Construction in progress	43,272	12,641
Deferred loan fees, net of accumulated amortization of \$5,900 and \$2,196 in 2016 and 2015, respectively	95,153	3,294
Security deposit	250	250
Total assets	\$ 16,861,810	\$ 17,081,527
<u>Liabilities and Net Assets</u>		
Current liabilities:		
Accounts payable	\$ 271,215	\$ 92,562
Revolving line of credit	-	10,869
Accrued expenses	1,516,233	1,561,842
Equipment lease obligation, current portion	5,378	5,091
Deferred revenue	40,388	960
Current maturities of long-term debt	650,860	258,940
Total current liabilities	2,484,074	1,930,264
Equipment lease obligation, less current portion	4,307	9,685
Long-term debt, net of current maturities	11,808,686	412,527
Property lease obligation	-	12,891,311
Total liabilities	14,297,067	15,243,787
Net assets:		
Unrestricted	2,537,014	1,807,245
Temporarily restricted	27,729	30,495
Total net assets	2,564,743	1,837,740
Total liabilities and net assets	\$ 16,861,810	\$ 17,081,527

The accompanying notes are an integral part of these financial statements.

**TAPESTRY CHARTER SCHOOL**  
**Statement of Activities**  
**Year Ended June 30, 2016**  
**(with comparative totals for 2015)**

	<u>Unrestricted</u>	<u>Temporarily Restricted</u>	<u>Total</u>	
			<u>2016</u>	<u>2015</u>
<b>Revenue:</b>				
Public school district:				
Resident students enrollment	\$ 10,042,478	\$ -	\$ 10,042,478	\$ 9,645,305
Students with disabilities	817,645	-	817,645	683,653
Cafeteria income	292,711	-	292,711	242,713
Grants and contracts	303,748	-	303,748	259,477
Contributions	222,670	7,274	229,944	33,045
Fundraising, net of direct expenses of \$25,726 in 2016 and \$6,071 in 2015	18,064	-	18,064	3,812
Rental of facilities	4,175	-	4,175	20,760
Interest	6,632	-	6,632	6,777
Miscellaneous	151,682	-	151,682	124,170
Net assets released from restrictions	10,040	(10,040)	-	-
<b>Total revenue</b>	<u>11,869,845</u>	<u>(2,766)</u>	<u>11,867,079</u>	<u>11,019,712</u>
<b>Expenses:</b>				
Program services:				
Regular education	7,131,864	-	7,131,864	7,226,327
Special education	687,784	-	687,784	627,645
Other programs	1,302,808	-	1,302,808	1,143,319
<b>Total program services</b>	9,122,456	-	9,122,456	8,997,291
Supporting services:				
Management and general	2,012,432	-	2,012,432	1,792,566
Development activities	5,188	-	5,188	40,303
<b>Total expenses</b>	<u>11,140,076</u>	<u>-</u>	<u>11,140,076</u>	<u>10,830,160</u>
Change in net assets	729,769	(2,766)	727,003	189,552
Net assets at beginning of year	<u>1,807,245</u>	<u>30,495</u>	<u>1,837,740</u>	<u>1,648,188</u>
Net assets at end of year	<u>\$ 2,537,014</u>	<u>\$ 27,729</u>	<u>\$ 2,564,743</u>	<u>\$ 1,837,740</u>

The accompanying notes are an integral part of this financial statement.

**TAPESTRY CHARTER SCHOOL**  
**Statement of Activities**  
**Year Ended June 30, 2015**

	<u>Unrestricted</u>	<u>Temporarily Restricted</u>	<u>Total</u>
Revenue:			
Public school district:			
Resident students enrollment	\$ 9,645,305	\$ -	\$ 9,645,305
Students with disabilities	683,653	-	683,653
Cafeteria income	242,713	-	242,713
Grants and contracts	259,477	-	259,477
Contributions	22,568	10,477	33,045
Fundraising, net of direct expenses of \$6,071	3,812	-	3,812
Rental of facilities	20,760	-	20,760
Interest	6,777	-	6,777
Miscellaneous	124,170	-	124,170
Net assets released from restrictions	3,539	(3,539)	-
	<u>11,012,774</u>	<u>6,938</u>	<u>11,019,712</u>
Expenses:			
Program services:			
Regular education	7,226,327	-	7,226,327
Special education	627,645	-	627,645
Other programs	1,143,319	-	1,143,319
	<u>8,997,291</u>	<u>-</u>	<u>8,997,291</u>
Supporting services:			
Management and general	1,792,566	-	1,792,566
Development activities	40,303	-	40,303
	<u>10,830,160</u>	<u>-</u>	<u>10,830,160</u>
Change in net assets	182,614	6,938	189,552
Net assets at beginning of year	<u>1,624,631</u>	<u>23,557</u>	<u>1,648,188</u>
Net assets at end of year	<u>\$ 1,807,245</u>	<u>\$ 30,495</u>	<u>\$ 1,837,740</u>

The accompanying notes are an integral part of this financial statement.

**TAPESTRY CHARTER SCHOOL**  
**Statement of Functional Expenses**  
**Year Ended June 30, 2016**  
**(With Comparative Totals for 2015)**

	Number of staff	Program services			Supporting services		2016	2015	
		Regular education	Special education	Other programs	Total	Management and general			Development activities
Salaries and wages:									
Instrucional	98	\$ 3,833,382	\$ 418,073	\$ -	4,251,455	\$ -	\$ -	\$ 4,251,455	\$ 3,949,742
Non-instructional	9	-	-	614,859	614,859	-	-	614,859	514,201
Administrative	23	-	-	-	-	1,082,193	-	1,082,193	963,393
Total salaries	<u>130</u>	<u>3,833,382</u>	<u>418,073</u>	<u>614,859</u>	<u>4,866,314</u>	<u>1,082,193</u>	<u>-</u>	<u>5,948,507</u>	<u>5,427,336</u>
Payroll taxes		304,547	33,214	48,848	386,609	85,976	-	472,585	443,754
Employee benefits		754,186	82,252	120,968	957,406	212,914	-	1,170,320	1,243,585
Food service		-	-	178,065	178,065	-	-	178,065	168,248
Accounting and legal		-	-	-	-	139,802	-	139,802	103,674
Books and instructional material		25,550	-	-	25,550	-	-	25,550	17,005
Instructional consultants		52,000	41,147	-	93,147	-	-	93,147	109,630
Contracted services		-	-	-	-	117,805	-	117,805	111,607
Travel and conferences		7,422	-	-	7,422	-	-	7,422	12,476
Utilities		75,297	4,706	4,706	84,709	8,471	941	94,121	104,994
Classroom supplies		75,004	-	-	75,004	-	-	75,004	43,530
Arts, dance and music		-	-	26,461	26,461	-	-	26,461	21,385
Postage		8,672	542	542	9,756	976	108	10,840	9,112
Student services		-	-	7,802	7,802	-	-	7,802	5,441
Staff development		48,169	-	-	48,169	-	-	48,169	30,543
Interest expense		830,445	51,903	51,903	934,251	103,805	-	1,038,056	1,349,280
Office expense		-	-	-	-	76,512	-	76,512	24,039
Advertising and promotion		-	-	-	-	14,398	-	14,398	16,247
Maintenance and repairs		217,441	13,590	13,590	244,621	24,462	2,718	271,801	264,896
Telephone		36,139	2,259	2,259	40,657	4,065	452	45,174	32,482
Technology expense		216,767	-	-	216,767	-	-	216,767	220,883
Field trips and activities		-	-	146,352	146,352	-	-	146,352	110,663
Student testing and assessment		5,268	-	-	5,268	-	-	5,268	6,153
Sports expenses		-	-	46,355	46,355	-	-	46,355	31,984
Insurance		77,348	4,834	4,834	87,016	8,702	967	96,685	99,750
Vehicle expense		5,076	317	317	5,710	635	-	6,345	9,213
Mobile classroom		-	-	-	-	61,694	-	61,694	39,384
Miscellaneous		25,970	1,623	1,623	29,216	3,375	2	32,593	28,203
Depreciation and amortization		533,181	33,324	33,324	599,829	66,647	-	666,476	744,663
Total		<u>\$ 7,131,864</u>	<u>\$ 687,784</u>	<u>\$ 1,302,808</u>	<u>\$ 9,122,456</u>	<u>\$ 2,012,432</u>	<u>\$ 5,188</u>	<u>\$ 11,140,076</u>	<u>\$ 10,830,160</u>

The accompanying notes are an integral part of this financial statement.

**TAPESTRY CHARTER SCHOOL**  
**Statement of Functional Expenses**  
**Year Ended June 30, 2015**

	Number of staff	Program services			Supporting services			
		Regular education	Special education	Other programs	Total	Management and general	Development activities	Total
Salaries and wages:								
Instrucional	98	\$3,570,631	\$ 379,111	\$ -	\$3,949,742	\$ -	\$ -	\$ 3,949,742
Non-instrucional	9	-	-	514,201	514,201	-	-	514,201
Administrative	23	-	-	-	-	930,863	32,530	963,393
Total salaries	<u>130</u>	<u>3,570,631</u>	<u>379,111</u>	<u>514,201</u>	<u>4,463,943</u>	<u>930,863</u>	<u>32,530</u>	<u>5,427,336</u>
Payroll taxes		291,945	30,997	42,042	364,984	76,110	2,660	443,754
Employee benefits		818,151	86,867	117,821	1,022,839	220,746	-	1,243,585
Food service		-	-	168,248	168,248	-	-	168,248
Accounting and legal		-	-	-	-	103,674	-	103,674
Books and instructional material		17,005	-	-	17,005	-	-	17,005
Instructional consultants		73,776	35,854	-	109,630	-	-	109,630
Contracted services		-	-	-	-	111,607	-	111,607
Travel and conferences		12,476	-	-	12,476	-	-	12,476
Utilities		83,995	5,250	5,250	94,495	9,449	1,050	104,994
Classroom supplies		43,530	-	-	43,530	-	-	43,530
Arts, dance and music		-	-	21,385	21,385	-	-	21,385
Postage		7,289	456	456	8,201	820	91	9,112
Student services		-	-	5,441	5,441	-	-	5,441
Staff development		30,543	-	-	30,543	-	-	30,543
Interest expense		1,079,424	67,464	67,464	1,214,352	134,928	-	1,349,280
Office expense		-	-	-	-	24,039	-	24,039
Advertising and promotion		-	-	-	-	16,247	-	16,247
Maintenance and repairs		211,916	13,245	13,245	238,406	23,841	2,649	264,896
Telephone		25,986	1,624	1,624	29,234	2,923	325	32,482
Technology expense		220,883	-	-	220,883	-	-	220,883
Field trips and activities		-	-	110,663	110,663	-	-	110,663
Student testing and assessment		6,153	-	-	6,153	-	-	6,153
Sports expenses		-	-	31,984	31,984	-	-	31,984
Insurance		79,800	4,988	4,988	89,776	8,976	998	99,750
Vehicle expense		7,370	461	461	8,292	921	-	9,213
Mobile classroom		-	-	-	-	39,384	-	39,384
Miscellaneous		21,240	1,328	1,328	23,896	4,307	-	28,203
Depreciation and amortization		624,214	-	36,718	660,932	83,731	-	744,663
Total		<u>\$7,226,327</u>	<u>\$ 627,645</u>	<u>\$1,143,319</u>	<u>\$8,997,291</u>	<u>\$1,792,566</u>	<u>\$ 40,303</u>	<u>\$ 10,830,160</u>

The accompanying notes are an integral part of this financial statement.

**TAPESTRY CHARTER SCHOOL**  
**Statements of Cash Flows**  
**Years Ended June 30, 2016 and 2015**

	<u>2016</u>	<u>2015</u>
Cash flows from operating activities:		
Cash received from public school districts	\$ 10,898,142	\$ 10,344,771
Cash received from grants	319,029	272,880
Cash received from contributions	29,944	33,045
Cash received from cafeteria	291,600	238,560
Cash received from other sources	359,087	154,655
Payments to employees for services and benefits	(7,620,458)	(6,961,513)
Payments to vendors and suppliers	<u>(2,886,715)</u>	<u>(3,139,742)</u>
Net cash provided by operating activities	<u>1,390,629</u>	<u>942,656</u>
Cash flows from investing activities:		
Construction in progress payments	(30,631)	567
Purchase of property and equipment	<u>(164,984)</u>	<u>(92,933)</u>
Net cash used in investing activities	<u>(195,615)</u>	<u>(92,366)</u>
Cash flows from financing activities:		
Payments on revolving line of credit	(10,869)	(8,038)
Payments on equipment lease obligation	(5,091)	(4,597)
Payment of loan fees	-	(2,950)
Principal payments on long-term debt	(294,921)	(388,817)
Payment made to purchase property and terminate the property lease obligation	<u>(75,556)</u>	<u>-</u>
Net cash used in financing activities	<u>(386,437)</u>	<u>(391,767)</u>
Net increase in cash	808,577	458,523
Cash at beginning of year	<u>2,791,720</u>	<u>2,333,197</u>
Cash at end of year	<u><u>\$ 3,600,297</u></u>	<u><u>\$ 2,791,720</u></u>

Continued

The accompanying notes are an integral part of these financial statements.

**TAPESTRY CHARTER SCHOOL**  
**Statements of Cash Flows, Continued**  
**Years Ended June 30, 2016 and 2015**

	<u>2016</u>	<u>2015</u>
Reconciliation of change in net assets		
to net cash provided by operating activities:		
Change in net assets	\$ 727,003	\$ 189,552
Adjustments to reconcile change in net assets		
to net cash provided by operating activities:		
Non-cash contribution	(200,000)	-
Interest	50,865	42,896
Depreciation and amortization	666,476	744,663
Changes in operating assets and liabilities:		
Increase in receivables	8,903	30,156
(Decrease) increase in prepaid expenses	(2,241)	1,649
Increase (decrease) in accounts payable	145,804	(213,465)
(Decrease) increase in accrued expenses	(45,609)	153,162
Increase (decrease) in deferred revenue	39,428	(5,957)
Net cash provided by operating activities	<u>\$ 1,390,629</u>	<u>\$ 942,656</u>
Supplemental schedule of cash flow information:		
Cash paid for interest	<u>\$ 956,908</u>	<u>\$ 1,301,788</u>
Property and equipment purchases financed with		
accounts payable	<u>\$ 38,849</u>	<u>\$ 6,000</u>
Transactions related to the purchase of property and		
the termination of the property lease obligation:		
Reduction in property valuation	<u>\$ 679,183</u>	<u>\$ -</u>
Increase in deferred loan fees	<u>\$ 95,563</u>	<u>\$ -</u>
Increase in mortgage note payable	<u>\$ 10,243,000</u>	<u>\$ -</u>
Increase in note payable	<u>\$ 1,840,000</u>	<u>\$ -</u>
Termination of property lease obligation	<u>\$ 12,815,755</u>	<u>\$ -</u>

The accompanying notes are an integral part of these financial statements.

**TAPESTRY CHARTER SCHOOL**  
**Notes to Financial Statements**  
**June 30, 2016 and 2015**

**Note 1 - Organization and Summary of Significant Accounting Policies**

**Organization** - The mission of Tapestry Charter School (the School) is to educate and inspire a diverse community of K-12 learners by engaging them in rigorous real-world learning experiences which prioritize intellectual, social and emotional growth. The School provides an environment where students are encouraged to become self directed, independent learners. Progressive, interdisciplinary teaching techniques are utilized along with the best resources available to fit the individual learning style of each student. Parent involvement is a significant component in the success of the School. The School enrolls students from families of diverse cultural, racial and socio-economic backgrounds.

The School received a provisional charter on April 24, 2001 from the Education Department of the State of New York. This charter has been renewed and extended through April 24, 2021 in accordance with the provisions of Article 5b of the Education Law.

**Basis of Accounting** - The accompanying financial statements have been prepared on the accrual basis of accounting in accordance with accounting principles generally accepted in the United States of America.

**Basis of Presentation** - Financial statement presentation follows the recommendations of the Financial Accounting Standards Board (FASB) in its Accounting Standards Codification (ASC) Topic 958-205-45. Under ASC Topic 958-205-45, the School is required to report information regarding its financial position and activities according to separate unrestricted, temporarily restricted, and permanently restricted classes of net assets. The School did not have any permanently restricted net assets at June 30, 2016 or 2015. Accordingly, net assets of the School and changes therein are classified and reported as follows:

- Unrestricted net assets – Net assets that are not subject to donor-imposed stipulations and may be used for any purpose designated by the School’s Board of Trustees.
- Temporarily restricted net assets – Net assets subject to donor-imposed stipulations that may or will be met either by actions of the School and/or the passage of time.

**Use of Estimates** - The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect certain reported amounts and disclosures. Accordingly, actual results could differ from those estimates.

**Cash and Equivalents** - For purposes of the statements of cash flows, the School considers all highly liquid investments with an initial maturity of three months or less to be cash equivalents.

**Receivables** – Receivables are stated at the amount management expects to collect from outstanding balances. Management provides for probable uncollectible amounts through a provision for bad debt expense and an adjustment to a valuation allowance based on its assessment of the current status of individual accounts. Balances that are still outstanding after management has used reasonable collection efforts are written off through a charge to the valuation allowance and a credit to receivables. There was no valuation allowance at June 30, 2016 or 2015.

**TAPESTRY CHARTER SCHOOL**  
**Notes to Financial Statements, Continued**  
**June 30, 2016 and 2015**

**Note 1 - Organization and Summary of Significant Accounting Policies, Continued**

***Property and Equipment*** - Property and equipment are stated at cost, except for donated property and equipment, which is stated at the estimated fair market value at date of receipt. If donors stipulate how long the assets must be used, the contributions are recorded as restricted support. In the absence of such stipulations, contributions of property and equipment are recorded as unrestricted support. Depreciation of property and equipment is provided for in amounts sufficient to relate the cost of depreciable assets to operations over their estimated service lives using the straight-line method. Upon disposal of property and equipment, the appropriate property and equipment accounts are reduced by the related costs and accumulated depreciation. The resulting gains and losses are reflected in the statements of activities. Estimated service lives are as follows:

• Land improvements	10 – 15 years
• Buildings and improvements	5 – 30 years
• Equipment	3 – 7 years
• Vehicles	5 years

***Long-Lived Assets*** – The School reviews the carrying values of its long-lived assets for possible impairment whenever events or changes in circumstances indicate that the carrying amounts of the assets may not be recoverable. At June 30, 2016, no impairment in value has been recognized.

***Promises to Give*** – Contributions are recognized when the donor makes an unconditional promise to give to the School. Contributions that are restricted by the donor are reported as increases in unrestricted net assets if the restrictions expire in the period in which the contributions are recognized. All other donor-restricted contributions are reported as increases in temporarily or permanently restricted net assets depending on the nature of the restrictions. When a restriction expires, temporarily restricted net assets are reclassified to unrestricted net assets. Grant awards are classified as refundable advances until expended for the purposes of the grant since they are conditional promises to give.

***Functional Allocation of Expenses*** - The costs of various programs and supporting services have been summarized on a functional basis. Accordingly, certain costs have been allocated among the programs and supporting services benefited.

***Advertising*** - The School follows the policy of charging the costs of advertising to expense as incurred. Advertising and promotional expense for the years ending June 30, 2016 and 2015 was \$14,398 and \$16,247, respectively.

***Income Taxes*** - The School is exempt from federal and state income taxes under Section 501(c)(3) of the Internal Revenue Code, and is classified as "other than a private foundation". Therefore, no provision for income taxes is reflected in the financial statements.

***Uncertain Tax Positions*** – The School discloses or recognizes income tax positions based on management's estimate of whether it is reasonably possible or probable that a liability has been incurred for unrecognized income taxes. Management has concluded that the School has taken no uncertain tax positions that require adjustment in its financial statements. U.S. forms 990 filed by the School are subject to examination by taxing authorities generally for three years after they were filed.

**TAPESTRY CHARTER SCHOOL**  
**Notes to Financial Statements, Continued**  
**June 30, 2016 and 2015**

**Note 1 - Organization and Summary of Significant Accounting Policies, Continued**

*Subsequent Events* - The School has evaluated events and transactions after June 30, 2016, and through October 21, 2016, which is the date the financial statements were available to be issued, and determined that any events or transactions occurring during this period that would require recognition or disclosure are properly addressed in these financial statements.

*Reclassifications* – Certain amounts in the 2015 financial statements have been reclassified to conform to the 2016 presentation. The reclassifications have no effect on the reported amounts of total net assets or changes in total net assets.

**Note 2 - Property and Equipment**

Property and equipment at June 30, 2016 and 2015 are summarized as follows:

	<u>2016</u>	<u>2015</u>
Land and improvements	\$ 1,440,171	\$ 1,440,171
Building	12,967,615	13,646,797
Building improvements	1,308,827	1,224,103
Office equipment	202,667	166,105
Instructional equipment	1,156,336	1,079,790
Kitchen equipment	171,087	171,087
Library equipment	74,356	74,356
Maintenance equipment	4,240	4,240
Vehicles	59,950	59,950
	17,385,249	17,866,599
Less accumulated depreciation	(4,399,136)	(3,736,364)
	\$ 12,986,113	\$ 14,130,235

An adjustment of \$679,183 was made in 2016 to reduce the carrying value of the School's property in conjunction with purchasing the property and terminating the property lease obligation (Note 6).

**Note 3 - Revolving Lines of Credit**

The School has a \$20,000 revolving line of credit with a bank. Advances on the credit line are payable on demand with interest at 14.9%. Any outstanding balance is secured by a general security interest in all assets of the School. There was no outstanding balance on this agreement at June 30, 2016. The outstanding balance at June 30, 2015 was \$10,869.

The School also has a \$300,000 line of credit with a bank. Advances on the credit line are payable on demand with interest at the Wall Street Journal prime rate plus 1%. Any outstanding balance is secured by a general security interest in all assets of the School. There was no outstanding balance on this agreement at June 30, 2016 or 2015.

**TAPESTRY CHARTER SCHOOL**  
**Notes to Financial Statements, Continued**  
**June 30, 2016 and 2015**

**Note 4 - Long-term Debt**

Long-term debt as of June 30, 2016 and 2015 are summarized as follows:

	<u>2016</u>	<u>2015</u>
Note payable to Northwest Savings Bank in 84 monthly installments of \$2,043 plus interest at a variable rate of interest equivalent to the bank's prime rate plus 100 basis points (5.00% at June 30, 2012) to finance land acquisition.	\$ 18,385	\$ 42,898
Note payable to Northwest Savings Bank in 36 monthly installments of \$17,193 including interest at a fixed interest rate of 4.5%.	393,652	577,938
Mortgage note payable to Northwest Savings Bank in monthly installments of \$48,673 including interest at a fixed rate of 2.975%. This note matures in April 2023 at which time a balloon payment of the outstanding principle balance is due.	10,220,577	-
Note payable to Northwest Savings Bank in monthly installments of \$17,783 including interest at a fixed rate of 2.975%. This note matures in April 2023 at which time a balloon payment of the outstanding principle balance is due.	1,826,932	-
Note payable to Northwest Savings Bank in 60 monthly installments of \$11,234, including interest at a fixed interest rate of 6.5%.	-	34,939
Note payable to Northwest Savings Bank in 60 monthly installments of \$3,862, including interest at a fixed interest rate of 6.5%.	-	15,692
	12,459,546	671,467
Less: current maturities	(650,860)	(258,940)
	\$ 11,808,686	\$ 412,527

Continued

**TAPESTRY CHARTER SCHOOL**  
**Notes to Financial Statements, Continued**  
**June 30, 2016 and 2015**

**Note 4 - Long-term Debt, Continued**

Principal maturities:	
2017	\$ 650,860
2018	654,543
2019	467,278
2020	481,569
2021	496,298
Thereafter	<u>9,708,998</u>
	<u>\$ 12,459,546</u>

**Note 5 - Equipment Lease Obligation**

During the year ended June 30, 2013, the School entered into an agreement to lease certain office equipment. The School accounted for this transaction as a capital lease and capitalized the equipment and recorded the related debt in the amount of \$25,785. The agreement requires monthly payments of \$528 through February 2018. The equipment lease obligation at June 30, 2016 and 2015 is summarized as follows:

	<u>2016</u>	<u>2015</u>
Current portion	\$ 5,378	\$ 5,091
Remaining balance	<u>4,307</u>	<u>9,685</u>
	<u>\$ 9,685</u>	<u>\$ 14,776</u>

**Note 6 – Property Lease Obligation**

The School occupies property, located at 65 Great Arrow Avenue in Buffalo, New York, that was financed under a lease agreement. The School accounted for this as a capital lease. The principal balance of this lease obligation was \$12,891,311 at June 30, 2015. Under the lease agreement and lease amendment, the School had the option to buy out its leasehold interest and improvements in the property. The buyout price represented the amount due on the landlord’s mortgage plus the landlord’s required equity contribution to the project including a 2.5% inflationary factor. On April 19, 2016, the School exercised the buyout and purchased the property thereby terminating the lease agreement. The purchase transaction included a \$200,000 reduction in the lease buyout price which was considered a donation made to the School. The School reduced the carrying value of the property by \$679,183 due to the difference between the property’s purchase price and the carrying amount of the lease obligation. The School financed the purchase of the property and the termination of the property lease obligation with a bank mortgage loan of \$10,243,000 and a bank term loan of \$1,840,000. Capitalized loan closing costs amounted to \$95,563.

**TAPESTRY CHARTER SCHOOL**  
**Notes to Financial Statements, Continued**  
**June 30, 2016 and 2015**

**Note 7 - Temporarily Restricted Net Assets**

Temporarily restricted net assets at June 30, 2016 and 2015 are contributions received restricted for the following purposes:

	<u>2016</u>	<u>2015</u>
Student scholarships	\$ 11,120	\$ 12,945
Other purposes	<u>16,609</u>	<u>17,550</u>
	<u>\$ 27,729</u>	<u>\$ 30,495</u>

**Note 8 - Public School District Revenue**

The School receives public school district funds for regular student enrollment. The rate per student is mandated by the State of New York Education Department. The rate paid by the Buffalo school district was \$12,355 and \$12,255 per student for the years ended June 30, 2016 and 2015, respectively. The School had 821 and 800 enrolled students at June 30, 2016 and 2015, respectively, with the majority of students coming from the Buffalo school district. Total public school district revenue amounted to \$10,860,123 and \$10,328,958 for the years ended June 30, 2016 and 2015, respectively.

**Note 9 - Retirement Plan**

The School participates in the New York State Teachers' Retirement System (TRS), a cost sharing multiple employer, defined benefit pension plan. TRS offers a wide range of plans and benefits which are related to years of service and final average salary, vesting of retirement benefits, death and disability. TRS is administered by the New York State Teachers' Retirement Board and provides retirement, disability, withdrawal and death benefits to plan members and beneficiaries as authorized by the Education Law and the Retirement and Social Security Law of the State of New York. TRS issues a publicly available financial report that contains financial statements and required supplementary information for the System. The report can be found on the TRS website at [www.nystrs.org/main/library/annual-report.htm](http://www.nystrs.org/main/library/annual-report.htm).

TRS requires employee contributions of 3% of their annual salary for the first 10 years of service for those employees who joined the Plan between July 1976 and December 2009. Participants hired after January 1, 2010 are required to contribute 3.5% of their annual salary throughout their active membership in TRS. No employee contribution is required for those hired prior to July 1976. Pursuant to Article 11 of the Education Law, an actuarially determined contribution rate is established annually by the New York State Teachers' Retirement Board. The rate for the years ended June 30, 2016 and 2015 is 13.26% and 17.53% of the annual covered payroll, respectively. The School's required contribution was \$660,228 and \$795,213 for the years ended June 30, 2016 and 2015, respectively.

**TAPESTRY CHARTER SCHOOL**  
**Notes to Financial Statements, Continued**  
**June 30, 2016 and 2015**

**Note 10 - Concentration of Credit Risk**

The School maintains its cash balances at financial institutions within the Buffalo, New York area, which at times exceed amounts covered by insurance provided by the Federal Deposit Insurance Corporation (FDIC), up to \$250,000 per institution. As of June 30, 2016, the maximum loss that would have resulted from that risk totaled \$3,318,540. The School has not experienced any losses in such accounts and believes it is not exposed to any significant credit risk to cash.

\* \* \* \* \*

**Report on Internal Control over Financial Reporting and on  
Compliance and Other Matters based on an Audit of  
Financial Statements performed in accordance with  
*Government Auditing Standards***

To the Board of Trustees  
Tapestry Charter School

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, the financial statements of Tapestry Charter School (a nonprofit organization), which comprise the statement of financial position as of June 30, 2016, and the related statements of activities, functional expenses and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated October 21, 2016.

**Internal Control Over Financial Reporting**

In planning and performing our audit of the financial statements, we considered Tapestry Charter School's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not to for the purpose of expressing an opinion on the effectiveness of Tapestry Charter School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A *material weakness* is a deficiency, or combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

36 Niagara Street  
Tonawanda, New York 14150  
**Phone: 716.694.0336**  
Fax: 716.694.5081  
email: [info@amatofox.com](mailto:info@amatofox.com)

## **Compliance and Other Matters**

As part of obtaining reasonable assurance about whether Tapestry Charter School's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

### **Purpose of this report**

The purpose of this report is solely to describe the scope of testing of internal control and compliance, and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

*Amato, Fox & Company, P.C.*

Tonawanda, New York  
October 21, 2016



**GENERAL INSTRUCTIONS FOR ANNUAL BUDGET/QUARTERLY REPORT**

**TEMPLATE TABS**

**1- GRAY tab contains the Instructions**

<a href="#">Instructions</a>	Provides description of tabs and input requirements.
<a href="#">Funding by District</a>	Charter School Tuition Rates

**2- BLUE tabs require input of information**

<a href="#">1.) Name of School</a>	>Select school name from list. >Enter contact information.
<a href="#">2.) Enrollment</a>	Enter enrollment information for Annual Budget (& Revisions) and Quarterly Actuals. Includes: >Enrollment by Grade >Enrollment by District
<a href="#">3.) Staffing Plan</a>	Enter staffing plan information for Annual Budget (& Revisions) and Quarterly Actuals. Includes: >Full Time Equivalent (FTE), by Position Category, By Quarter
<a href="#">4.) Yearly Budget</a>	Enter Yearly Budget information. Includes: >"Pior Year" column may be completed based upon preliminary data, and adjusted with Annual Audited data when the Quarter 2 Actuals are being submitted. (Note: Quarterly Revenue allocation may be set) >Budgeted Enrollment data and Per Pupil Revenue for the current year are populated based upon input on tab "2.) Enrollment." >Budgeted FTE for current year is populated based upon input on tab "3.) Staffing Plan." >All other sources of revenue >All expenses >Budget Revisions, as necessary and <i>approved</i> by the school's Board of Directors, should be submitted when submitting Quarterly Actuals.
<a href="#">5.) Balance Sheet</a>	Enter Balance Sheet information for EdCorps. Separate schools merged into a primary EdCorp should NOT use this tab. >"Pior Year" column may be completed based upon preliminary data, and adjusted with Annual Audited data when the Quarter 2 Actuals are being submitted.
<a href="#">6.) Quarterly Report</a>	Enter Actual Quarterly Report information . Includes: >Actual Enrollment data and Per Pupil Revenue for the current year are populated based upon input on tab "2.) Enrollment." >Actual FTE for current year is populated based upon input on tab "3.) Staffing Plan." >All other sources of revenue >All expenses
<a href="#">7.) Annual Report Requirement</a>	Complete when submitting Actual Quarter 4.

**CELL COLORS & GUIDANCE COMMENTS**

-  = Enter information into the light BLUE shaded cells.
-  = Cells labeled in ORANGE containe guidance regarding the input of information.
-  = Cells containing RED triangles in the upper right corner contain "guidance comments" on that particular line item. Please "mouse-over" the triangle to reveal each comment.

**Charter Funding Alphabetical By NYS School District -  
\* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition) -**

<b>District Code</b>	<b>School District Name</b>	<b>Final 2015-16 Basic Tuition*</b>	<b>Final 2016-17 Basic Tuition*</b>
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## ANNUAL BUDGET & QUARTERLY REPORT TEMPLATE

### Tapestry Charter School -

#### SCHOOL

<b>Name:</b>	Tapestry Charter School
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#### CONTACT INFORMATION -

<b>Contact Name:</b>	Lisa M. Kirisits
<b>Contact Title:</b>	CFO
<b>Contact Email:</b>	[REDACTED]
<b>Contact Phone:</b>	[REDACTED]

#### REPORT PERIOD -

<b>Current Academic Year:</b>	2016-17
<b>Prior Academic Year:</b>	Err:508



<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
62	81	81	77	76

ACTUAL QUARTERLY TOTAL DISTRICTS/ENROLLMENT				
TER 4	QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
<i>Revised</i>	Actual	Actual	Actual	Actual
0	0	0	0	0
0	0	0	0	0
Column(s) for the				
ACTUAL ENROLLMENT BY QUARTER				
TER 4	QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
<i>Revised</i> Budgeted Enrollment	Actual Enrollment	Actual Enrollment	Actual Enrollment	Actual Enrollment

**STAFFING PLAN F**

**\*NOTE:** Enter the number of FTE positions in the "blue" cells.

**\*NOTE:** If there are NO budget revisions at the time of quarterly submittal leave the "Original" column. If budget revisions ARE made, the entire "REVISED" budget columns for the affected

ADMINISTRATIVE PERSONNEL FTE	PRIOR YEAR Err:508 ACTUAL	ANNUAL BUDGETED FTE				
		Q1		Q2		Q3
		Original	Revised	Original	Revised	Original
Executive Management		3.0		3.0		3.0
Instructional Management		7.0		7.0		7.0
Deans, Directors & Coordinators		2.0		2.0		2.0
CFO / Director of Finance		1.0		1.0		1.0
Operation / Business Manager						
Administrative Staff		8.0		8.0		8.0
<b>TOTAL ADMINISTRATIVE STAFF</b>	0.0	21.0	0.0	21.0	0.0	21.0

INSTRUCTIONAL PERSONNEL FTE	PRIOR YEAR Err:508 ACTUAL	ANNUAL BUDGETED FTE				
		Q1		Q2		Q3
		Original	Revised	Original	Revised	Original
Teachers - Regular		51.0		51.0		51.0
Teachers - SPED		15.0		15.0		15.0
Substitute Teachers		2.0		2.0		2.0
Teaching Assistants		13.0		13.0		13.0
Specialty Teachers		18.0		18.0		18.0
Aides						
Therapists & Counselors		4.5		4.5		4.5
Other						
<b>TOTAL INSTRUCTIONAL</b>	0.0	103.5	0.0	103.5	0.0	103.5

NON INSTRUCTIONAL PERSONNEL FTE	PRIOR YEAR Err:508 ACTUAL	ANNUAL BUDGETED FTE				
		Q1		Q2		Q3
		Original	Revised	Original	Revised	Original
Nurse		2.0		2.0		2.0
Librarian		2.0		2.0		2.0
Custodian		2.5		2.5		2.5
Security						
Other		4.8		4.8		4.8
<b>TOTAL NON-INSTRUCTIONAL</b>	0.0	11.3	0.0	11.3	0.0	11.3

<b>TOTAL PERSONNEL SERVICE FTE</b>	0.0	135.8	0.0	135.8	0.0	135.8
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**Y CHARTER SCHOOL -  
2016-17 -**

**ULL TIME EQUIVALENT ("FTE")**

**\*NOTE:** Enter the number of FTE positions in the "blue" cells.

The 'REVISED' Column(s) COMPLETELY BLANK. If a quarter(s) must be completed on tabs 2, 3

**\*NOTE:** Each quarter, the actual FTE should be input.

ADMINISTRATIVE PERSONNEL FTE			
	3	Q4	
	Revised	Original	Revised
Executive Management		3.0	
Instructional Management		7.0	
Deans, Directors & Coordinators		2.0	
CFO / Director of Finance		1.0	
Operation / Business Manager			
Administrative Staff		8.0	
<b>TOTAL ADMINISTRATIVE STAFF</b>	0.0	21.0	0.0

ACTUAL QUARTERLY FTE			
Q1	Q2	Q3	Q4
Actual	Actual	Actual	Actual
0.0	0.0	0.0	0.0

INSTRUCTIONAL PERSONNEL FTE			
	3	Q4	
	Revised	Original	Revised
Teachers - Regular		51.0	
Teachers - SPED		15.0	
Substitute Teachers		2.0	
Teaching Assistants		13.0	
Specialty Teachers		18.0	
Aides			
Therapists & Counselors		4.5	
Other			
<b>TOTAL INSTRUCTIONAL</b>	0.0	103.5	0.0

ACTUAL QUARTERLY FTE			
Q1	Q2	Q3	Q4
Actual	Actual	Actual	Actual
0.0	0.0	0.0	0.0

NON INSTRUCTIONAL PERSONNEL FTE			
	3	Q4	
	Revised	Original	Revised
Nurse		2.0	
Librarian		2.0	
Custodian		2.5	
Security			
Other		4.8	
<b>TOTAL NON-INSTRUCTIONAL</b>	0.0	11.3	0.0

ACTUAL QUARTERLY FTE			
Q1	Q2	Q3	Q4
Actual	Actual	Actual	Actual
0.0	0.0	0.0	0.0

<b>TOTAL PERSONNEL SERVICE FTE</b>	0.0	135.8	0.0
------------------------------------	-----	-------	-----

0.0	0.0	0.0	0.0
-----	-----	-----	-----



<b>*NOTE:</b> Enter the number of FTE positions in the "blue" cells.	<b>*NOTE:</b> State the assumptions that are being made for personnel FTE levels.
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ADMINISTRATIVE PERSONNEL FTE	Description of Assumptions
Executive Management	
Instructional Management	
Deans, Directors & Coordinators	
CFO / Director of Finance	
Operation / Business Manager	
Administrative Staff	
TOTAL ADMINISTRATIVE STAFF	

INSTRUCTIONAL PERSONNEL FTE	Description of Assumptions
Teachers - Regular	
Teachers - SPED	
Substitute Teachers	
Teaching Assistants	
Specialty Teachers	
Aides	
Therapists & Counselors	
Other	
TOTAL INSTRUCTIONAL	

NON INSTRUCTIONAL PERSONNEL FTE	Description of Assumptions
Nurse	
Librarian	
Custodian	
Security	
Other	
TOTAL NON-INSTRUCTIONAL	

<b>TOTAL PERSONNEL SERVICE FTE</b>	
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**TAPESTRY CHARTER SCHOOL -  
Budget / Operating Plan -  
2016-17 -**

Total Revenue	-	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	-	2,082,030	#NAME?	#NAME?	3,162,790	#NAME?	#NAME?	3,162,790
Net Income	-	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment	-	818	-	-	818	-	-	818

Prior Year Actual	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter
	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	

**EXPENSES**

**ADMINISTRATIVE STAFF PERSONNEL COSTS**

Avg. No. of Positions

Executive Management	3.00	77,170		#NAME?	77,170		#NAME?	77,170	
Instructional Management	7.00	118,840		#NAME?	118,840		#NAME?	118,840	
Deans, Directors & Coordinators	2.00	25,500		#NAME?	25,500		#NAME?	25,500	
CFO / Director of Finance	1.00	23,000		#NAME?	23,000		#NAME?	23,000	
Operation / Business Manager	-			#NAME?			#NAME?		
Administrative Staff	8.00	87,930		#NAME?	87,930		#NAME?	87,930	
<b>TOTAL ADMINISTRATIVE STAFF</b>	<b>21.00</b>	<b>-</b>	<b>332,440</b>	<b>-</b>	<b>#NAME?</b>	<b>332,440</b>	<b>-</b>	<b>#NAME?</b>	<b>332,440</b>

**INSTRUCTIONAL PERSONNEL COSTS**

Teachers - Regular	51.00	249,300		#NAME?	747,910		#NAME?	747,910	
Teachers - SPED	15.00	71,270		#NAME?	213,800		#NAME?	213,800	
Substitute Teachers	2.00	6,160		#NAME?	18,470		#NAME?	18,470	
Teaching Assistants	13.00	32,620		#NAME?	97,860		#NAME?	97,860	
Specialty Teachers	18.00	86,310		#NAME?	258,930		#NAME?	258,930	
Aides	-			#NAME?			#NAME?		
Therapists & Counselors	4.50	67,860		#NAME?	67,860		#NAME?	67,860	
Other	-			#NAME?			#NAME?		
<b>TOTAL INSTRUCTIONAL</b>	<b>103.50</b>	<b>-</b>	<b>513,520</b>	<b>-</b>	<b>#NAME?</b>	<b>1,404,830</b>	<b>-</b>	<b>#NAME?</b>	<b>1,404,830</b>

**NON-INSTRUCTIONAL PERSONNEL COSTS**

Nurse	2.00	19,950		#NAME?	19,950		#NAME?	19,950	
Librarian	2.00	22,290		#NAME?	22,290		#NAME?	22,290	
Custodian	2.50	20,690		#NAME?	20,690		#NAME?	20,690	
Security	-			#NAME?			#NAME?		
Other	4.75	16,750		#NAME?	50,240		#NAME?	50,240	
<b>TOTAL NON-INSTRUCTIONAL</b>	<b>11.25</b>	<b>-</b>	<b>79,680</b>	<b>-</b>	<b>#NAME?</b>	<b>113,170</b>	<b>-</b>	<b>#NAME?</b>	<b>113,170</b>

**SUBTOTAL PERSONNEL SERVICE COSTS**

	135.75	-	925,640	-	#NAME?	1,850,440	-	#NAME?	1,850,440
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**PAYROLL TAXES AND BENEFITS**

Payroll Taxes		152,130		#NAME?	152,130		#NAME?	152,130	
Fringe / Employee Benefits		153,270		#NAME?	153,270		#NAME?	153,270	
Retirement / Pension		180,630		#NAME?	180,630		#NAME?	180,630	
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>		<b>-</b>	<b>486,030</b>	<b>-</b>	<b>#NAME?</b>	<b>486,030</b>	<b>-</b>	<b>#NAME?</b>	<b>486,030</b>

**TOTAL PERSONNEL SERVICE COSTS**

	135.75	-	1,411,670	-	#NAME?	2,336,470	-	#NAME?	2,336,470
--	--------	---	-----------	---	--------	-----------	---	--------	-----------

**CONTRACTED SERVICES**

Accounting / Audit				#NAME?			#NAME?		
Legal				#NAME?			#NAME?		
Management Company Fee				#NAME?			#NAME?		
Nurse Services				#NAME?			#NAME?		
Food Service / School Lunch				#NAME?			#NAME?		
Payroll Services				#NAME?			#NAME?		
Special Ed Services		10,000		#NAME?	30,000		#NAME?	30,000	
Titlement Services (i.e. Title I)				#NAME?			#NAME?		
Other Purchased / Professional / Consulting		33,700		#NAME?	47,700		#NAME?	47,700	
<b>TOTAL CONTRACTED SERVICES</b>		<b>-</b>	<b>43,700</b>	<b>-</b>	<b>#NAME?</b>	<b>77,700</b>	<b>-</b>	<b>#NAME?</b>	<b>77,700</b>







		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
<b>Total Revenue</b>		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
<b>Total Expenses</b>		#NAME?	#NAME?	3,162,830	#NAME?	#NAME?
<b>Net Income</b>		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
<b>Actual Student Enrollment</b>		-	-	818	-	-
		Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
		<b>Revised Budget</b>	<b>Variance</b>	<b>Original Budget</b>	<b>Revised Budget</b>	<b>Variance</b>
<b>EXPENSES</b>						
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>		Avg. No. of Positions				
Executive Management	3.00	#NAME?	77,180			#NAME?
Instructional Management	7.00	#NAME?	118,840			#NAME?
Deans, Directors & Coordinators	2.00	#NAME?	25,500			#NAME?
CFO / Director of Finance	1.00	#NAME?	23,000			#NAME?
Operation / Business Manager	-	#NAME?				#NAME?
Administrative Staff	8.00	#NAME?	87,920			#NAME?
<b>TOTAL ADMINISTRATIVE STAFF</b>	<b>21.00</b>	-	#NAME?	332,440	-	#NAME?
<b>INSTRUCTIONAL PERSONNEL COSTS</b>						
Teachers - Regular	51.00	#NAME?	747,910			#NAME?
Teachers - SPED	15.00	#NAME?	213,780			#NAME?
Substitute Teachers	2.00	#NAME?	18,480			#NAME?
Teaching Assistants	13.00	#NAME?	97,860			#NAME?
Specialty Teachers	18.00	#NAME?	258,930			#NAME?
Aides	-	#NAME?				#NAME?
Therapists & Counselors	4.50	#NAME?	67,870			#NAME?
Other	-	#NAME?				#NAME?
<b>TOTAL INSTRUCTIONAL</b>	<b>103.50</b>	-	#NAME?	1,404,830	-	#NAME?
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>						
Nurse	2.00	#NAME?	19,940			#NAME?
Librarian	2.00	#NAME?	22,290			#NAME?
Custodian	2.50	#NAME?	20,700			#NAME?
Security	-	#NAME?				#NAME?
Other	4.75	#NAME?	50,240			#NAME?
<b>TOTAL NON-INSTRUCTIONAL</b>	<b>11.25</b>	-	#NAME?	113,170	-	#NAME?
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>	<b>135.75</b>	-	#NAME?	1,850,440	-	#NAME?
<b>PAYROLL TAXES AND BENEFITS</b>						
Payroll Taxes		#NAME?	152,100			#NAME?
Fringe / Employee Benefits		#NAME?	153,298			#NAME?
Retirement / Pension		#NAME?	180,650			#NAME?
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>		-	#NAME?	486,048	-	#NAME?
<b>TOTAL PERSONNEL SERVICE COSTS</b>	<b>135.75</b>	-	#NAME?	2,336,488	-	#NAME?
<b>CONTRACTED SERVICES</b>						
Accounting / Audit		#NAME?				#NAME?
Legal		#NAME?				#NAME?
Management Company Fee		#NAME?				#NAME?
Nurse Services		#NAME?				#NAME?
Food Service / School Lunch		#NAME?				#NAME?
Payroll Services		#NAME?				#NAME?
Special Ed Services		#NAME?	30,000			#NAME?
Titlement Services (i.e. Title I)		#NAME?				#NAME?
Other Purchased / Professional / Consulting		#NAME?	47,670			#NAME?
<b>TOTAL CONTRACTED SERVICES</b>		-	#NAME?	77,670	-	#NAME?

<b>Total Revenue</b>	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
<b>Total Expenses</b>	#NAME?	#NAME?	3,162,830	#NAME?	#NAME?
<b>Net Income</b>	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
<b>Actual Student Enrollment</b>	-	-	818	-	-
	<b>Quarter - 1/1 - 3/31</b>		<b>4th Quarter - 4/1 - 6/30</b>		
	<b>Revised Budget</b>	<b>Variance</b>	<b>Original Budget</b>	<b>Revised Budget</b>	<b>Variance</b>
<b>SCHOOL OPERATIONS</b>					
Board Expenses		#NAME?			#NAME?
Classroom / Teaching Supplies & Materials		#NAME?	23,339		#NAME?
Special Ed Supplies & Materials		#NAME?			#NAME?
Textbooks / Workbooks		#NAME?			#NAME?
Supplies & Materials other		#NAME?			#NAME?
Equipment / Furniture		#NAME?			#NAME?
Telephone		#NAME?	7,280		#NAME?
Technology		#NAME?	54,780		#NAME?
Student Testing & Assessment		#NAME?	6,520		#NAME?
Field Trips		#NAME?	41,920		#NAME?
Transportation (student)		#NAME?	1,730		#NAME?
Student Services - other		#NAME?	50,767		#NAME?
Office Expense		#NAME?	32,040		#NAME?
Staff Development		#NAME?	16,910		#NAME?
Staff Recruitment		#NAME?	520		#NAME?
Student Recruitment / Marketing		#NAME?			#NAME?
School Meals / Lunch		#NAME?	46,180		#NAME?
Travel (Staff)		#NAME?			#NAME?
Fundraising		#NAME?	4,970		#NAME?
Other		#NAME?	15,072		#NAME?
<b>TOTAL SCHOOL OPERATIONS</b>	-	#NAME?	302,028	-	#NAME?
<b>FACILITY OPERATION &amp; MAINTENANCE</b>					
Insurance		#NAME?	27,560		#NAME?
Janitorial		#NAME?	6,560		#NAME?
Building and Land Rent / Lease / Facility Finance Interest		#NAME?	139,272.00		#NAME?
Repairs & Maintenance		#NAME?	53,782		#NAME?
Equipment / Furniture		#NAME?			#NAME?
Security		#NAME?			#NAME?
Utilities		#NAME?	33,280		#NAME?
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	-	#NAME?	260,454	-	#NAME?
<b>DEPRECIATION &amp; AMORTIZATION</b>		#NAME?	186,190		#NAME?
<b>RESERVES / CONTINGENCY</b>		#NAME?			#NAME?
<b>TOTAL EXPENSES</b>	-	#NAME?	3,162,830	-	#NAME?
<b>NET INCOME</b>	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?

Total Revenue	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	#NAME?	#NAME?	3,162,830	#NAME?	#NAME?
Net Income	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment	-	-	818	-	-
	Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
	Revised Budget	Variance	Original Budget	Revised Budget	Variance
ENROLLMENT - *School Districts Are Linked To Above Entries*					
Number of Districts:	-	-	1	-	-
BUFFALO CITY SD	-	-	818	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
ALL OTHER School Districts: ( Weighted Avg )	-	-	-	-	-
TOTAL ENROLLMENT	-	-	818	-	-
REVENUE PER PUPIL	-	#NAME?	#NAME?	-	#NAME?
EXPENSES PER PUPIL	-	#NAME?	3,867	-	#NAME?

		TAPESTRY CHARTER Budget / Operating Plan 2016-17				
Total Revenue		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses		11,570,440	#NAME?	#NAME?	###	#NAME?
Net Income		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment						
		Total Year			VARIANCE	
		Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget
<b>REVENUE</b>						
<b>REVENUES FROM STATE SOURCES</b>						
Per Pupil Revenue		2016-17 Per Pupil Rate				
BUFFALO CITY SD	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	#NAME?
ALL OTHER School Districts: ( Weighted Avg )	#N/A	#N/A	#NAME?	#NAME?	#N/A	#NAME?
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Special Education Revenue		675,370	#NAME?	#NAME?	675,370	#NAME?
Grants						
Stimulus		-	#NAME?	#NAME?	-	#NAME?
DYCD (Department of Youth and Community Development)		-	#NAME?	#NAME?	-	#NAME?
Other		-	#NAME?	#NAME?	-	#NAME?
Other		-	#NAME?	#NAME?	-	#NAME?
TOTAL REVENUE FROM STATE SOURCES		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
<b>REVENUE FROM FEDERAL FUNDING</b>						
IDEA Special Needs		-	#NAME?	#NAME?	-	#NAME?
Title I		252,000	#NAME?	#NAME?	252,000	#NAME?
Title Funding - Other		13,500	#NAME?	#NAME?	13,500	#NAME?
School Food Service (Free Lunch)		-	#NAME?	#NAME?	-	#NAME?
Grants						
Charter School Program (CSP) Planning & Implementation		-	#NAME?	#NAME?	-	#NAME?
Other		-	#NAME?	#NAME?	-	#NAME?
Other		9,200	#NAME?	#NAME?	9,200	#NAME?
TOTAL REVENUE FROM FEDERAL SOURCES		274,700	#NAME?	#NAME?	274,700	#NAME?
<b>LOCAL and OTHER REVENUE</b>						
Contributions and Donations		100,000	#NAME?	#NAME?	100,000	#NAME?
Fundraising		28,000	#NAME?	#NAME?	28,000	#NAME?
Erate Reimbursement		-	#NAME?	#NAME?	-	#NAME?
Earnings on Investments		-	#NAME?	#NAME?	-	#NAME?
Interest Income		2,500	#NAME?	#NAME?	2,500	#NAME?
Food Service (Income from meals)		255,000	#NAME?	#NAME?	255,000	#NAME?
Text Book		-	#NAME?	#NAME?	-	#NAME?
OTHER		104,000	#NAME?	#NAME?	104,000	#NAME?
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		489,500	#NAME?	#NAME?	489,500	#NAME?
<b>TOTAL REVENUE</b>		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?

		TAPESTRY CHARTER Budget / Operating Plan - 2016-17 -				
Total Revenue		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses		11,570,440	#NAME?	#NAME?	###	#NAME?
Net Income		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment						
		Total Year			VARIANCE	
		Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget
<b>EXPENSES</b>						
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>		Avg. No. of Positions				
Executive Management	3.00	308,690	#NAME?	#NAME?	(308,690)	#NAME?
Instructional Management	7.00	475,360	#NAME?	#NAME?	(475,360)	#NAME?
Deans, Directors & Coordinators	2.00	102,000	#NAME?	#NAME?	(102,000)	#NAME?
CFO / Director of Finance	1.00	92,000	#NAME?	#NAME?	(92,000)	#NAME?
Operation / Business Manager	-	-	#NAME?	#NAME?	-	#NAME?
Administrative Staff	8.00	351,710	#NAME?	#NAME?	(351,710)	#NAME?
<b>TOTAL ADMINISTRATIVE STAFF</b>	<b>21.00</b>	<b>1,329,760</b>	<b>#NAME?</b>	<b>#NAME?</b>	<b>(1,329,760)</b>	<b>#NAME?</b>
<b>INSTRUCTIONAL PERSONNEL COSTS</b>						
Teachers - Regular	51.00	2,493,030	#NAME?	#NAME?	(2,493,030)	#NAME?
Teachers - SPED	15.00	712,650	#NAME?	#NAME?	(712,650)	#NAME?
Substitute Teachers	2.00	61,580	#NAME?	#NAME?	(61,580)	#NAME?
Teaching Assistants	13.00	326,200	#NAME?	#NAME?	(326,200)	#NAME?
Specialty Teachers	18.00	863,100	#NAME?	#NAME?	(863,100)	#NAME?
Aides	-	-	#NAME?	#NAME?	-	#NAME?
Therapists & Counselors	4.50	271,450	#NAME?	#NAME?	(271,450)	#NAME?
Other	-	-	#NAME?	#NAME?	-	#NAME?
<b>TOTAL INSTRUCTIONAL</b>	<b>103.50</b>	<b>4,728,010</b>	<b>#NAME?</b>	<b>#NAME?</b>	<b>(4,728,010)</b>	<b>#NAME?</b>
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>						
Nurse	2.00	79,790	#NAME?	#NAME?	(79,790)	#NAME?
Librarian	2.00	89,160	#NAME?	#NAME?	(89,160)	#NAME?
Custodian	2.50	82,770	#NAME?	#NAME?	(82,770)	#NAME?
Security	-	-	#NAME?	#NAME?	-	#NAME?
Other	4.75	167,470	#NAME?	#NAME?	(167,470)	#NAME?
<b>TOTAL NON-INSTRUCTIONAL</b>	<b>11.25</b>	<b>419,190</b>	<b>#NAME?</b>	<b>#NAME?</b>	<b>(419,190)</b>	<b>#NAME?</b>
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>		<b>135.75</b>	<b>6,476,960</b>	<b>#NAME?</b>	<b>#NAME?</b>	<b>(6,476,960)</b>
<b>PAYROLL TAXES AND BENEFITS</b>						
Payroll Taxes		608,490	#NAME?	#NAME?	(608,490)	#NAME?
Fringe / Employee Benefits		613,108	#NAME?	#NAME?	(613,108)	#NAME?
Retirement / Pension		722,540	#NAME?	#NAME?	(722,540)	#NAME?
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>		<b>1,944,138</b>	<b>#NAME?</b>	<b>#NAME?</b>	<b>(1,944,138)</b>	<b>#NAME?</b>
<b>TOTAL PERSONNEL SERVICE COSTS</b>		<b>135.75</b>	<b>8,421,098</b>	<b>#NAME?</b>	<b>#NAME?</b>	<b>(8,421,098)</b>
<b>CONTRACTED SERVICES</b>						
Accounting / Audit		-	#NAME?	#NAME?	-	#NAME?
Legal		-	#NAME?	#NAME?	-	#NAME?
Management Company Fee		-	#NAME?	#NAME?	-	#NAME?
Nurse Services		-	#NAME?	#NAME?	-	#NAME?
Food Service / School Lunch		-	#NAME?	#NAME?	-	#NAME?
Payroll Services		-	#NAME?	#NAME?	-	#NAME?
Special Ed Services		100,000	#NAME?	#NAME?	(100,000)	#NAME?
Titement Services (i.e. Title I)		-	#NAME?	#NAME?	-	#NAME?
Other Purchased / Professional / Consulting		176,770	#NAME?	#NAME?	(176,770)	#NAME?
<b>TOTAL CONTRACTED SERVICES</b>		<b>276,770</b>	<b>#NAME?</b>	<b>#NAME?</b>	<b>(276,770)</b>	<b>#NAME?</b>

		TAPESTRY CHARTER				
		Budget / Operating Plan				
		2016-17				
Total Revenue	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	
Total Expenses	11,570,440	#NAME?	#NAME?	###	#NAME?	
Net Income	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	
Actual Student Enrollment	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	
		Total Year			VARIANCE	
		Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget
<b>SCHOOL OPERATIONS</b>						
Board Expenses	-	#NAME?	#NAME?	-	#NAME?	
Classroom / Teaching Supplies & Materials	93,179	#NAME?	#NAME?	(93,179)	#NAME?	
Special Ed Supplies & Materials	-	#NAME?	#NAME?	-	#NAME?	
Textbooks / Workbooks	-	#NAME?	#NAME?	-	#NAME?	
Supplies & Materials other	-	#NAME?	#NAME?	-	#NAME?	
Equipment / Furniture	-	#NAME?	#NAME?	-	#NAME?	
Telephone	29,240	#NAME?	#NAME?	(29,240)	#NAME?	
Technology	182,600	#NAME?	#NAME?	(182,600)	#NAME?	
Student Testing & Assessment	21,640	#NAME?	#NAME?	(21,640)	#NAME?	
Field Trips	139,780	#NAME?	#NAME?	(139,780)	#NAME?	
Transportation (student)	5,790	#NAME?	#NAME?	(5,790)	#NAME?	
Student Services - other	168,857	#NAME?	#NAME?	(168,857)	#NAME?	
Office Expense	127,890	#NAME?	#NAME?	(127,890)	#NAME?	
Staff Development	67,580	#NAME?	#NAME?	(67,580)	#NAME?	
Staff Recruitment	2,320	#NAME?	#NAME?	(2,320)	#NAME?	
Student Recruitment / Marketing	-	#NAME?	#NAME?	-	#NAME?	
School Meals / Lunch	153,840	#NAME?	#NAME?	(153,840)	#NAME?	
Travel (Staff)	-	#NAME?	#NAME?	-	#NAME?	
Fundraising	20,000	#NAME?	#NAME?	(20,000)	#NAME?	
Other	72,572	#NAME?	#NAME?	(72,572)	#NAME?	
<b>TOTAL SCHOOL OPERATIONS</b>	<b>1,085,288</b>	#NAME?	#NAME?	<b>(1,085,288)</b>	#NAME?	
<b>FACILITY OPERATION &amp; MAINTENANCE</b>						
Insurance	110,360	#NAME?	#NAME?	(110,360)	#NAME?	
Janitorial	26,000	#NAME?	#NAME?	(26,000)	#NAME?	
Building and Land Rent / Lease / Facility Finance Interest	557,232	#NAME?	#NAME?	(557,232)	#NAME?	
Repairs & Maintenance	215,422	#NAME?	#NAME?	(215,422)	#NAME?	
Equipment / Furniture	-	#NAME?	#NAME?	-	#NAME?	
Security	-	#NAME?	#NAME?	-	#NAME?	
Utilities	133,270	#NAME?	#NAME?	(133,270)	#NAME?	
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	<b>1,042,284</b>	#NAME?	#NAME?	<b>(1,042,284)</b>	#NAME?	
<b>DEPRECIATION &amp; AMORTIZATION -</b>	<b>745,000</b>	#NAME?	#NAME?	<b>(745,000)</b>	#NAME?	
<b>RESERVES / CONTINGENCY -</b>	<b>-</b>	#NAME?	#NAME?	<b>-</b>	#NAME?	
<b>TOTAL EXPENSES</b>	<b>11,570,440</b>	#NAME?	#NAME?	<b>###</b>	#NAME?	
<b>NET INCOME</b>	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	





Total Revenue  
 Total Expenses  
 Net Income  
 Actual Student Enrollment

DESCRIPTION OF ASSUMPTIONS

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS	Avg. No. of Positions
Executive Management	3.00
Instructional Management	7.00
Deans, Directors & Coordinators	2.00
CFO / Director of Finance	1.00
Operation / Business Manager	-
Administrative Staff	8.00
<b>TOTAL ADMINISTRATIVE STAFF</b>	<b>21.00</b>

INSTRUCTIONAL PERSONNEL COSTS	
Teachers - Regular	51.00
Teachers - SPED	15.00
Substitute Teachers	2.00
Teaching Assistants	13.00
Specialty Teachers	18.00
Aides	-
Therapists & Counselors	4.50
Other	-
<b>TOTAL INSTRUCTIONAL</b>	<b>103.50</b>

NON-INSTRUCTIONAL PERSONNEL COSTS	
Nurse	2.00
Librarian	2.00
Custodian	2.50
Security	-
Other	4.75
<b>TOTAL NON-INSTRUCTIONAL</b>	<b>11.25</b>

<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>	<b>135.75</b>
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PAYROLL TAXES AND BENEFITS
Payroll Taxes
Fringe / Employee Benefits
Retirement / Pension
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>

<b>TOTAL PERSONNEL SERVICE COSTS</b>	<b>135.75</b>
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CONTRACTED SERVICES
Accounting / Audit
Legal
Management Company Fee
Nurse Services
Food Service / School Lunch
Payroll Services
Special Ed Services
Titlement Services (i.e. Title I)
Other Purchased / Professional / Consulting
<b>TOTAL CONTRACTED SERVICES</b>

R SCHOOL

Total Revenue  
Total Expenses  
Net Income  
Actual Student Enrollment

**DESCRIPTION OF ASSUMPTIONS**

**SCHOOL OPERATIONS**

Board Expenses  
Classroom / Teaching Supplies & Materials  
Special Ed Supplies & Materials  
Textbooks / Workbooks  
Supplies & Materials other  
Equipment / Furniture  
Telephone  
Technology  
Student Testing & Assessment  
Field Trips  
Transportation (student)  
Student Services - other  
Office Expense  
Staff Development  
Staff Recruitment  
Student Recruitment / Marketing  
School Meals / Lunch  
Travel (Staff)  
Fundraising  
Other

TOTAL SCHOOL OPERATIONS

**FACILITY OPERATION & MAINTENANCE**

Insurance  
Janitorial  
Building and Land Rent / Lease / Facility Finance Interest  
Repairs & Maintenance  
Equipment / Furniture  
Security  
Utilities

TOTAL FACILITY OPERATION & MAINTENANCE

**DEPRECIATION & AMORTIZATION -**

**RESERVES / CONTINGENCY -**

**TOTAL EXPENSES**

**NET INCOME**



**TAPESTRY CHARTER SCHOOL  
BALANCE SHEET  
2016-17**

	<u>Prior Year</u>	Q1	Q2	Q3	Q4
	<u>Err:508</u>	<u>As of 9/30</u>	<u>As of 12/31</u>	<u>As of 3/31</u>	<u>As of 6/30</u>
<b><u>ASSETS</u></b>					
<b><u>CURRENT ASSETS</u></b>					
Cash and cash equivalents	-	-	-	-	-
Grants and contracts receivable	-	-	-	-	-
Accounts receivables	-	-	-	-	-
Prepaid Expenses	-	-	-	-	-
Contributions and other receivables	-	-	-	-	-
<b>TOTAL CURRENT ASSETS</b>	-	-	-	-	-
<b>PROPERTY, BUILDING AND EQUIPMENT, net</b>	-	-	-	-	-
<b>OTHER ASSETS</b>	-	-	-	-	-
<b>TOTAL ASSETS</b>	-	-	-	-	-
<b><u>LIABILITIES AND NET ASSETS</u></b>					
<b><u>CURRENT LIABILITIES</u></b>					
Accounts payable and accrued expenses	-	-	-	-	-
Accrued payroll and benefits	-	-	-	-	-
Deferred Revenue	-	-	-	-	-
Current maturities of long-term debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	-	-	-	-	-
<b>TOTAL CURRENT LIABILITIES</b>	-	-	-	-	-
<b>LONG-TERM DEBT and NOTES PAYABLE, net current maturities</b>	-	-	-	-	-
<b>TOTAL LIABILITIES</b>	-	-	-	-	-
<b><u>NET ASSETS</u></b>					
Unrestricted	-	-	-	-	-
Temporarily restricted	-	-	-	-	-
<b>TOTAL NET ASSETS</b>	-	-	-	-	-
<b>TOTAL LIABILITIES AND NET ASSETS</b>	-	-	-	-	-



**2016-17**

<b>Total Revenue</b>	-	#NAME?	-	-	#NAME?	-
<b>Total Expenses</b>	-	#NAME?	-	-	#NAME?	-
<b>Net Income</b>	-	#NAME?	-	-	#NAME?	-
<b>Actual Student Enrollment</b>	-	#NAME?	-	-	#NAME?	-

**\*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed**

**1st Quarter - 7/1 - 9/30**                      **2nd Quarter - 10/1 - 12/31**                      **3rd Quarter - 1/1 - 3/31**

	Quarter 0 No. of Positions	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31
		Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual
<b>EXPENSES</b>								
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>								
Executive Management	#NAME?	#NAME?	-	#NAME?	#NAME?	-	-	
Instructional Management	#NAME?	#NAME?	-	#NAME?	#NAME?	-	-	
Deans, Directors & Coordinators	#NAME?	#NAME?	-	#NAME?	#NAME?	-	-	
CFO / Director of Finance	#NAME?	#NAME?	-	#NAME?	#NAME?	-	-	
Operation / Business Manager	#NAME?	#NAME?	-	#NAME?	#NAME?	-	-	
Administrative Staff	#NAME?	#NAME?	-	#NAME?	#NAME?	-	-	
<b>TOTAL ADMINISTRATIVE STAFF</b>	#NAME?	-	#NAME?	-	-	#NAME?	-	
<b>INSTRUCTIONAL PERSONNEL COSTS</b>								
Teachers - Regular	#NAME?	#NAME?	-	#NAME?	#NAME?	-	-	
Teachers - SPED	#NAME?	#NAME?	-	#NAME?	#NAME?	-	-	
Substitute Teachers	#NAME?	#NAME?	-	#NAME?	#NAME?	-	-	
Teaching Assistants	#NAME?	#NAME?	-	#NAME?	#NAME?	-	-	
Specialty Teachers	#NAME?	#NAME?	-	#NAME?	#NAME?	-	-	
Aides	#NAME?	#NAME?	-	#NAME?	#NAME?	-	-	
Therapists & Counselors	#NAME?	#NAME?	-	#NAME?	#NAME?	-	-	
Other	#NAME?	#NAME?	-	#NAME?	#NAME?	-	-	
<b>TOTAL INSTRUCTIONAL</b>	#NAME?	-	#NAME?	-	-	#NAME?	-	
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>								
Nurse	#NAME?	#NAME?	-	#NAME?	#NAME?	-	-	
Librarian	#NAME?	#NAME?	-	#NAME?	#NAME?	-	-	
Custodian	#NAME?	#NAME?	-	#NAME?	#NAME?	-	-	
Security	#NAME?	#NAME?	-	#NAME?	#NAME?	-	-	
Other	#NAME?	#NAME?	-	#NAME?	#NAME?	-	-	
<b>TOTAL NON-INSTRUCTIONAL</b>	#NAME?	-	#NAME?	-	-	#NAME?	-	
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>	#NAME?	-	#NAME?	-	-	#NAME?	-	
<b>PAYROLL TAXES AND BENEFITS</b>								
Payroll Taxes	#NAME?	#NAME?	-	#NAME?	#NAME?	-	-	
Fringe / Employee Benefits	#NAME?	#NAME?	-	#NAME?	#NAME?	-	-	
Retirement / Pension	#NAME?	#NAME?	-	#NAME?	#NAME?	-	-	
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>	#NAME?	-	#NAME?	-	-	#NAME?	-	
<b>TOTAL PERSONNEL SERVICE COSTS</b>	#NAME?	-	#NAME?	-	-	#NAME?	-	
<b>CONTRACTED SERVICES</b>								
Accounting / Audit	#NAME?	#NAME?	-	#NAME?	#NAME?	-	-	
Legal	#NAME?	#NAME?	-	#NAME?	#NAME?	-	-	
Management Company Fee	#NAME?	#NAME?	-	#NAME?	#NAME?	-	-	
Nurse Services	#NAME?	#NAME?	-	#NAME?	#NAME?	-	-	
Food Service / School Lunch	#NAME?	#NAME?	-	#NAME?	#NAME?	-	-	
Payroll Services	#NAME?	#NAME?	-	#NAME?	#NAME?	-	-	
Special Ed Services	#NAME?	#NAME?	-	#NAME?	#NAME?	-	-	
Titlement Services (i.e. Title I)	#NAME?	#NAME?	-	#NAME?	#NAME?	-	-	
Other Purchased / Professional / Consulting	#NAME?	#NAME?	-	#NAME?	#NAME?	-	-	
<b>TOTAL CONTRACTED SERVICES</b>	#NAME?	-	#NAME?	-	-	#NAME?	-	

<b>Total Revenue</b>	-	#NAME?	-	-	#NAME?	-	-
<b>Total Expenses</b>	-	#NAME?	-	-	#NAME?	-	-
<b>Net Income</b>	-	#NAME?	-	-	#NAME?	-	-
<b>Actual Student Enrollment</b>	-	#NAME?	-	-	#NAME?	-	-

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Q
	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual
	SCHOOL OPERATIONS						
Board Expenses		#NAME?	-		#NAME?	-	
Classroom / Teaching Supplies & Materials		#NAME?	-		#NAME?	-	
Special Ed Supplies & Materials		#NAME?	-		#NAME?	-	
Textbooks / Workbooks		#NAME?	-		#NAME?	-	
Supplies & Materials other		#NAME?	-		#NAME?	-	
Equipment / Furniture		#NAME?	-		#NAME?	-	
Telephone		#NAME?	-		#NAME?	-	
Technology		#NAME?	-		#NAME?	-	
Student Testing & Assessment		#NAME?	-		#NAME?	-	
Field Trips		#NAME?	-		#NAME?	-	
Transportation (student)		#NAME?	-		#NAME?	-	
Student Services - other		#NAME?	-		#NAME?	-	
Office Expense		#NAME?	-		#NAME?	-	
Staff Development		#NAME?	-		#NAME?	-	
Staff Recruitment		#NAME?	-		#NAME?	-	
Student Recruitment / Marketing		#NAME?	-		#NAME?	-	
School Meals / Lunch		#NAME?	-		#NAME?	-	
Travel (Staff)		#NAME?	-		#NAME?	-	
Fundraising		#NAME?	-		#NAME?	-	
Other		#NAME?	-		#NAME?	-	
<b>TOTAL SCHOOL OPERATIONS</b>	-	#NAME?	-	-	#NAME?	-	-
FACILITY OPERATION & MAINTENANCE							
Insurance		#NAME?	-		#NAME?	-	
Janitorial		#NAME?	-		#NAME?	-	
Building and Land Rent / Lease / Facility Finance Interest		#NAME?	-		#NAME?	-	
Repairs & Maintenance		#NAME?	-		#NAME?	-	
Equipment / Furniture		#NAME?	-		#NAME?	-	
Security		#NAME?	-		#NAME?	-	
Utilities		#NAME?	-		#NAME?	-	
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	-	#NAME?	-	-	#NAME?	-	-
DEPRECIATION & AMORTIZATION							
<b>RESERVES / CONTINGENCY</b>		#NAME?	-		#NAME?	-	
<b>TOTAL EXPENSES</b>	-	#NAME?	-	-	#NAME?	-	-
<b>NET INCOME</b>	-	#NAME?	-	-	#NAME?	-	-

Total Revenue	-	#NAME?	-	-	#NAME?	-	-
Total Expenses	-	#NAME?	-	-	#NAME?	-	-
Net Income	-	#NAME?	-	-	#NAME?	-	-
Actual Student Enrollment	-	#NAME?	-	-	#NAME?	-	-

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter
	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual

ENROLLMENT - *School Districts Are Linked To Above Entries*							
BUFFALO CITY SD	-	#NAME?	-	-	#NAME?	-	-
-	-	#NAME?	-	-	#NAME?	-	-
-	-	#NAME?	-	-	#NAME?	-	-
-	-	#NAME?	-	-	#NAME?	-	-
-	-	#NAME?	-	-	#NAME?	-	-
-	-	#NAME?	-	-	#NAME?	-	-
-	-	#NAME?	-	-	#NAME?	-	-
-	-	#NAME?	-	-	#NAME?	-	-
-	-	#NAME?	-	-	#NAME?	-	-
-	-	#NAME?	-	-	#NAME?	-	-
-	-	#NAME?	-	-	#NAME?	-	-
-	-	#NAME?	-	-	#NAME?	-	-
-	-	#NAME?	-	-	#NAME?	-	-
-	-	#NAME?	-	-	#NAME?	-	-
-	-	#NAME?	-	-	#NAME?	-	-
-	-	#NAME?	-	-	#NAME?	-	-
-	-	#NAME?	-	-	#NAME?	-	-
ALL OTHER School Districts: ( Count = 0 )	-	#NAME?	-	-	#NAME?	-	-
<b>TOTAL ENROLLMENT</b>	-	#NAME?	-	-	#NAME?	-	-
<b>REVENUE PER PUPIL</b>	-	#NAME?	-	-	#NAME?	-	-
<b>EXPENSES PER PUPIL</b>	-	#NAME?	-	-	#NAME?	-	-



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**n**

<b>Total Revenue</b>	#NAME?	-	-	#NAME?	-
<b>Total Expenses</b>	#NAME?	-	-	#NAME?	-
<b>Net Income</b>	#NAME?	-	-	#NAME?	-
<b>Actual Student Enrollment</b>	#NAME?	-	-	#NAME?	-

<p><b>*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed</b></p>	<b>Quarter - 1/1 - 3/31</b>	<b>4th Quarter - 4/1 - 6/30</b>	
	<b>Current Budget</b>	<b>Variance</b>	<b>Actual</b>
	<b>Current Budget</b>	<b>Variance</b>	<b>Variance</b>

	Quarter 0 No. of Positions				
<b>EXPENSES</b>					
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>					
Executive Management	#NAME?	#NAME?	-	#NAME?	-
Instructional Management	#NAME?	#NAME?	-	#NAME?	-
Deans, Directors & Coordinators	#NAME?	#NAME?	-	#NAME?	-
CFO / Director of Finance	#NAME?	#NAME?	-	#NAME?	-
Operation / Business Manager	#NAME?	#NAME?	-	#NAME?	-
Administrative Staff	#NAME?	#NAME?	-	#NAME?	-
<b>TOTAL ADMINISTRATIVE STAFF</b>	#NAME?	#NAME?	-	#NAME?	-
<b>INSTRUCTIONAL PERSONNEL COSTS</b>					
Teachers - Regular	#NAME?	#NAME?	-	#NAME?	-
Teachers - SPED	#NAME?	#NAME?	-	#NAME?	-
Substitute Teachers	#NAME?	#NAME?	-	#NAME?	-
Teaching Assistants	#NAME?	#NAME?	-	#NAME?	-
Specialty Teachers	#NAME?	#NAME?	-	#NAME?	-
Aides	#NAME?	#NAME?	-	#NAME?	-
Therapists & Counselors	#NAME?	#NAME?	-	#NAME?	-
Other	#NAME?	#NAME?	-	#NAME?	-
<b>TOTAL INSTRUCTIONAL</b>	#NAME?	#NAME?	-	#NAME?	-
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>					
Nurse	#NAME?	#NAME?	-	#NAME?	-
Librarian	#NAME?	#NAME?	-	#NAME?	-
Custodian	#NAME?	#NAME?	-	#NAME?	-
Security	#NAME?	#NAME?	-	#NAME?	-
Other	#NAME?	#NAME?	-	#NAME?	-
<b>TOTAL NON-INSTRUCTIONAL</b>	#NAME?	#NAME?	-	#NAME?	-
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>					
	#NAME?	#NAME?	-	#NAME?	-
<b>PAYROLL TAXES AND BENEFITS</b>					
Payroll Taxes		#NAME?	-	#NAME?	-
Fringe / Employee Benefits		#NAME?	-	#NAME?	-
Retirement / Pension		#NAME?	-	#NAME?	-
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>		#NAME?	-	#NAME?	-
<b>TOTAL PERSONNEL SERVICE COSTS</b>					
	#NAME?	#NAME?	-	#NAME?	-
<b>CONTRACTED SERVICES</b>					
Accounting / Audit		#NAME?	-	#NAME?	-
Legal		#NAME?	-	#NAME?	-
Management Company Fee		#NAME?	-	#NAME?	-
Nurse Services		#NAME?	-	#NAME?	-
Food Service / School Lunch		#NAME?	-	#NAME?	-
Payroll Services		#NAME?	-	#NAME?	-
Special Ed Services		#NAME?	-	#NAME?	-
Titlement Services (i.e. Title I)		#NAME?	-	#NAME?	-
Other Purchased / Professional / Consulting		#NAME?	-	#NAME?	-
<b>TOTAL CONTRACTED SERVICES</b>		#NAME?	-	#NAME?	-

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n					
Total Revenue	#NAME?	-	-	#NAME?	-
Total Expenses	#NAME?	-	-	#NAME?	-
Net Income	#NAME?	-	-	#NAME?	-
Actual Student Enrollment	#NAME?	-	-	#NAME?	-
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
	Current Budget	Variance	Actual	Current Budget	Variance
<b>SCHOOL OPERATIONS</b>					
Board Expenses	#NAME?	-		#NAME?	-
Classroom / Teaching Supplies & Materials	#NAME?	-		#NAME?	-
Special Ed Supplies & Materials	#NAME?	-		#NAME?	-
Textbooks / Workbooks	#NAME?	-		#NAME?	-
Supplies & Materials other	#NAME?	-		#NAME?	-
Equipment / Furniture	#NAME?	-		#NAME?	-
Telephone	#NAME?	-		#NAME?	-
Technology	#NAME?	-		#NAME?	-
Student Testing & Assessment	#NAME?	-		#NAME?	-
Field Trips	#NAME?	-		#NAME?	-
Transportation (student)	#NAME?	-		#NAME?	-
Student Services - other	#NAME?	-		#NAME?	-
Office Expense	#NAME?	-		#NAME?	-
Staff Development	#NAME?	-		#NAME?	-
Staff Recruitment	#NAME?	-		#NAME?	-
Student Recruitment / Marketing	#NAME?	-		#NAME?	-
School Meals / Lunch	#NAME?	-		#NAME?	-
Travel (Staff)	#NAME?	-		#NAME?	-
Fundraising	#NAME?	-		#NAME?	-
Other	#NAME?	-		#NAME?	-
TOTAL SCHOOL OPERATIONS	#NAME?	-	-	#NAME?	-
<b>FACILITY OPERATION &amp; MAINTENANCE</b>					
Insurance	#NAME?	-		#NAME?	-
Janitorial	#NAME?	-		#NAME?	-
Building and Land Rent / Lease / Facility Finance Interest	#NAME?	-		#NAME?	-
Repairs & Maintenance	#NAME?	-		#NAME?	-
Equipment / Furniture	#NAME?	-		#NAME?	-
Security	#NAME?	-		#NAME?	-
Utilities	#NAME?	-		#NAME?	-
TOTAL FACILITY OPERATION & MAINTENANCE	#NAME?	-	-	#NAME?	-
<b>DEPRECIATION &amp; AMORTIZATION</b>	#NAME?	-		#NAME?	-
<b>RESERVES / CONTINGENCY</b>	#NAME?	-		#NAME?	-
<b>TOTAL EXPENSES</b>	#NAME?	-	-	#NAME?	-
<b>NET INCOME</b>	#NAME?	-	-	#NAME?	-



Total Revenue	-	-	-	#NAME?	#NAME?	-	-
Total Expenses	-	-	-	#NAME?	#NAME?	-	-
Net Income	-	-	-	#NAME?	#NAME?	-	-
Actual Student Enrollment	-	-	-			-	-

TOTALS AND VARIANCE ANALYSIS

\*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed

REVENUE

REVENUES FROM STATE SOURCES

Per Pupil Revenue

CY Per Pupil Rate

BUFFALO CITY SD

#NAME?

-

#N/A

	Actual	Current Budget (Current Quarter)	Actual vs. Current Budget	Current Budget - TY	Actual vs. Current Budget TY	Original Budget (Current Quarter)	Actual vs. Original Budget
Per Pupil Revenue	-	-	-	#NAME?	#NAME?	-	-
BUFFALO CITY SD	-	-	-	#NAME?	#NAME?	-	-
ALL OTHER School Districts: ( Count = 0 )	-	-	-	#NAME?	#NAME?	-	-
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	-	-	-	#NAME?	#NAME?	-	-
Special Education Revenue	-	-	-	#NAME?	#NAME?	-	-
Grants	-	-	-	#NAME?	#NAME?	-	-
Stimulus	-	-	-	#NAME?	#NAME?	-	-
DYCD (Department of Youth and Community Development)	-	-	-	#NAME?	#NAME?	-	-
Other	-	-	-	#NAME?	#NAME?	-	-
Other	-	-	-	#NAME?	#NAME?	-	-
TOTAL REVENUE FROM STATE SOURCES	-	-	-	#NAME?	#NAME?	-	-
REVENUE FROM FEDERAL FUNDING	-	-	-	#NAME?	#NAME?	-	-
IDEA Special Needs	-	-	-	#NAME?	#NAME?	-	-
Title I	-	-	-	#NAME?	#NAME?	-	-
Title Funding - Other	-	-	-	#NAME?	#NAME?	-	-
School Food Service (Free Lunch)	-	-	-	#NAME?	#NAME?	-	-
Grants	-	-	-	#NAME?	#NAME?	-	-
Charter School Program (CSP) Planning & Implementation	-	-	-	#NAME?	#NAME?	-	-
Other	-	-	-	#NAME?	#NAME?	-	-
Other	-	-	-	#NAME?	#NAME?	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	-	-	-	#NAME?	#NAME?	-	-
LOCAL and OTHER REVENUE	-	-	-	#NAME?	#NAME?	-	-
Contributions and Donations	-	-	-	#NAME?	#NAME?	-	-
Fundraising	-	-	-	#NAME?	#NAME?	-	-
Erate Reimbursement	-	-	-	#NAME?	#NAME?	-	-
Earnings on Investments	-	-	-	#NAME?	#NAME?	-	-
Interest Income	-	-	-	#NAME?	#NAME?	-	-
Food Service (Income from meals)	-	-	-	#NAME?	#NAME?	-	-
Text Book	-	-	-	#NAME?	#NAME?	-	-
OTHER	-	-	-	#NAME?	#NAME?	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	-	-	#NAME?	#NAME?	-	-
TOTAL REVENUE	-	-	-	#NAME?	#NAME?	-	-

Total Revenue	-	-	-	#NAME?	#NAME?	-	-
Total Expenses	-	-	-	#NAME?	#NAME?	-	-
Net Income	-	-	-	#NAME?	#NAME?	-	-
Actual Student Enrollment	-	-	-			-	-

TOTALS AND VARIANCE ANALYSIS

\*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed

Actual	Current Budget (Current Quarter)	Actual vs. Current Budget	Current Budget - TY	Actual vs. Current Budget TY	Original Budget (Current Quarter)	Actual vs. Original Budget
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EXPENSES

Quarter 0

No. of Positions

	#NAME?	Actual	Current Budget (Current Quarter)	Actual vs. Current Budget	Current Budget - TY	Actual vs. Current Budget TY	Original Budget (Current Quarter)	Actual vs. Original Budget
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>								
Executive Management	#NAME?	-	-	-	#NAME?	#NAME?	-	-
Instructional Management	#NAME?	-	-	-	#NAME?	#NAME?	-	-
Deans, Directors & Coordinators	#NAME?	-	-	-	#NAME?	#NAME?	-	-
CFO / Director of Finance	#NAME?	-	-	-	#NAME?	#NAME?	-	-
Operation / Business Manager	#NAME?	-	-	-	#NAME?	#NAME?	-	-
Administrative Staff	#NAME?	-	-	-	#NAME?	#NAME?	-	-
<b>TOTAL ADMINISTRATIVE STAFF</b>	#NAME?	-	-	-	#NAME?	#NAME?	-	-
<b>INSTRUCTIONAL PERSONNEL COSTS</b>								
Teachers - Regular	#NAME?	-	-	-	#NAME?	#NAME?	-	-
Teachers - SPED	#NAME?	-	-	-	#NAME?	#NAME?	-	-
Substitute Teachers	#NAME?	-	-	-	#NAME?	#NAME?	-	-
Teaching Assistants	#NAME?	-	-	-	#NAME?	#NAME?	-	-
Specialty Teachers	#NAME?	-	-	-	#NAME?	#NAME?	-	-
Aides	#NAME?	-	-	-	#NAME?	#NAME?	-	-
Therapists & Counselors	#NAME?	-	-	-	#NAME?	#NAME?	-	-
Other	#NAME?	-	-	-	#NAME?	#NAME?	-	-
<b>TOTAL INSTRUCTIONAL</b>	#NAME?	-	-	-	#NAME?	#NAME?	-	-
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>								
Nurse	#NAME?	-	-	-	#NAME?	#NAME?	-	-
Librarian	#NAME?	-	-	-	#NAME?	#NAME?	-	-
Custodian	#NAME?	-	-	-	#NAME?	#NAME?	-	-
Security	#NAME?	-	-	-	#NAME?	#NAME?	-	-
Other	#NAME?	-	-	-	#NAME?	#NAME?	-	-
<b>TOTAL NON-INSTRUCTIONAL</b>	#NAME?	-	-	-	#NAME?	#NAME?	-	-
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>	#NAME?	-	-	-	#NAME?	#NAME?	-	-
<b>PAYROLL TAXES AND BENEFITS</b>								
Payroll Taxes		-	-	-	#NAME?	#NAME?	-	-
Fringe / Employee Benefits		-	-	-	#NAME?	#NAME?	-	-
Retirement / Pension		-	-	-	#NAME?	#NAME?	-	-
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>		-	-	-	#NAME?	#NAME?	-	-
<b>TOTAL PERSONNEL SERVICE COSTS</b>	#NAME?	-	-	-	#NAME?	#NAME?	-	-
<b>CONTRACTED SERVICES</b>								
Accounting / Audit		-	-	-	#NAME?	#NAME?	-	-
Legal		-	-	-	#NAME?	#NAME?	-	-
Management Company Fee		-	-	-	#NAME?	#NAME?	-	-
Nurse Services		-	-	-	#NAME?	#NAME?	-	-
Food Service / School Lunch		-	-	-	#NAME?	#NAME?	-	-
Payroll Services		-	-	-	#NAME?	#NAME?	-	-
Special Ed Services		-	-	-	#NAME?	#NAME?	-	-
Titlement Services (i.e. Title I)		-	-	-	#NAME?	#NAME?	-	-
Other Purchased / Professional / Consulting		-	-	-	#NAME?	#NAME?	-	-
<b>TOTAL CONTRACTED SERVICES</b>		-	-	-	#NAME?	#NAME?	-	-

TAPESTRY CHARTER SCHOOL

Budget / Operating Plan

2016-17

Total Revenue	-	-	-	#NAME?	#NAME?	-	-
Total Expenses	-	-	-	#NAME?	#NAME?	-	-
Net Income	-	-	-	#NAME?	#NAME?	-	-
Actual Student Enrollment	-	-	-			-	-

TOTALS AND VARIANCE ANALYSIS

\*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed

	Actual	Current Budget (Current Quarter)	Actual vs. Current Budget	Current Budget - TY	Actual vs. Current Budget TY	Original Budget (Current Quarter)	Actual vs. Original Budget
<b>SCHOOL OPERATIONS</b>							
Board Expenses	-	-	-	#NAME?	#NAME?	-	-
Classroom / Teaching Supplies & Materials	-	-	-	#NAME?	#NAME?	-	-
Special Ed Supplies & Materials	-	-	-	#NAME?	#NAME?	-	-
Textbooks / Workbooks	-	-	-	#NAME?	#NAME?	-	-
Supplies & Materials other	-	-	-	#NAME?	#NAME?	-	-
Equipment / Furniture	-	-	-	#NAME?	#NAME?	-	-
Telephone	-	-	-	#NAME?	#NAME?	-	-
Technology	-	-	-	#NAME?	#NAME?	-	-
Student Testing & Assessment	-	-	-	#NAME?	#NAME?	-	-
Field Trips	-	-	-	#NAME?	#NAME?	-	-
Transportation (student)	-	-	-	#NAME?	#NAME?	-	-
Student Services - other	-	-	-	#NAME?	#NAME?	-	-
Office Expense	-	-	-	#NAME?	#NAME?	-	-
Staff Development	-	-	-	#NAME?	#NAME?	-	-
Staff Recruitment	-	-	-	#NAME?	#NAME?	-	-
Student Recruitment / Marketing	-	-	-	#NAME?	#NAME?	-	-
School Meals / Lunch	-	-	-	#NAME?	#NAME?	-	-
Travel (Staff)	-	-	-	#NAME?	#NAME?	-	-
Fundraising	-	-	-	#NAME?	#NAME?	-	-
Other	-	-	-	#NAME?	#NAME?	-	-
<b>TOTAL SCHOOL OPERATIONS</b>	-	-	-	#NAME?	#NAME?	-	-
<b>FACILITY OPERATION &amp; MAINTENANCE</b>							
Insurance	-	-	-	#NAME?	#NAME?	-	-
Janitorial	-	-	-	#NAME?	#NAME?	-	-
Building and Land Rent / Lease / Facility Finance Interest	-	-	-	#NAME?	#NAME?	-	-
Repairs & Maintenance	-	-	-	#NAME?	#NAME?	-	-
Equipment / Furniture	-	-	-	#NAME?	#NAME?	-	-
Security	-	-	-	#NAME?	#NAME?	-	-
Utilities	-	-	-	#NAME?	#NAME?	-	-
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	-	-	-	#NAME?	#NAME?	-	-
<b>DEPRECIATION &amp; AMORTIZATION</b>	-	-	-	#NAME?	#NAME?	-	-
<b>RESERVES / CONTINGENCY</b>	-	-	-	#NAME?	#NAME?	-	-
<b>TOTAL EXPENSES</b>	-	-	-	#NAME?	#NAME?	-	-
<b>NET INCOME</b>	-	-	-	#NAME?	#NAME?	-	-





<b>Total Revenue</b>	#NAME?	#NAME?	-	-
<b>Total Expenses</b>	11,570,440	11,570,440	-	-
<b>Net Income</b>	#NAME?	#NAME?	-	-
<b>Actual Student Enrollment</b>			-	-

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	5			
	Original Budget - TY	Actual vs. Original Budget TY	PT Actual (PT TY / No. of COMPLETED Actual CY Quarters	Actual CY vs. Actual PY

EXPENSES	Quarter 0				
	No. of Positions				
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>					
Executive Management	#NAME?	308,690	308,690	-	-
Instructional Management	#NAME?	475,360	475,360	-	-
Deans, Directors & Coordinators	#NAME?	102,000	102,000	-	-
CFO / Director of Finance	#NAME?	92,000	92,000	-	-
Operation / Business Manager	#NAME?	-	-	-	-
Administrative Staff	#NAME?	351,710	351,710	-	-
<b>TOTAL ADMINISTRATIVE STAFF</b>	#NAME?	1,329,760	1,329,760	-	-
<b>INSTRUCTIONAL PERSONNEL COSTS</b>					
Teachers - Regular	#NAME?	2,493,030	2,493,030	-	-
Teachers - SPED	#NAME?	712,650	712,650	-	-
Substitute Teachers	#NAME?	61,580	61,580	-	-
Teaching Assistants	#NAME?	326,200	326,200	-	-
Specialty Teachers	#NAME?	863,100	863,100	-	-
Aides	#NAME?	-	-	-	-
Therapists & Counselors	#NAME?	271,450	271,450	-	-
Other	#NAME?	-	-	-	-
<b>TOTAL INSTRUCTIONAL</b>	#NAME?	4,728,010	4,728,010	-	-
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>					
Nurse	#NAME?	79,790	79,790	-	-
Librarian	#NAME?	89,160	89,160	-	-
Custodian	#NAME?	82,770	82,770	-	-
Security	#NAME?	-	-	-	-
Other	#NAME?	167,470	167,470	-	-
<b>TOTAL NON-INSTRUCTIONAL</b>	#NAME?	419,190	419,190	-	-
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>	#NAME?	6,476,960	6,476,960	-	-
<b>PAYROLL TAXES AND BENEFITS</b>					
Payroll Taxes		608,490	608,490	-	-
Fringe / Employee Benefits		613,108	613,108	-	-
Retirement / Pension		722,540	722,540	-	-
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>		1,944,138	1,944,138	-	-
<b>TOTAL PERSONNEL SERVICE COSTS</b>	#NAME?	8,421,098	8,421,098	-	-
<b>CONTRACTED SERVICES</b>					
Accounting / Audit		-	-	-	-
Legal		-	-	-	-
Management Company Fee		-	-	-	-
Nurse Services		-	-	-	-
Food Service / School Lunch		-	-	-	-
Payroll Services		-	-	-	-
Special Ed Services		100,000	100,000	-	-
Titlement Services (i.e. Title I)		-	-	-	-
Other Purchased / Professional / Consulting		176,770	176,770	-	-
<b>TOTAL CONTRACTED SERVICES</b>		276,770	276,770	-	-

<b>Total Revenue</b>	#NAME?	#NAME?	-	-
<b>Total Expenses</b>	11,570,440	11,570,440	-	-
<b>Net Income</b>	#NAME?	#NAME?	-	-
<b>Actual Student Enrollment</b>			-	-
5				
<p><b>*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed</b></p>				
	<b>Original Budget - TY</b>	<b>Actual vs. Original Budget TY</b>	<b>PT Actual (PT TY / No. of COMPLETED Actual CY Quarters</b>	<b>Actual CY vs. Actual PY</b>
<b>SCHOOL OPERATIONS</b>				
Board Expenses	-	-	-	-
Classroom / Teaching Supplies & Materials	93,179	93,179	-	-
Special Ed Supplies & Materials	-	-	-	-
Textbooks / Workbooks	-	-	-	-
Supplies & Materials other	-	-	-	-
Equipment / Furniture	-	-	-	-
Telephone	29,240	29,240	-	-
Technology	182,600	182,600	-	-
Student Testing & Assessment	21,640	21,640	-	-
Field Trips	139,780	139,780	-	-
Transportation (student)	5,790	5,790	-	-
Student Services - other	168,857	168,857	-	-
Office Expense	127,890	127,890	-	-
Staff Development	67,580	67,580	-	-
Staff Recruitment	2,320	2,320	-	-
Student Recruitment / Marketing	-	-	-	-
School Meals / Lunch	153,840	153,840	-	-
Travel (Staff)	-	-	-	-
Fundraising	20,000	20,000	-	-
Other	72,572	72,572	-	-
<b>TOTAL SCHOOL OPERATIONS</b>	<b>1,085,288</b>	<b>1,085,288</b>	-	-
<b>FACILITY OPERATION &amp; MAINTENANCE</b>				
Insurance	110,360	110,360	-	-
Janitorial	26,000	26,000	-	-
Building and Land Rent / Lease / Facility Finance Interest	557,232	557,232	-	-
Repairs & Maintenance	215,422	215,422	-	-
Equipment / Furniture	-	-	-	-
Security	-	-	-	-
Utilities	133,270	133,270	-	-
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	<b>1,042,284</b>	<b>1,042,284</b>	-	-
<b>DEPRECIATION &amp; AMORTIZATION</b>	745,000	745,000	-	-
<b>RESERVES / CONTINGENCY</b>	-	-	-	-
<b>TOTAL EXPENSES</b>	<b>11,570,440</b>	<b>11,570,440</b>	-	-
<b>NET INCOME</b>	#NAME?	#NAME?	-	-

Total Revenue	#NAME?	#NAME?	-	-
Total Expenses	11,570,440	11,570,440	-	-
Net Income	#NAME?	#NAME?	-	-
Actual Student Enrollment			-	-

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	5			
	Original Budget - TY	Actual vs. Original Budget TY	PT Actual (PT TY / No. of COMPLETED Actual CY Quarters	Actual CY vs. Actual PY

ENROLLMENT - *School Districts Are Linked To Above Entries*				
BUFFALO CITY SD			-	-
-			-	-
-			-	-
-			-	-
-			-	-
-			-	-
-			-	-
-			-	-
-			-	-
-			-	-
-			-	-
-			-	-
-			-	-
-			-	-
-			-	-
-			-	-
-			-	-
-			-	-
-			-	-
ALL OTHER School Districts: ( Count = 0 )			-	-
<b>TOTAL ENROLLMENT</b>			-	-
<b>REVENUE PER PUPIL</b>			-	-
<b>EXPENSES PER PUPIL</b>			-	-



**Annual Report Requirement**  
*for SUNY Authorized Charter Schools*  
**TAPESTRY CHARTER SCHOOL**  
**2016-17**

Administrative  
expenditures per pupil:

\$0.00

Per NYS Statute

Administrative expenditures per pupil: the sum of all general administration salaries and other general administration expenditures divided by the total number of enrolled students. Employee benefit costs or expenditures should not be reported here.

**\*NOTE: THIS TAB ONLY NEEDS TO BE COMPLETED FOR Q4**

**Disclosure of Financial Interest by a Current or Proposed Charter School  
Education Corporation Trustee**

Trustee Name:

                    T WONG RANING                    

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

                    Tapestry Charter School                    

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative).

                    Board Chair                    

2. Is the trustee an employee of any school operated by the Education Corporation?

       Yes  No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?

       Yes  No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

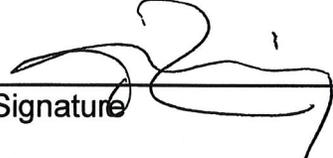
4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-4 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself

Please write "None" if applicable. Do not leave this space blank.

5. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) governed by the Education Corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write **None**.

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest
<i>Please write "None" if applicable. Do not leave this space blank.</i>				
n	o	n	Σ	

Signature  Date 8/17/16

*Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.*

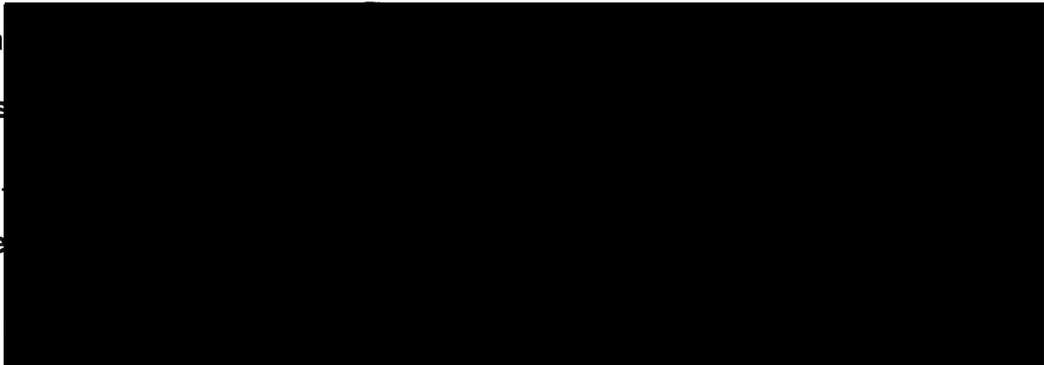
**Business Telephone:**

**Business Address:**

**E-mail Address:**

**Home Telephone:**

**Home Address:**



**Disclosure of Financial Interest by a Current or Proposed Charter School  
Education Corporation Trustee**

Trustee Name:

Denise Morris

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

Tapestry Charter School

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative).

Trustee

2. Is the trustee an employee of any school operated by the Education Corporation?  
 Yes  No

If Yes, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?

Yes  No

If Yes, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-4 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself

Please write "None" if applicable. Do not leave this space blank.

N O N E

5. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) governed by the Education Corporation and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write None.

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest
<p>Please write "None" if applicable. Do not leave this space blank.</p> <p>N O N E</p>				

Denise Morris  
Signature

August 1, 2016  
Date

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

Business Telephone: [REDACTED]

Business Address: [REDACTED]

E-mail Address: [REDACTED]

Home Telephone: [REDACTED]

Home Address: [REDACTED]

**Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee**

**Trustee Name:**

COURTNEY STOTT

**Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):**

TAPSCOTT CHARTER SCHOOL

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative).
  
2. Is the trustee an employee of any school operated by the Education Corporation?  
 Yes  No

If Yes, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?  
 Yes  No

If Yes, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

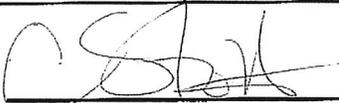
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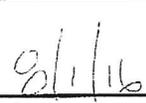
Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself

Please write "None" if applicable. Do not leave this space blank.			
N/A	N/A	N/A	N/A

5. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) governed by the Education Corporation and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write None.

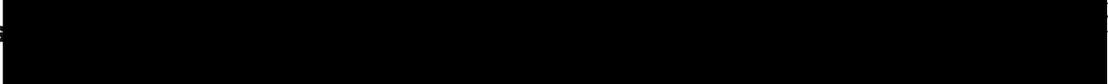
Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest
Please write "None" if applicable. Do not leave this space blank.				
		None		

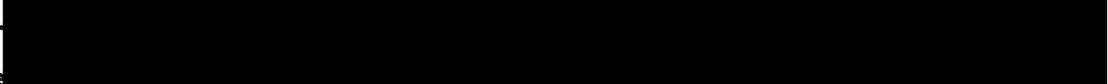
  
Signature

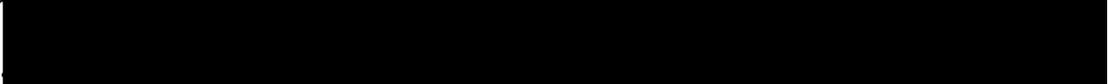
  
Date

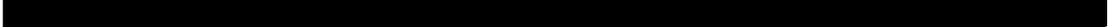
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Business Telephone: 

Business Address: 

E-mail Address: 

Home Telephone: 

Home Address: 

**Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee**

**Trustee Name:**

Greggory Gallson

**Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):**

Tapestry Charter School

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative). *Finance committee member*  
*Facilities committee member*

2. Is the trustee an employee of any school operated by the Education Corporation?  
 Yes  No

If Yes, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?  
 Yes  No

If Yes, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-4 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself

Please write "None" if applicable. Do not leave this space blank.

5. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) governed by the Education Corporation and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write **None**.

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest
Please write "None" if applicable. Do not leave this space blank.				
_____		NONE	_____	

*[Handwritten Signature]*  
 \_\_\_\_\_  
 Signature

7/31/16  
 \_\_\_\_\_  
 Date

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

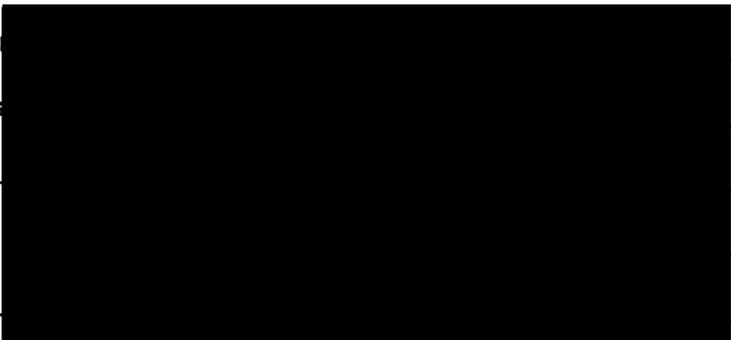
Business Telephone: \_\_\_\_\_

Business Address: \_\_\_\_\_

E-mail Address: \_\_\_\_\_

Home Telephone: \_\_\_\_\_

Home Address: \_\_\_\_\_



**Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee**

Trustee Name:

Heather Cruz

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

Tapestry Charter School

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative).
  
2. Is the trustee an employee of any school operated by the Education Corporation?  
 Yes  No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?  
 Yes  No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-4 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself

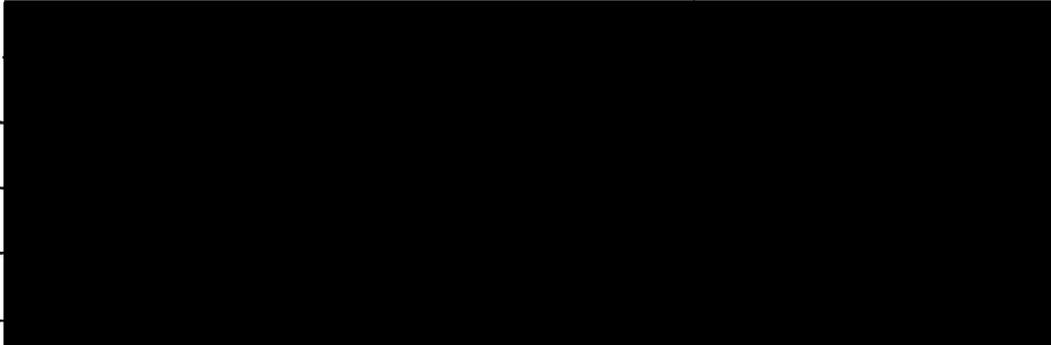
Please write "None" if applicable. Do not leave this space blank.	<i>None</i>
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5. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) governed by the Education Corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write **None**.

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest
Please write "None" if applicable. Do not leave this space blank.				
<i>None</i>				

Heather A. CME 7-28-16  
 Signature Date

*Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.*

Business Telephone: 

Business Address: \_\_\_\_\_

E-mail Address: \_\_\_\_\_

Home Telephone: \_\_\_\_\_

Home Address: \_\_\_\_\_

Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee

Trustee Name: \_\_\_\_\_ Carolyn (Bobbie) Dukarm M.D. \_\_\_\_\_

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

\_\_\_\_\_ Tapestry Charter School \_\_\_\_\_

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative). Trustee
2. Is the trustee an employee of any school operated by the Education Corporation?  
 \_\_\_ Yes \_\_\_ X \_\_\_ No  
 If Yes, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.
3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?  
 \_\_\_ Yes \_\_\_ X \_\_\_ No  
 If Yes, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.
4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write None. Please note that if you answered Yes to Questions 2-4 above, you need not disclose again your employment status, salary, etc.

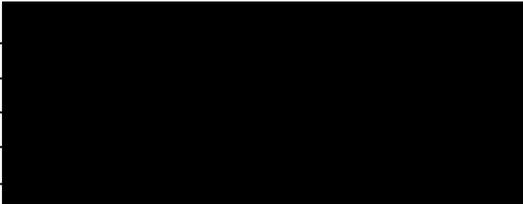
Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
	None		

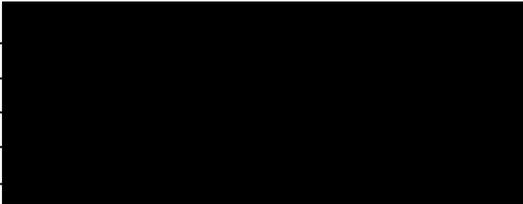
5. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) governed by the Education Corporation and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write None.

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest
	None			

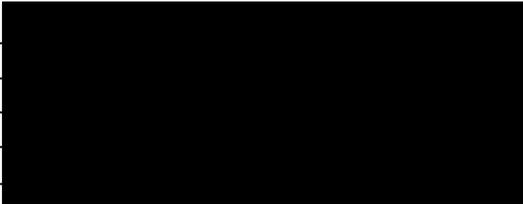
Signature Carolyn P. Dukarm \_\_\_\_\_ Date 8/1/16 \_\_\_\_\_

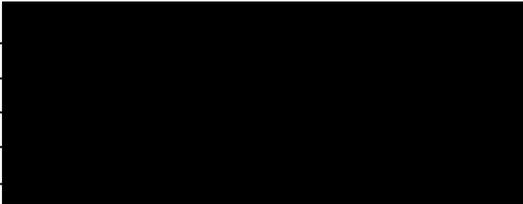
Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

Business Telephone: \_\_\_\_\_  \_\_\_\_\_

Business Address: \_\_\_\_\_  \_\_\_\_\_

E-mail Address: \_\_\_\_\_  \_\_\_\_\_

Home Telephone: \_\_\_\_\_  \_\_\_\_\_

Home Address: \_\_\_\_\_  \_\_\_\_\_

**Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee**

Trustee Name:

Nancy V. Wallace

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

Tapestry Charter School

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative). *Vice Chair*

2. Is the trustee an employee of any school operated by the Education Corporation?  
 Yes  No

If Yes, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?

Yes  No

If Yes, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered Yes to Questions 2-4 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself



**Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee**

Trustee Name:

Patrick Lewis

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

Tapestry Charter School

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative).

*Board Member*

2. Is the trustee an employee of any school operated by the Education Corporation?  
 Yes  No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?

Yes  No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

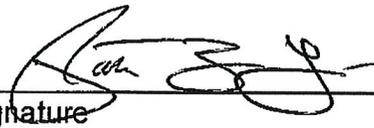
4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-4 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself

Please write "None" if applicable. Do not leave this space blank.

5. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) governed by the Education Corporation and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write None.

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest
<p>Please write "None" if applicable. Do not leave this space blank.</p> <p style="text-align: center; font-size: 2em;">NONE</p>				

Signature 

Date 8/1/2016

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

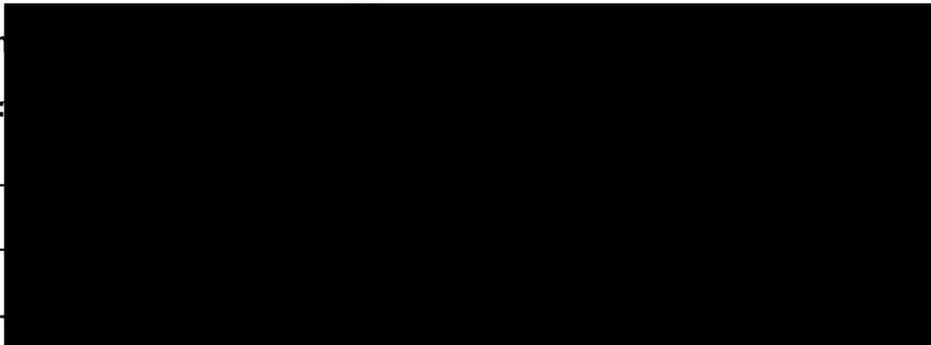
Business Telephone: \_\_\_\_\_

Business Address: \_\_\_\_\_

E-mail Address: \_\_\_\_\_

Home Telephone: \_\_\_\_\_

Home Address: \_\_\_\_\_



**Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee**

Trustee Name:

C. TED BALBACH

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

TAPESTRY Charter School

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative).
  
2. Is the trustee an employee of any school operated by the Education Corporation?  
 Yes  No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?  
 Yes  No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-4 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself

Please write "None" if applicable. Do not leave this space blank.  
 NONE →

5. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) governed by the Education Corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write **None**.

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest
<p>Please write "None" if applicable. Do not leave this space blank.            NONE →</p>				

Steve Baller  
 Signature

7/29/2016  
 Date

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

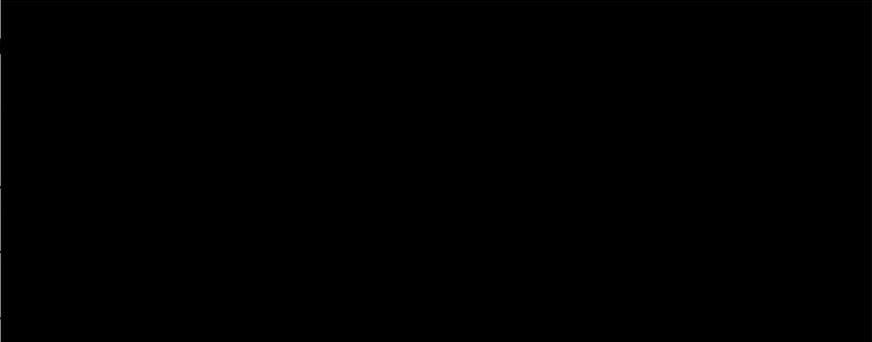
Business Telephone: \_\_\_\_\_

Business Address: \_\_\_\_\_

E-mail Address: \_\_\_\_\_

Home Telephone: \_\_\_\_\_

Home Address: \_\_\_\_\_





# Entry 9 BOT Table

Created: 07/27/2016

Last updated: 07/28/2016

## Page 1

### 1. Current Board Member Information

	Trustee Name	Email Address	Position on the Board	Committee Affiliations	Voting Member? (Y/N)	Area of Expertise, and/or Additional Role at School (parent, staff member, etc.)	Number of Terms Served and Length of Each (Include election date and term expiration)
1	Tom Ramming	[REDACTED]	Chair/Board President	all	Yes		
2	Josh Feinstein	[REDACTED]	Secretary	Exec & Governance	Yes		
3	Nancy Wallace	[REDACTED]	Trustee/Member	Executive, Governance, Human Resources & Special Assignment	Yes		
4	Teo Balbach	[REDACTED]	Treasurer	Executive & Audit/Finance	Yes		
5	Denise Morris	[REDACTED]	Trustee/Member	Executive, Development & Special Assignment	Yes		
6	Patrick Lewis	[REDACTED]	Trustee/Member	Development & Strategic	Yes		

				Planning			
7	Greg Gallson	[REDACTED]	Trustee/Member	Audit/Finance & Facilities	Yes		
8	Courtney Stott	[REDACTED]	Trustee/Member	Audit/Finance	Yes		
9	Tim Sanders	[REDACTED]	Trustee/Member	Facilities	Yes		
10	Bobbie Dukarm	[REDACTED]	Trustee/Member	Facilities & Strategic Planning	Yes		
11	Heather Cruz	[REDACTED]	Trustee/Member	Development & Special Assignment	Yes		
12							
13							
14							
15							
16							
17							
18							
19							
20							

**2. Total Number of Members on June 30, 2015**

14

**3. Total Number of Members Joining the Board 2015-16 School Year**

1

**4. Total Number of Members Departing the Board during the 2015-16 School Year**

3

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**5. Number of Voting Members 2015-16, as set by the by-laws, resolution or minutes**

14

---

**6. Number of Board Meetings Conducted in the 2015-16 School Year**

9

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**7. Number of Board Meetings Scheduled for the 2016-17 School Year**

10

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**Thank you.**

Tapestry Charter School has a 15-year reputation for serving students with Disabilities. With our team of 9 Special Ed consultant teachers, literacy and math coaches, and ESL teacher we bring many levels of support to our students. We hold open houses in the fall to attract new students and advertise throughout our community in the press and radio. We work closely with several resettlement agencies within our community to identify and place ESL students in our school. Siblings have a preference and word of mouth amongst our families bring us more applications than we can ever serve leaving us with extensive waiting lists in all grades. Our school location attracts students from every demographic in our city, in a district that has a majority of free and reduced lunch eligible students. At Tapestry there is attrition with students going into the 5 & 9<sup>th</sup> grades as there are private and public criteria schools available. We easily fill those vacancies with siblings and others off our waiting lists. Meeting our enrollment targets has never been an issue at Tapestry.



# Entry 12 Teacher and Administrator Attrition

Created: 07/27/2016

Last updated: 07/28/2016

Report changes in teacher and administrator staffing.

## Page 1

### **Instructions for completing the Teacher and Administrator Attrition Tables**

The following tables reflect formatting in the online portal required for Regents authorized charter schools. Schools should provide, for teachers and administrators only, the full time equivalent (FTE) of staff on June 30, 2015; the FTE for added staff from July 1, 2015 through June 30, 2016; and the FTE for any departed staff from July 1, 2015 through June 30, 2016 using the two tables provided.

### **2015-16 Teacher Attrition Table**

	FTE Teachers on June 30, 2015	FTE Teachers Departed 7/1/15 - 6/30/16	FTE Teachers Filling Vacant Positions 7/1/15 - 6/30/16	FTE Teachers Added in New Positions 7/1/15-6/30/16	FTE of Teachers on June 30, 2016
	81	5	4	0	80

### **2015-16 Administrator Position Attrition Table**

	FTE Administrative Positions on June 30, 2015	FTE Administrators Departed 7/1/15 - 6/30/16	FTE Administrators Filling Vacant Positions 7/1/15 - 6/30/16	FTE Administrators Added in New Positions 7/1/15-6/30/16	FTE Administrative Positions on June 30, 2016
	9	1	1	0	9

**Thank you**

# Tapestry Charter School – K-12 Instructional Calendar - 2016-2017

No School	High School Special Events
Testing Days	SLC
Professional Development	Intensives

## KEY

JANUARY 2017						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
						19

- 16 M.L. King Day – No School
- 23 Professional Development /No classes for K-12 students
- 24-27 HS Regents Exams

AUGUST 2016						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

- 17,18 HS Regents Exams
- 29, 30,31 Professional Development/No classes for Students

FEBRUARY 2017						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				15

- 20-24 February Break

SEPTEMBER 2016						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	19

- 1,2 Professional Development/No classes for Students
- 5 Labor Day – No School
- 6 1<sup>st</sup> Day of school for K-8 & 9<sup>th</sup> Grade only
- 7 1<sup>st</sup> Day of school for 10<sup>th</sup>, 11<sup>th</sup> & 12<sup>th</sup> Grades
- 22,23, 24 Senior Trip to D.C.

MARCH 2017						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	22

- 13 Professional Development /No classes for students
- 17 K-8 Trimester 2 ends
- 20 K-4 Parent Conferences, 5-12 Student Led Conferences No classes for students K-12
- 28-30 ELA Testing 3-8

OCTOBER 2016						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					19

- 7 Professional Development No classes for K-12 students
- 10 Indigenous People Day – No School
- 19 PSAT testing – Grades 9<sup>th</sup> & 12<sup>th</sup> do not attend

APRIL 2017						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						14

- 6,7 9-12 Intensives
- 10-17 Spring Break

NOVEMBER 2016						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			18

- 11 Veterans Day – No School
- 23 Professional Development No classes for K-12 students
- 24,25 Thanksgiving Break – No school

MAY 2017						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			21

- 2-4 Math Testing 3-8
- 5 All day passage portfolios No classes 9-12
- 8 Senior Talks/ No classes 9-12
- 24,25 5-8 Intensives
- 26 Professional Development /No classes for students
- 29 Memorial Day – No school

DECEMBER 2016						
S	M	T	W	Th	F	S
16				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

- 2 K-8 Trimester 1 ends
- 8,9 Student Led Conferences for 9-12 grades/ No classes 9-12
- 21, 22 K-5 Parent Conferences, 6-8 Student Led Conferences /No classes K-8
- 23 Winter Break begins

JUNE 2017						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	17

- 5 13-20 Regents Exams
- 16 K-8 Trimester 3 ends
- 23 Last day of School K-12

**Transmittal Form**  
**Annual Financial Statement Audit Report**  
*for SUNY Authorized Charter Schools*

<b>Charter School Name:</b>	Tapestry Charter School
<b>Audit Period:</b>	2015-16
<b>Prior Period:</b>	2014-15
<b>Report Due Date:</b>	Tuesday, November 01, 2016
<b>Date Submitted:</b>	Monday, October 31, 2016
<b>School Fiscal Contact Name:</b>	Lisa M Kirisits
<b>School Fiscal Contact Email:</b>	[REDACTED]
<b>School Fiscal Contact Phone:</b>	[REDACTED]
<b>School Audit Firm Name:</b>	Amato, Fox & Company, P.C.
<b>School Audit Contact Name:</b>	Carmela M Kieffer
<b>School Audit Contact Email:</b>	[REDACTED]
<b>School Audit Contact Phone:</b>	[REDACTED]

Please submit the following items to the **SUNY Charter Schools Institute** via email or online portal:

Email: [charters@suny.edu](mailto:charters@suny.edu)  
Online Portal: <http://www.newyorkcharters.org/operate/existing-schools/reporting-deadlines>

**Required Items:**

- 1) The independent auditor's report on financial statements and notes;
- 2) Excel template file containing the Financial Position, Statement of Activities, Cash Flow and Functional Expenses worksheets; and
- 3) Reports on internal controls over financial reporting and on compliance.

The additional items listed below should be included if applicable. Please explain the reason(s) if the items are not included. Examples might include: a written management letter was not issued; the school did not expend federal funds in excess of the Single Audit Threshold of \$750,000; the management letter response will be submitted by the following date (should be no later than 30 days from the submission of the report); etc. If not applicable enter "N/A."

**And, if applicable:**

Item	<i>If not included, state the reason(s) below. Or, if not applicable fill in "N/A".</i>
Management Letter	N/A No management letter issued
Management Letter Response	N/A
Form 990	The Form 990 for the year ended June 30, 2016 has been extended
Federal Single Audit (A-133) <sup>1</sup>	N/A
Corrective Action Plan	N/A

Please **also** submit the following items to the **New York State Education Department** via online portal:

Online Portal: <https://nysed-cso.fluidreview.com>

**Required Items:**

- 1) This transmittal form (a copy of the Excel file containing the four schedules Does NOT need to be included)
- 2) Audited Financial Report;

**And, if applicable:**

- 3) Management Letter and Response;
- 4) Federal Single Audit (A-133).

<sup>1</sup> A copy of the Federal Single Audit must be filed with the Federal Audit Clearinghouse. Please refer to the current "OMB Circ

**TAPESTRY CHARTER SCHOOL**  
**Statement of Financial Position**  
**as of June 30, 2016**

<u>ASSETS</u>	<u>2015-16</u>
<b><u>CURRENT ASSETS</u></b>	
Cash and cash equivalents	\$3,600,297
Grants and contracts receivable	104,043
Accounts receivables	-
Prepaid expenses	32,682
Contributions and other receivables	-
<b>TOTAL CURRENT ASSETS</b>	<b>3,737,022</b>
<b><u>PROPERTY, BUILDING AND EQUIPMENT, net</u></b>	<b><u>12,986,113</u></b>
<b><u>OTHER ASSETS</u></b>	<b><u>138,675</u></b>
<b>TOTAL ASSETS</b>	<b><u>16,861,810</u></b>
<b><u>LIABILITIES AND NET ASSETS</u></b>	
<b><u>CURRENT LIABILITIES</u></b>	
Accounts payable and accrued expenses	\$271,215
Accrued payroll and benefits	1,516,233
Deferred Revenue	40,388
Current maturities of long-term debt	5,378
Short Term Debt - Bonds, Notes Payable	650,860
Other	-
<b>TOTAL CURRENT LIABILITIES</b>	<b>2,484,074</b>
<b><u>LONG-TERM DEBT and NOTES PAYABLE, net current maturities</u></b>	<b><u>11,812,993</u></b>
<b>TOTAL LIABILITIES</b>	<b><u>14,297,067</u></b>
<b><u>NET ASSETS</u></b>	
Unrestricted	2,537,014
Temporarily restricted	<u>27,729</u>
<b>TOTAL NET ASSETS</b>	<b><u>2,564,743</u></b>
<b>TOTAL LIABILITIES AND NET ASSETS</b>	<b><u>16,861,810</u></b>

**TAPESTRY CHARTER SCHOOL DISTRICT**  
**Statement of Financial Position**  
**as of June 30, 2015**

<u>ASSETS</u>	<u>2014-15</u>	<u>101</u>
		nu
<b><u>CURRENT ASSETS</u></b>		
Cash and cash equivalents	\$2,791,720	
Grants and contracts receivable	-	
Accounts receivables	112,946	
Prepaid expenses	30,441	
Contributions and other receivables	-	
<b>TOTAL CURRENT ASSETS</b>	<b>2,935,107</b>	
 <b><u>PROPERTY, BUILDING AND EQUIPMENT, net</u></b>	 <b><u>14,130,235</u></b>	
 <b><u>OTHER ASSETS</u></b>	 <b><u>16,185</u></b>	
<b>TOTAL ASSETS</b>	<b><u>17,081,527</u></b>	
 <b><u>LIABILITIES AND NET ASSETS</u></b>		
<b><u>CURRENT LIABILITIES</u></b>		
Accounts payable and accrued expenses	\$92,562	
Accrued payroll and benefits	1,561,842	
Deferred Revenue	960	
Current maturities of long-term debt	273,716	
Short Term Debt - Bonds, Notes Payable	10,869	
Other	-	
<b>TOTAL CURRENT LIABILITIES</b>	<b>1,939,949</b>	
 <b><u>LONG-TERM DEBT and NOTES PAYABLE, net current maturities</u></b>	 <b><u>13,303,838</u></b>	
<b>TOTAL LIABILITIES</b>	<b><u>15,243,787</u></b>	
 <b><u>NET ASSETS</u></b>		
Unrestricted	1,807,245	
Temporarily restricted	30,495	
<b>TOTAL NET ASSETS</b>	<b><u>1,837,740</u></b>	
<b>TOTAL LIABILITIES AND NET ASSETS</b>	<b><u>17,081,527</u></b>	

**TAPESTRY CHARTER SCHOOL**  
**Statement of Activities**  
**as of June 30, 2016**

	2015-16		
	Unrestricted	Temporarily Restricted	Total
<b>REVENUE, GAINS AND OTHER SUPPORT</b>			
Public School District			
Resident Student Enrollment	\$10,042,478	\$-	\$10,042,478
Students with disabilities	817,645	-	817,645
Grants and Contracts			
State and local	303,748	-	303,748
Federal - Title and IDEA	-	-	-
Federal - Other	-	-	-
Other	-	-	-
Food Service/Child Nutrition Program	<u>292,711</u>	-	<u>292,711</u>
<b>TOTAL REVENUE, GAINS AND OTHER SUPPORT</b>	11,456,582	-	11,456,582
<b>EXPENSES</b>			
Program Services			
Regular Education	\$7,131,864	\$-	\$7,131,864
Special Education	687,784	-	687,784
Other Programs	1,302,808	-	1,302,808
Total Program Services	9,122,456	-	9,122,456
Management and general	2,012,432	-	2,012,432
Fundraising	<u>5,188</u>	-	<u>5,188</u>
<b>TOTAL OPERATING EXPENSES</b>	11,140,076	-	11,140,076
<b>SURPLUS / (DEFICIT) FROM SCHOOL OPERATIONS</b>	316,506	-	316,506
<b>SUPPORT AND OTHER REVENUE</b>			
Contributions			
Foundations	\$-	\$-	\$-
Individuals	22,670	7,274	29,944
Corporations	200,000	-	200,000
Fundraising	18,064	-	18,064
Interest income	6,632	-	6,632
Miscellaneous income	155,857	-	155,857
Net assets released from restriction	<u>10,040</u>	<u>(10,040)</u>	<u>-</u>
<b>TOTAL SUPPORT AND OTHER REVENUE</b>	413,263	(2,766)	410,497
<b>CHANGE IN NET ASSETS</b>	729,769	(2,766)	727,003
NET ASSETS BEGINNING OF YEAR	1,807,245	30,495	1,837,740
PRIOR YEAR/PERIOD ADJUSTMENTS	-	-	-
<b>NET ASSETS END OF YEAR</b>	<u>\$2,537,014</u>	<u>\$27,729</u>	<u>\$2,564,743</u>

<b>2014-15</b>	IOI
	nu
<b>Total</b>	

\$9,645,305

683,653

259,477

-

-

-

242,713

10,831,148

\$7,226,327

627,645

1,143,319

8,997,291

1,792,566

40,303

10,830,160

988

\$-

33,045

-

3,812

6,777

144,930

-

188,564

189,552

1,648,188

-

\$1,837,740

**TAPESTRY CHARTER SCHOOL**  
**Statement of Cash Flows**  
**as of June 30, 2016**

	<u>2015-16</u>	<u>2014-15</u>	<u>FOI</u>
			*Please briefly explain any nu
<b>CASH FLOWS - OPERATING ACTIVITIES</b>			
Increase (decrease) in net assets	\$727,003	\$189,552	
Revenues from School Districts	-	-	
Accounts Receivable	-	-	
Due from School Districts	-	-	
Depreciation	666,476	744,663	
Grants Receivable	8,903	30,156	
Due from NYS	-	-	
Grant revenues	-	-	
Prepaid Expenses	(2,241)	1,649	
Accounts Payable	145,804	(213,465)	
Accrued Expenses	(45,609)	153,162	
Accrued Liabilities	-	-	
Contributions and fund-raising activities	-	-	
Miscellaneous sources	-	-	
Deferred Revenue	39,428	(5,957)	
Interest payments	50,865	-	
Non-cash contributions	(200,000)	-	
Other	-	-	
<b>NET CASH PROVIDED FROM OPERATING ACTIVITIES</b>	<b>\$1,390,629</b>	<b>\$899,760</b>	
<b>CASH FLOWS - INVESTING ACTIVITIES</b>	<b>\$</b>	<b>\$</b>	
Purchase of equipment	(164,984)	(92,932)	
Other	(30,631)	567	
<b>NET CASH PROVIDED FROM INVESTING ACTIVITIES</b>	<b>\$(195,615)</b>	<b>\$(92,365)</b>	
<b>CASH FLOWS - FINANCING ACTIVITIES</b>	<b>\$</b>	<b>\$</b>	
Principal payments on long-term debt	(294,921)	(388,817)	
Other	(91,516)	39,945	
<b>NET CASH PROVIDED FROM FINANCING ACTIVITIES</b>	<b>\$(386,437)</b>	<b>\$(348,872)</b>	
<b>NET (DECREASE) INCREASE IN CASH AND CASH EQUIVALENTS</b>	<b>\$808,577</b>	<b>\$458,523</b>	
Cash at beginning of year	2,791,720	2,333,197	
<b>CASH AND CASH EQUIVALENTS AT END OF YEAR</b>	<b>\$3,600,297</b>	<b>\$2,791,720</b>	

**TAPESTRY CHARTER SCHOOL**  
**Statement of Functional Expenses**  
**as of June 30, 2016**

		2015-16							
		Program Services				Supporting Services			
	No. of Positions	Regular Education	Special Education	Other Education	Total	Fund-raising	Management and General	Total	Total
		\$	\$	\$	\$	\$	\$	\$	\$
Personnel Services Costs									
Administrative Staff Personnel	9.00	-	-	-	-	-	1,082,193	1,082,193	1,082,193
Instructional Personnel	98.00	3,833,382	418,073	-	4,251,455	-	-	-	4,251,455
Non-Instructional Personnel	23.00	-	-	614,859	614,859	-	-	-	614,859
Total Salaries and Staff	130.00	3,833,382	418,073	614,859	4,866,314	-	1,082,193	1,082,193	5,948,507
Fringe Benefits & Payroll Taxes		615,477	67,124	98,720	781,321	-	173,755	173,755	955,076
Retirement		443,256	48,342	71,096	562,694	-	125,135	125,135	687,829
Management Company Fees		-	-	-	-	-	-	-	-
Legal Service		-	-	-	-	-	13,616	13,616	13,616
Accounting / Audit Services		-	-	-	-	-	109,735	109,735	109,735
Other Purchased / Professional / Consulting Services		52,000	41,147	-	93,147	-	134,256	134,256	227,403
Building and Land Rent / Lease / Facility Finance Interes		830,445	51,903	51,903	934,251	-	103,805	103,805	1,038,056
Repairs & Maintenance		217,441	13,590	13,590	244,621	2,718	24,462	27,180	271,801
Insurance		77,348	4,834	4,834	87,016	967	8,702	9,669	96,685
Utilities		75,297	4,706	4,706	84,709	941	8,471	9,412	94,121
Supplies / Materials		100,554	-	-	100,554	-	-	-	100,554
Equipment / Furnishings		-	-	-	-	-	-	-	-
Staff Development		55,591	-	-	55,591	-	-	-	55,591
Marketing / Recruitment		-	-	-	-	-	14,398	14,398	14,398
Technology		216,767	-	-	216,767	-	-	-	216,767
Food Service		-	-	178,065	178,065	-	-	-	178,065
Student Services		5,268	-	7,802	13,070	-	-	-	13,070
Office Expense		44,811	2,801	2,801	50,413	560	81,553	82,113	132,526
Depreciation		533,181	33,324	33,324	599,829	-	66,647	66,647	666,476
OTHER		<u>31,046</u>	<u>1,940</u>	<u>221,108</u>	<u>254,094</u>	<u>2</u>	<u>65,704</u>	<u>65,706</u>	<u>319,800</u>
<b>Total Expenses</b>		<b>\$7,131,864</b>	<b>\$687,784</b>	<b>\$1,302,808</b>	<b>\$9,122,456</b>	<b>\$5,188</b>	<b>\$2,012,432</b>	<b>\$2,017,620</b>	<b>\$11,140,076</b>

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**2014-15**

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\$

963,393  
3,949,742  
514,201  
5,427,336  
867,176  
820,163  
-  
-  
-  
324,911  
-  
264,896  
99,750  
104,994  
113,904  
-  
43,019  
-  
220,883  
168,248  
122,257  
84,918  
744,663  
1,423,042  
\$10,830,160