

Application: Tapestry Charter School

Eric Klapper - klapper@tapestryschool.org
2022-2023 Annual Report

Summary

ID: 0000000399
Last submitted: Oct 30 2023 02:08 PM (EDT)
Labels: SUNY Trustees

Entry 1 School Info and Cover Page

Completed - Oct 27 2023

Instructions

Required of ALL Charter Schools

Each Annual Report begins with a completed School Information and Cover Page. The information is collected in a survey format within the [Annual Report Portal](#). When entering information in the portal, some of the following items may not appear, depending on your authorizer and/or your responses to related items.

Entry 1 School Information and Cover Page

(New schools that were not open for instruction for the 2022-2023 school year are not required to complete or submit an annual report this year).

Please be advised that you will need to complete this cover page (including signatures) before all of the other tasks assigned to you by your school's authorizer are visible on your task page. While completing this cover page task, please ensure that you select the correct authorizer (**as of June 30, 2023**) or you may not be assigned the correct tasks.

BASIC INFORMATION

a. SCHOOL NAME

(Select name from the drop down menu)

TAPESTRY CHARTER SCHOOL 800000052433

a1. Popular School Name

Tapestry Charter School

b. CHARTER AUTHORIZER (As of June 30th, 2023)

Please select the correct authorizer as of June 30, 2023 or you may not be assigned the correct tasks.

SUNY BOARD OF TRUSTEES

c. School Unionized

Is your charter school unionized?

No

d. DISTRICT / CSD OF LOCATION

BUFFALO CITY SD

e. Date of Approved Initial Charter

Sep 1 2001

f. Date School First Opened for Instruction

Sep 5 2001

g. Approved School Mission and Key Design Elements

(Regents, NYCDOE and Buffalo BOE authorized schools only)

N/A

h. School Website Address

www.tapestryschool.org.

i. Total Approved Charter Enrollment for 2022-2023 School Year

1090

j. Total Enrollment on June 30, 2023 - excluding Pre-K program enrollment

1090

k. Grades Served

Grades served during the 2022-2023 school year (exclude Pre-K program students):

Use the CTRL button to select multiple grades to accurately capture every grade level served.

Responses Selected:

k
1
2
3
4
5
6
7
8
9
10
11
12

I. Charter Management Organization

Do you have a [Charter Management Organization](#)?

No

FACILITIES INFORMATION

m. FACILITIES

Will the school maintain or operate multiple sites in 2023-2024?

	Yes, 2 sites
--	--------------

School Site 1 (Primary)

m1. SCHOOL SITES

Please provide information on Site 1 for the upcoming school year.

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for previous year (K-5, 6-9, etc.)	Grades to be Served at Site for coming year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 1	65 Great Arrow Avenue	716-204-5883	Buffalo	K-4	K-4	No

m1a. Please provide the contact information for Site 1.

	Name	Title	Work Phone	Alternate Phone	Email Address
School Leader	Eric Klapper	Executive Director	716-204-5883		klapper@tapestrieschool.org
Operational Leader	Karrie Hayes	COO	716-204-5883		hayesk@tapestrieschool.org
Compliance Contact	Karrie Hayes	COO	716-204-5883		hayesk@tapestrieschool.org
Complaint Contact	Eric Klapper	Executive Director	716-204-5883		klapper@tapestrieschool.org
DASA Coordinator	Jeannette Tarnowski	Assistant Principal	716-332-0754		tarnowskij@tapestrieschool.org
Phone Contact for After Hours Emergencies	Eric Klapper	Executive Director	716-982-2505		klapper@tapestrieschool.org

m1b. Is site 1 in public (co-located) space or in private space?

Private Space

IF LOCATED IN PRIVATE SPACE IN NYC OR IN DISTRICTS OUTSIDE NYC

m1d. Upload a current Certificate of Occupancy (COO) and the annual Fire Inspection Report for school site 1 if located in private space in NYC or located outside of NYC .

Certificate of Occupancy and Fire Inspection. Provide a copy of a current and non-expired certificate of occupancy (if outside NYC or in private space in NYC). For schools that are not in district space (NYC co-locations), provide a copy of a current and non-expired certificate of occupancy, and a copy of the current annual fire inspection results, which should be dated on or after July 1, 2023.

- Fire inspection certificates must be updated annually. For the upcoming school year 2023-2024, submit a current fire inspection certificate.
- If the fire inspection certificate is dated after the August 1, 2022 submission of the Annual Report, please submit the new certificate with the Annual Report entries due on November 1, 2023.

Site 1 Certificate of Occupancy (COO)

Site 1 Fire Inspection Report

This is required, marked optional for administrative purposes.

School Site 2

m2. SCHOOL SITES

Please provide information on Site 2 for the upcoming school year.

		Phone Number	District/CSD	Grades to be Served at Site for previous year (K-5, 6-9, etc.)	Grades to be Served at Site for coming year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 2	65 Great Arrow Avenue	716-204-5883	Buffalo	5-12	5-12	No

m2a. Please provide the contact information for Site 2.

	Name	Title	Work Phone	Alternate Phone	Email Address
School Leader	Eric Klapper	Executive Director	716-204-5883	██████████	klapper@tapestrieschool.org
Operational Leader	Karrie Hayes	COO	716-204-5883	██████████	hayesk@tapestrieschool.org
Compliance Contact	Eric Klapper	Executive Director	716-204-5883	██████████	klapper@tapestrieschool.org
Complaint Contact	Eric Klapper	Executive Director	716-204-5883	██████████	klapper@tapestrieschool.org
DASA Coordinator	Amy Meshulum	Assistant Principal	716-204-5883	██████████	meshuluma@tapestrieschool.org
Phone Contact for After Hours Emergencies	Eric Klapper	Executive Director	716-204-5883	██████████	klapper@tapestrieschool.org

m2b. Is site 2 in public (co-located) space or in private space?

Private Space

IF LOCATED IN PRIVATE SPACE IN NYC OR IN DISTRICTS OUTSIDE NYC

m1d. Upload a current Certificate of Occupancy (COO) and the annual Fire Inspection Report for school site 2 if located in private space in NYC or located outside of NYC .

Certificate of Occupancy and Fire Inspection. Provide a copy of a current and non-expired certificate of occupancy (if outside NYC or in private space in NYC). For schools that are not in district space (NYC co-locations), provide a copy of a current and non-expired certificate of occupancy, and a copy of the current annual fire inspection results, which should be dated on or after July 1, 2023.

- **Fire inspection certificates must be updated annually. For the upcoming school year 2023-2024, submit a current fire inspection certificate.**
- **If the fire inspection certificate is dated after the August 1, 2022 submission of the Annual Report, please submit the new certificate with the Annual Report entries due on November 1, 2023.**

Site 1 Certificate of Occupancy (COO)

Site 2 Fire Inspection Report

This is required, marked optional for administrative purposes.

n. List of owned, rented, leased facilities not used to educate students

Separate by semi-colon (;)

N/A

CHARTER REVISIONS DURING THE 2022-2023 SCHOOL YEAR

o. Were there any revisions to the school's charter during the 2022-2023 school year? (Please include approved or pending material and non-material charter revisions).

Please note, listing the revisions here does not constitute a request. Schools are advised to seek revision requests through their authorizer directly.

No

ATTESTATIONS

p. Individual Primarily Responsible for Submitting the Annual Report. (To write type in a phone number with an extension, please use this format: 123-456-7890-3. The dash and number 3 at the end of the phone number refers to the individual's phone extension. Do not type in the work extension or the abbreviation for it - just the dash and the extension number after the phone number).

Name	Eric Klapper
Position	Executive Director
Phone/Extension	716-204-5883
Email	klapper@tapestryschool.org

q. Our signatures (Executive Director/School Leader/Head of School and Board President) 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. Click **YES to agree and then use the mouse on your PC or the stylus on your mobile device to sign your name).**

Responses Selected:

Yes

As outlined in ENTRY 10:

Our signatures (Executive Director/School Leader/Head of School and Board President) below attest that our school has reviewed, understands and will comply with the employee clearance and fingerprint requirements as outlined in Entry 10 and found in the [NYSED CSO Fingerprint Clearance Oct 2019 Memo](#). Click **YES** to agree.

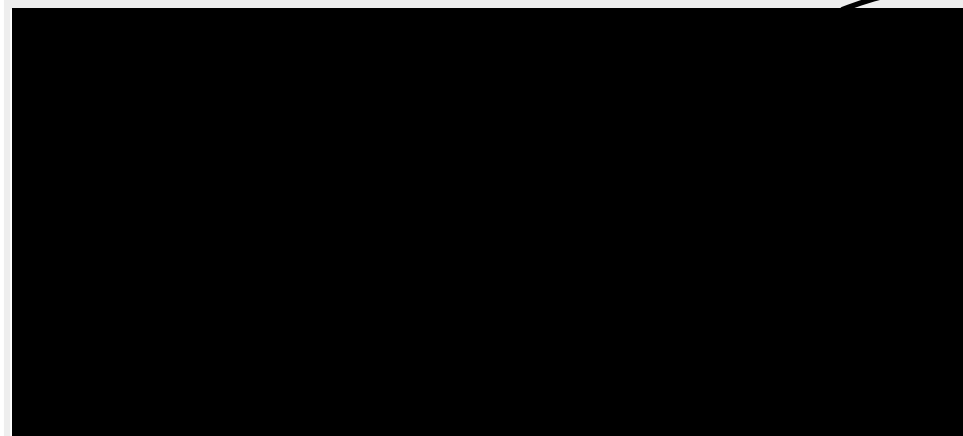
Responses Selected:

Yes

Signature, Head of Charter School



Signature, President of the Board of Trustees



Date

Oct 27 2023



Thank you.

Entry 2 Links to Critical Documents on School Website

Completed - Oct 30 2023

Instructions

Required of ALL Charter Schools noting that SUNY-authorized charter schools are not required to submit item 5: Authorizer-approved DASA policy and NYSED-Approved School Discipline Policy

By law, each charter school is required to maintain certain notices and policies listed on its website. Please insert the link from the school's website for each of the items:

1. Current Annual Report (i.e., 2021-2022 Annual Report);[\[1\]](#)
2. Board meeting notices, agendas and documents;
3. New York State School Report Card;
4. Authorizer-approved DASA Policy and NYSED-Approved School Discipline Policy **(For Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY)**;
5. District-wide safety plan, not a building level safety plan (as per the September 2021 [Emergency Response Plan Memo](#);
6. Authorizer-approved FOIL Policy; and
7. Subject matter list of FOIL records. (Example: See [NYSED Subject Matter List](#))

[\[1\]](#) Each charter school is required to make the Annual Report publicly available by August 1 and to post on their respective charter school website. Each school should post an updated and complete version to include accountability data and financial statements that are not or may not be available until after the August deadline (i.e., Report when financials have been submitted in November.)

Form for Entry 2 Links to Critical Documents on School Website

School Name: Tapestry Charter School

Required of ALL Charter Schools noting that SUNY-authorized charter schools are not required to submit item 4: Authorizer-approved DASA policy and NYSED-Approved School Discipline Policy

By law, each charter school is required to maintain certain notices and policies listed on its website. Please insert the **link** from the school's website for each of the items:

[New York State Report Card](#)

[Emergency Response Plan Memo](#)

[NYSED Subject Matter List](#)

	Link to Documents
1. Current Annual Report (i.e., 2022-2023 Annual Report)	https://tapestryschooll.org/about-tapestry/accountability/
2. Board meeting notices, agendas and documents	https://tapestryschooll.org/about-tapestry/board-of-trustees/
3. New York State School Report Card	https://data.nysed.gov/profile.php?instid=8000000052433
4. Authorizer-approved DASA Policy and NYSED-Approved School Discipline Policy (For Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY)	https://tapestryschooll.org/about-tapestry/accountability/
5. District-wide safety plan, not a building level safety plan (as per the September 2021 Emergency Response Plan Memo	https://tapestryschooll.org/about-tapestry/accountability/
6. Authorizer-approved FOIL Policy	https://tapestryschooll.org/about-tapestry/accountability/
7. Subject matter list of FOIL records. (Example: See NYSED Subject Matter List)	https://tapestryschooll.org/about-tapestry/accountability/

Thank you.



Entry 3 Progress Toward Goals

Incomplete - Hidden from applicant

Instructions

Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY

The following tables reflect formatting in the online portal required for Board of Regents, NYCDOE, and Buffalo BOE authorized charter schools only. These charter schools should report all Progress Toward Charter Goals as per their currently approved charters no later than **November 1, 2023**.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

Entry 3 Progress Toward Goals

PROGRESS TOWARD CHARTER GOALS

Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY

Complete the tables provided. List each goal and measure as contained in the school's currently approved charter, and indicate whether the school has met or not met the goal. Please provide information for all goals no later than November 1, 2023.

1. ACADEMIC STUDENT PERFORMANCE GOALS

Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY

The following tables reflect formatting in the online portal required for Board of Regents, NYCDOE, and Buffalo BOE authorized charter schools only. These charter schools should report all Progress Toward Charter Goals as per their currently approved charters no later than **November 1, 2023**.

2022-2023 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met, Not Met or Unable to Assess	If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable
Academic Goal 1				
Academic Goal 2				
Academic Goal 3				
Academic Goal 4				
Academic Goal 5				
Academic Goal 6				
Academic Goal 7				
Academic Goal 8				
Academic Goal 9				
Academic Goal 10				

2. Do have more academic goals to add?

(No response)

2022-2023 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met, Not Met or Unable to Meet	If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable
Academic Goal 21				
Academic Goal 22				
Academic Goal 23				
Academic Goal 24				
Academic Goal 25				
Academic Goal 26				
Academic Goal 27				
Academic Goal 28				
Academic Goal 29				
Academic Goal 30				
Academic Goal 31				
Academic Goal 32				
Academic Goal 33				
Academic Goal 34				
Academic Goal 35				
Academic Goal 36				
Academic Goal 37				
Academic Goal 38				
Academic Goal 39				
Academic Goal 40				
Academic Goal 41				

Academic Goal 42				
Academic Goal 43				
Academic Goal 44				
Academic Goal 45				
Academic Goal 46				
Academic Goal 47				
Academic Goal 48				
Academic Goal 49				
Academic Goal 50				
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Academic Goal 57				
Academic Goal 58				
Academic Goal 59				
Academic Goal 60				
Academic Goal 61				
Academic Goal 62				
Academic Goal 63				
Academic Goal 64				
Academic Goal 65				
Academic Goal 66				
Academic Goal 67				
Academic Goal 59				

Academic Goal 60				
Academic Goal 61				
Academic Goal 62				

4. ORGANIZATION GOALS

For the 2022-2023 school year, any organization goals that cannot be evaluated due to school closure resulting in a lack of data and changes in testing, surveying, and other usual practices should be reported as “N/A”.

2022-2023 Progress Toward Attainment of Organization Goals

	Organizational Goal	Measure Used to Evaluate Progress	Goal - Met, Not Met, or Unable to Assess	If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable
Org Goal 1				
Org Goal 2				
Org Goal 3				
Org Goal 4				
Org Goal 5				
Org Goal 6				
Org Goal 7				
Org Goal 8				
Org Goal 9				
Org Goal 10				
Org Goal 11				
Org Goal 12				
Org Goal 13				
Org Goal 14				
Org Goal 15				
Org Goal 16				
Org Goal 17				
Org Goal 18				
Org Goal 19				
Org Goal 20				

5. Do have more organizational goals to add?

(No response)

6. FINANCIAL GOALS

2022-2023 Progress Toward Attainment of Financial Goals

	Financial Goals	Measure Used to Evaluate Progress	Goal - Met, Not Met, or Partially Met	If not met, describe efforts the school will take to meet goal.
Financial Goal 1				
Financial Goal 2				
Financial Goal 3				
Financial Goal 4				
Financial Goal 5				

7. Do have more financial goals to add?

(No response)

2021-2022 Progress Toward Attainment of Financial Goals

	Financial Goals	Measure Used to Evaluate Progress	Goal - Met, Not Met, or Partially Met	If not met, describe efforts the school will take to meet goal.
Financial Goal 6				
Financial Goal 7				
Financial Goal 8				
Financial Goal 9				
Financial Goal 10				

Thank you.

Entry 3 Accountability Plan Progress Reports

Completed - Oct 27 2023

Instructions

SUNY-Authorized Charter Schools ONLY- Complete Template and Upload to Epicenter

SUNY-authorized charter schools must download an Accountability Plan Progress Report template at [Accountability Plan Progress Report](#). After completing, SUNY-authorized charter schools must upload the document into the Annual Report Portal, and into the SUNY Epicenter document management system by September 15, 2023.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

[Accountability-Plan-Progress-Report-Template-2022-23-Grades-K-12](#)

Filename: Accountability-Plan-Progress-Report_2HwjKyc.pdf Size: 1.5 MB

Entry 4 - Audited Financial Statements

Completed - Oct 27 2023

Required of ALL Charter Schools

ALL SUNY-authorized charter schools must upload the financial statements and related documents in PDF format into the [Annual Report Portal](#) and into the SUNY Epicenter document management system no later than **November 1, 2023**. **SUNY-authorized charter schools** are asked to ensure that security features such as password protection are turned off.

ALL Regents, NYCDOE, and Buffalo BOE-authorized charter schools must upload final, audited financial statements to the [Annual Report Portal](#) no later than **November 1, 2023**. Upload the independent auditor's report, any advisory and/or management letter, and the internal controls report as one submission, combined into a PDF file, ensuring that security features such as password protections are removed from all school uploaded documents.

PLEASE NOTE: This task appears as visible and optional task in the online portal until August 1 2023 but will be identified as a required task thereafter and due on November 1, 2023. This is a required task, and it is marked optional for administrative purposes only.

[2023 Financial Statements - FINAL](#)

Filename: 2023_Financial_Statements_-_FINAL_JRPudEm.pdf Size: 738.6 kB

Entry 4a – Audited Financial Report Template (SUNY)

Completed - Oct 27 2023

Instructions - SUNY-Authorized Charter Schools ONLY

SUNY-authorized schools must download the Excel spreadsheet entitled “Audited Financial Statement Template” at <http://www.newyorkcharters.org/fiscal/>. After completing, schools must upload the document into the [Annual Report Portal](#) and into the SUNY Epicenter document management system no later than **November 1, 2023**.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

[TCS 2022-23-Audited-Financial-Statement-Template SUNY](#)

Filename: TCS_2022-23-Audited-Financial-Statement_Template_COUCG80.xlsx Size: 174.9 kB

Entry 4b – Audited Financial Report Template (BOR/NYC/BOE)

Completed - Oct 27 2023 - Hidden from applicant

[Instructions - Regents-Authorized Charter Schools ONLY](#)

Regents-authorized schools must download and complete the Excel spreadsheet entitled "Audited Financial Report Template" from the online portal or the [2022-2023 Annual Reports](#) webpage. Upload the completed file in Excel format and submit by **November 1, 2023**.

Please complete one spreadsheet at the Education Corporation level and submit the same spreadsheet for each of the schools.

EDUCATION CORPORATIONS WITH MORE THAN ONE SCHOOL SHOULD COMPLETE THE EXCEL SPREADSHEET FOR THE EDUCATION CORPORATION AS A WHOLE, NOT FOR THE INDIVIDUAL SCHOOLS. PLEASE SUBMIT THE SAME EXCEL SPREADSHEET FOR EACH OF THE SCHOOLS.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

[TCS 2022-23-Audited-Financial-Statement-Template SUNY](#)

Filename: TCS_2022-23-Audited-Financial-Sta_2rRKWdl.xlsx **Size:** 174.9 kB

Entry 4c – Additional Financial Documents

Completed - Oct 27 2023 - Hidden from applicant

Regents, NYCDOE and Buffalo BOE authorized schools must upload financial documents and submit by **November 1, 2023**. The items listed below should be uploaded, with an explanation if not applicable or available. For example, a "federal Single Audit was not required because the school did not expend federal funds of more than the \$750,000 Threshold."

1. Advisory and/or Management letter
2. Federal Single Audit
3. Agreed-Upon Procedure Report
4. Evidence of Required Escrow Account for each school^[1]
5. Corrective Action Plan for Audit Findings and Management Letter Recommendations

^[1] Note: For BOR schools chartered or renewed after the 2017-2018 school year, the escrow account per school is \$100,000.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

[2023 Management Letter - FINAL](#)

Filename: 2023_Management_Letter_-_FINAL_eVoMXV1.pdf **Size:** 226.6 kB

[2023 Financial Statements - FINAL](#)

Filename: 2023_Financial_Statements_-_FINAL_8TPVsXK.pdf **Size:** 738.6 kB

Entry 4d - Financial Contact Information

In Progress - Last edited: Oct 27 2023 - Hidden from applicant

Regents, NYCDOE, and Buffalo BOE authorized schools should enter financial contact information directly into the form within the portal by **November 1, 2023**.

Form for "Financial Contact Information"

1. School Based Fiscal Contact Information

	School Based Fiscal Contact Name	School Based Fiscal Contact Email	School Based Fiscal Contact Phone
	Eric Klapper	klapper@tapestryschool.org	716-204-5883

2. Audit Firm Contact Information

	School Audit Contact Name	School Audit Contact Email	School Audit Contact Phone	Years Working With This Audit Firm
	Robert Torella	rtorella@lumsdencpa.com	716-856-3300	

3. If applicable, please provide contact information for the school's outsourced financial services firm.

	Firm Name	Contact Person	Mailing Address	Email	Phone	Years With Firm
	Kirisits & Associates, CPAS, PLLC	Karen Burhans	1231 Delaware Ave Buffalo, NY 14209	karenb@kirisitscpa.com	716-881-0089	16

Entry 5 – Fiscal Year 2023-2024 Budget

Completed - Oct 27 2023

SUNY-authorized charter schools should download the [2023-2024 Budget and Quarterly Report Template and the 2023-2024 Budget Narrative Questionnaire](#) from the SUNY website and upload the completed templates into the Annual Report Portal and into the Epicenter document management system. **Due November 1, 2023.**

Regents, NYCDOE, and Buffalo BOE authorized charter schools should upload a copy of the school's FY22 Budget using the [2023-2024 Budget Template](#) into the Annual Report Portal or from the Annual Report website. **Due November 1, 2023.**

The Assumptions column should be completed for all revenue and expense items unless the item is self-explanatory. Where applicable, reference the page number or section in the application narrative that indicates the assumption being made. For instance, student enrollment would reference the applicable page number in Section I, C of the application narrative.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

[TCS 2023-24-Budget-and-Quarterly-Report](#)

Filename: TCS_2023-24-Budget-and-Quarterly-Report.xlsx Size: 534.8 kB

Entry 6 – Board of Trustees Disclosure of Financial Interest Form

Required of ALL Charter Schools

Each member of the charter school's Board of Trustees who served on a charter school education corporation governing one or more charter schools for any period during the 2022-2023 school year must complete and sign a Trustee [Disclosure of Financial Interest Form](#) is due on August 1, 2023. Acceptable signature formats include:

- Digitally certified PDF signature (i.e., DocuSign)
- Manual signature (1. download to print, 2. manually sign, 3. scan signed document to PDF, and 4. upload into portal)

All completed forms must be collected and uploaded in .PDF format for each individual member. **The education corporation is responsible for ensuring that each member who served on the board during the 2022-2023 school year completes the form.**

Charter schools **must** submit the latest version of the form. Forms completed from past years will not be accepted.

Trustees serving on an education corporation that governs more than one school are not required to complete a separate disclosure for each school governed by the education corporation. In the Trustee Disclosure of Financial Interest Form, trustees must disclose information relevant to any of the schools served by the governing education corporation.

Financial Disclosures- TCS Board 22-23

Filename: Financial_Disclosures-_TCS_Board_22-23.pdf **Size:** 1.7 MB

Entry 7 BOT Membership Table

Completed - Oct 30 2023

Instructions

Required of ALL charter schools

ALL charter schools or education corporations governing multiple schools must complete the Board of Trustees Membership Table within the online portal. Please be sure to include and identify parents who are members of the Board of Trustees and indicate whether parents are voting or non-voting members.

Entry 7 BOT Table

1. SUNY-AUTHORIZED charter schools are required to provide information for VOTING Trustees only.
2. REGENTS, NYCDOE, and BUFFALO BOE-AUTHORIZED charter schools are required to provide information for all --VOTING and NON-VOTING-- trustees.

Authorizer:

Who is the authorizer of your charter school?

SUNY

1. 2022-2023 Board Member Information (Enter info for each BOT member)

	Trustee Name	Trustee Email Address	Position on the Board	Committee Affiliations	Voting Member Per By-Laws (Y/N)	Number of Completed Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2022-2023
1	Alfred J. Wright	[REDACTED]	Chair	Executive, Audit/Finance	Yes	2	07/01/2017	09/22/2023	9
2	Luanne Firestone	[REDACTED]	Vice Chair	Executive, Governance	Yes	2	09/22/2021	09/21/2024	8
3	Joshua Feinstein	[REDACTED]	Secretary	Executive	Yes	3	09/22/2021	09/21/2024	6
4	Dan Pyne	[REDACTED]	Treasurer	Executive, Audit/Finance	Yes	1	02/06/2020	09/20/2023	8
5	Betsy Behrend	[REDACTED]	Trustee/Member	Governance	Yes	1	02/06/2019	09/22/2023	7
6	Patrick Lewis	[REDACTED]	Trustee/Member	Governance	Yes	3	09/22/2021	09/21/2024	7
7	Caroline Taggart	[REDACTED]	Trustee/Member	Equity	Yes	2	07/01/2017	09/22/2023	7
8	Lindsey Dotson	[REDACTED]	Trustee/Member	Development	Yes	1	09/20/2019	09/20/2022	6

9	Joyelle Hackett	<div></div> <div></div> <div></div>	Trustee/ Member	Equity	Yes	1	9/20/201 9	09/20/20 22	5 or less
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1a. Are there more than 9 members of the Board of Trustees?

Yes

1b. Board Member Information

	Trustee Name	Trustee Email Address	Position on the Board	Committee Affiliations	Voting Member Per By-Laws (Y/N)	Number of Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2022-2023
10	Shai Arnold	[REDACTED]	Trustee/Member	Equity	Yes	1	07/01/2017	09/22/2023	5 or less
11	Javeena Edwards	[REDACTED]	Trustee/Member	Audit/Finance	Yes	1	09/22/2021	09/21/2024	6
12	Jeremy Hazelton	[REDACTED]	Trustee/Member	Development	Yes	1	02/11/2021	9/22/2023	7
13	Taylor Hunter	[REDACTED]	Trustee/Member	Equity	Yes	1	09/21/2022	09/20/2025	5 or less
14	Hilary Lochte	[REDACTED]	Trustee/Member	Academic	Yes	1	11/24/2020	09/20/2023	5 or less
15	Daniel Robertson	[REDACTED]	Trustee/Member	Governance	Yes	1	09/21/2022	09/20/2025	5 or less

1c. Are there more than 15 members of the Board of Trustees?

No

2. INFORMATION ABOUT MEMBERS OF THE BOARD OF TRUSTEES

1. SUNY-AUTHORIZED charter schools provide response relative to VOTING Trustees only.
2. REGENTS, NYCDOE, and BUFFALO BOE-AUTHORIZED charter schools provide a response relative to all trustees.

a. Total Number of BOT Members on June 30, 2023	12
b.Total Number of Members Added During 2022-2023	3
c. Total Number of Members who Departed during 2022-2023	3
d.Total Number of members, as set in Bylaws, Resolution or Minutes	15

3. Number of Board meetings held during 2022-2023

9

4. Number of Board meetings scheduled for 2023-2024

9

Total number of Voting Members on June 30, 2023:

12

Total number of Voting Members added during the 2022-2023 school year:

3

Total number of Voting Members who departed during the 2022-2023 school year:

3

Total Maximum Number of Voting members in 2022-2023, as set by the board in bylaws, resolution, or minutes:

15

Thank you.

Entry 8 Board Meeting Minutes

Incomplete - Hidden from applicant

Instructions - Required of Regents, NYCDOE, and Buffalo BOE Authorized Schools ONLY

Schools must upload a complete set of monthly board meeting minutes (July 2022-June 2023), which should match the number of meetings held during the 2022-2023 school year, as indicated in the above table. The minutes provided must be the final version approved by the school's Board of Trustees and may be uploaded individually or as one single combined file. Board meeting minutes must be submitted by **August 1, 2023**.

Entry 9 Enrollment & Retention

Completed - Oct 27 2023

Instructions for submitting Enrollment and Retention Efforts

Required of ALL Charter Schools

Describe the good faith efforts the charter school has made in 2022-2023 toward meeting targets to attract and retain the enrollment of Students with Disabilities (SWDs), English Language Learners (ELLs), and students who are economically disadvantaged. In addition, describe the school's plans for meeting or making progress toward meeting its enrollment and retention targets in 2023-2024.

***SUNY-authorized charter schools**

The education corporation must include a plan for the charter to meet or exceed enrollment and retention targets established by the SUNY Trustees for students with disabilities, ELLs, and students who are eligible to participate in the FRPL program. See the [enrollment and retention target calculator](#) to find specific targets.

Entry 9 Enrollment and Retention of Special Populations

Good Faith Efforts to Meet Recruitment Targets (Attract)

	Describe Recruitment Efforts in 2022-2023	Describe Recruitment Plans in 2023-2024
Economically Disadvantaged	Public information sessions, radio, print, website, social media marketing and advertising, open houses, community meetings, targeted Pre-k recruiting events, targeted school recruiting events.	Public information sessions, radio, print, website, social media marketing and advertising, open houses, community meetings, targeted Pre-k recruiting events, targeted school recruiting events.
English Language Learners	Public information sessions, radio, print, website, social media marketing and advertising, open houses, community meetings, targeted Pre-k recruiting events, targeted school recruiting events.	Public information sessions, radio, print, website, social media marketing and advertising, open houses, community meetings, targeted Pre-k recruiting events, targeted school recruiting events.
Students with Disabilities	Public information sessions, radio, print, website, social media marketing and advertising, open houses, community meetings, targeted Pre-k recruiting events, targeted school recruiting events.	Public information sessions, radio, print, website, social media marketing and advertising, open houses, community meetings, targeted Pre-k recruiting events, targeted school recruiting events.

Good Faith Efforts To Meet Enrollment Retention Targets

	Describe Retention Efforts in 2022-2023	Describe Retention Plans in 2023-2024
Economically Disadvantaged	Public information sessions, radio, print, website, social media marketing and advertising, open houses, community meetings, targeted Pre-k recruiting events, targeted school recruiting events.	Public information sessions, radio, print, website, social media marketing and advertising, open houses, community meetings, targeted Pre-k recruiting events, targeted school recruiting events.
English Language Learners	Public information sessions, radio, print, website, social media marketing and advertising, open houses, community meetings, targeted Pre-k recruiting events, targeted school recruiting events.	Public information sessions, radio, print, website, social media marketing and advertising, open houses, community meetings, targeted Pre-k recruiting events, targeted school recruiting events.
Students with Disabilities	Public information sessions, radio, print, website, social media marketing and advertising, open houses, community meetings, targeted Pre-k recruiting events, targeted school recruiting events.	Public information sessions, radio, print, website, social media marketing and advertising, open houses, community meetings, targeted Pre-k recruiting events, targeted school recruiting events.

Entry 10 – Teacher and Administrator Attrition

Completed - Oct 27 2023

Form for "Entry 10 – Teacher and Administrator Attrition" Revised to Employee Fingerprint Requirements Attestation

A. TEACH System – Employee Clearance

Required of ALL Charter Schools

Charter schools must ensure that all prospective employees^[1] receive clearance through [the NYSED Office of School Personnel Review and Accountability](#) (OSPRA) prior to employment. **This includes paraprofessionals and other school personnel who are provided or assigned by the district of location, or related/contracted service providers.** After an employee has been cleared, schools are required to maintain proof of such clearance in the file of each employee. For the safety of all students, charter schools must take immediate steps to terminate the employment of individuals who have been denied clearance. Once the employees have been terminated, the school must terminate the request for clearance in the TEACH system.

In the Annual Report, charter schools are asked to confirm that all employees have been cleared through the NYSED TEACH system; and, if denied clearance, confirm that the individual or employee has been removed from the TEACH system, and is not employed by the school.

1. Emergency Conditional Clearances

Charter schools are **strongly discouraged** from using the emergency conditional clearance provisions for prospective employees. This is because the school must request clearance through NYSED TEACH, and the school's emergency conditional clearance of the employee terminates automatically once the school receives notification from NYSED regarding the clearance request. Status notification is provided for all prospective employees through the NYSED TEACH portal within 48 hours after the clearance request is submitted. Therefore, at most, a school's emergency conditional clearance will be valid for only 48 hours after approval by the board.

Schools are not permitted to renew or in any way re-establish a prospective employee's emergency conditional clearance after status notification is sent by NYSED through the TEACH portal.

Schools are asked to attest that they have reviewed and understand these requirements. More information can be found in the memo at [NYSED CSO Employee Clearance and Fingerprint Memo 10-2019](#).

^[1] Employees who must be cleared include, but are not limited to, teachers, administrative staff, janitors, security personnel and cafeteria workers, and other staff who are present when children are in the school building. **This includes paraprofessionals and other school personnel that are provided or assigned by the district of location, as well as related/contracted service providers.** See NYSED memorandum dated October 1, 2019 at <http://www.nysed.gov/common/nysed/files/programs/charter-schools/employee-fingerprint-oct19.pdf> or visit the NYSED website at: <http://www.highered.nysed.gov/tsei/ospra/fingerprintingcharts.html> for more information regarding who must be fingerprinted. Also see, 8 NYCRR §87.2.

B. Emergency Conditional Clearances

Emergency Conditional Clearances

Charter schools are **strongly discouraged** from using the emergency conditional clearance provisions for prospective employees. This is because the school must request clearance through NYSED TEACH, and the school's emergency conditional clearance of the employee terminates automatically once the school receives notification from NYSED regarding the clearance request. Status notification is provided for all prospective employees through the NYSED TEACH portal within 48 hours after the clearance request is submitted. Therefore, at most, a school's emergency conditional clearance will be valid for only 48 hours after approval by the board.

Schools are not permitted to renew or in any way re-establish a prospective employee's emergency conditional clearance after status notification is sent by NYSED through the TEACH portal.

Schools are asked to attest that they have reviewed and understand these requirements. More information can be found in the memo at [NYSED CSO Employee Clearance and Fingerprint Memo 10-2019](#).

Attestation

Responses Selected:

I hereby attest that the school has reviewed, understands, and will comply with these requirements.

Entry 11 Percent of Uncertified Teachers

Incomplete - Hidden from applicant

Instructions

Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY

The table below reflects the information collected through the online portal for compliance with New York State Education Law 2854(3)(a-1) for teaching staff qualifications. Uncertified teachers are those not certified pursuant to the State Certification Requirements established by the NYSED Commissioner of Education.

Enter the relevant full-time equivalent (FTE) count of teachers in each column. For example, a school with 20 full-time teachers and 5 half-time teachers would have an FTE count of 22.5.

Entry 11 Uncertified Teachers

School Name:

Instructions for Reporting Percent of Uncertified Teachers

Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY

The table below reflects the information collected through the online portal for compliance with New York State Education Law 2854(3)(a-1) for teaching staff qualifications. Uncertified teachers are those not certified pursuant to the State Certification Requirements established by the NYSED Commissioner of Education.

Enter the relevant full-time equivalent (FTE) count of teachers in each column. For example, a school with 20 full-time teachers and 5 half-time teachers would have an FTE count of 22.5.

If more than one line applies to a teacher, please include in only one FTE uncertified category. Please do not include paraprofessionals, such as teacher aides.

CATEGORY A. 30% OR 5 UNCERTIFIED TEACHERS WHICHEVER IS LESS

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2023)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2023)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2023)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2023)	
Total Category A: 5 or 30% whichever is less	0

CATEGORY B. PLUS FIVE UNCERTIFIED TEACHERS IN MATHEMATICS, SCIENCE, COMPUTER SCIENCE, TECHNOLOGY OR CAREER AND TECHNICAL EDUCATION.

	FTE Count
i. Mathematics	
ii. Science	
iii. Computer Science	
iv. Technology	
v. Career and Technical Education	
Total Category B: not to exceed 5	0

CATEGORY C: PLUS 5 ADDITIONAL UNCERTIFIED TEACHERS

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2023)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2023)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2023)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2023)	
Total Category C: not to exceed 5	0

TOTAL FTE COUNT OF UNCERTIFIED TEACHERS (Sum of Categories A, B AND C)

(Include teachers who do not fit in one of these categories or if did fit would exceed the numerical limits for that category)

	FTE Count
Total	

CATEGORY D: TOTAL FTE COUNT OF UNCATEGORIZED, UNCERTIFIED TEACHERS

(Include teachers who do not fit in one of these categories or if did fit would exceed the numerical limits for that category)

	FTE Count
Total Category D	

CATEGORY E: TOTAL FTE COUNT OF CERTIFIED TEACHERS

	FTE Count
Total Category E	

CATEGORY F: TOTAL FTE COUNT OF ALL TEACHERS

Please do not include paraprofessionals, such as teacher aides.

	FTE Count
Total Category F	

Thank you.



Entry 12 Organization Chart

Incomplete - Hidden from applicant

[Instructions](#)

Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY

Upload the 2022-2023 **Organization Chart**. The organization chart should be a graphic representation (A list will not be accepted.) and should include position titles and reporting (hierarchical) relationships. Employee names should **not** appear on the chart.

Entry 13 School Calendar

Completed - Oct 27 2023

[Instructions for submitting School Calendar](#)

Required of ALL Charter Schools

If the charter school has a tentative calendar based on available information and guidance at the time, please submit with the August 1, 2023 submission. Charter schools must upload a final school calendar into the portal and may do so at any time but no later than **September 15, 2023**.

School calendars must meet the [minimum instructional requirements](#) as required of other public schools "... *unless the school's charter requires more instructional time than is required under the regulations.*"

Board of Regents-authorized charter schools also are required to submit school calendars that clearly indicate the start and end date of the instructional year AND the number of instructional hours and/or instructional days for each month (also used to align to schools with extended days/years referenced in their mission statements/key design elements). See an example of a calendar showing the requested information. Schools **must** use a calendar format and ensure there is a monthly tally of instructional days.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

[Tapestry Charter School Academic Calendar 23-24](#)

Filename: Tapestry_Charter_School_Academic_C_gFZJLVV.pdf Size: 449.6 kB

Entry 14 Staff Roster

Incomplete - Hidden from applicant

[INSTRUCTIONS](#)

Required of Regents and NYCDOE-authorized Charter Schools ONLY

Please click on the MS Excel [Faculty/Staff Roster Template](#) and provide the following information for **ANY and ALL** instructional and non-instructional employees (all faculty and staff employed by the school during the 2022-2023 school year).

Use of the 2022-2023 Annual Report Faculty/Staff Roster Template is required. Each of the data elements, with the exception of the Notes, are required, and use of the drop-down options, when provided, is also required.

Reminders: Please use the Notes section provided to add any additional information as deemed necessary. Failure to adhere to the guidelines and validations in the Faculty/Staff Roster Template will result in a resubmission of a fully corrected roster.

Here is the complete list of data elements in the roster template and an explanation of what information is required to correctly complete this task.

Roster Data Elements	Explanations
Authorizer	Select your school's authorizer from the drop-down list first , before completing the roster.
NOTE: MUST BE DONE FIRST	
School Name and Institution ID	Select your school's name from the drop-down list .
Faculty/Staff First Name	Enter the first name of the Faculty/Staff person.
Faculty/Staff Last Name	Enter the last name of the Faculty/Staff person.
TEACH ID	Enter the 7 digit TEACH ID for the Faculty/Staff person.
Role in School	Select the best choice of role of the Faculty/Staff person from the drop-down list .

CPR/AED Certification Status	Select the appropriate choice from the drop-down list .
Hire Date	Enter the date that the Faculty/Staff person was hired.
Start Date	Enter the date that the Faculty/Staff person actually began employment in this school.
Total Years' Experience in this Role	Enter Total Years of Experience that the Faculty/Staff person has in their current role.
Total Years at this School	Enter the Total Years that the Faculty/Staff person has been employed in this school.
Out-of-Certification Justification	Select the appropriate choice from the drop-down list .
Subject Taught	Select the appropriate choice from the drop-down list .
Notes	Optional

Optional Additional Documents to Upload (BOR)

Completed - Oct 30 2023

[Accountability-Plan-Progress-Report-Template-2022-23-Grades-K-12](#)

Filename: Accountability-Plan-Progress-Repor_ONfo2VX.pdf **Size:** 1.5 MB



Tapestry Charter School

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

November 3, 2023

By Eric Klapper, Jennifer Pangborn,
Melissa Rivera, Lindsay Lee,
and Sara Hilligas

65 Great Arrow Ave Buffalo, NY 14216

(716) 204-5883

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Melissa Rivera, K-4 Principal, Lindsay Lee, 5-8 Principal, Sara Hilligas, 9-12 principal, Jennifer Pangborn, Chief Academic Officer, and Eric Klapper, Executive Director prepared this 2022-23 Accountability Progress Report on behalf of the charter school's board of trustees:

Trustee's Name	Office (e.g. chair, treasurer, secretary)	Committees (e.g. finance, executive)
Alfred J. Wright	Chair	Executive, Finance, Equality, Development, Governance
Luanne Firestone	Vice-Chair	Executive, Equity, Governance
Betsy Behrend	Trustee	Governance and Equity
Joshua Feinstein	Secretary	Executive, Equity, Governance
Shai Arnold	Trustee	Governance and Equity
Caroline Taggart	Trustee	Equity and Academic Strategic Planning
Patrick Lewis	Trustee	Development and Governance
Lindsey E. Dotson	Trustee	Development
Daniel Pyne	Treasurer	Finance
Daniel Robertson	Trustee	Equity and Governance
Taylor Hunter	Trustee	Equity
Dr. Hilary Lochte	Trustee	Equity and Academic Strategic Planning
Jeremy Hazelton	Trustee	Development
Javeena Edwards	Trustee	Equity and Finance

Eric Klapper has served as the Executive Director since 2016.

SCHOOL OVERVIEW

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.

Tapestry Charter School made its debut in 2001 as a K-4 school. Although it was initially a small intimate program for parents seeking a different schooling experience for their children, Tapestry has grown one grade per year until 2010 when we had completely expanded to a K-12 school. Our 2022-2023 school year enrollment of 1,108 students in grades K-12 reflects the demographics of the city of Buffalo, NY. 22% of our students are white, 53% are African American and 15% are Hispanic /Latino. 71% of our students come from economically disadvantaged families, and 14% receive special education services. As was discussed during our charter renewal in December 2020, we have worked to increase our ESL population from previous years. It is currently at 2% of our population, but we are working to make this reflective of the growing number of new immigrants in our city.

Tapestry prides itself on several key design elements, including rigorous real world learning, a school culture of caring, ongoing professional development and shared leadership. These key design elements are reflected in our annual work plans that we have been creating and modifying since 2014. Throughout the 2022-2023 school year, we have continued to modify each building's work plan and continue to create a cohesive K-12 experience for students.

The entire 2022-2023 school year was spent in an in-person model. Although school feels "back to normal" in many ways, we are fully aware of the deficits our students and families are now facing as a result of the pandemic. Our Director of Equity and Diversity helped us to better understand and reach the needs of all students and our teachers' plans were documented through unit and lesson plans that were checked on a daily basis by instructional coaches and administrators. In order to ensure equity of access among our students, we continued to provide students in need with one to one technology access.

We continued to follow the work plan goals that we created in the summer of 2021 that were aligned to the three dimensions of student achievement. These 3 dimensions are:

- Mastery of Skills and Knowledge
- Culture and Character
- High Quality Work

These pillars provided us with the framework around which we have worked to create a common vision and measure our progress, examine data and provide professional development to our staff. As a part of

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

our school work plans, we develop measurable goals and action steps to achieve these goals. These goals and action steps were communicated to all stakeholders and formed the foundation of our professional development.

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2020-21	80	80	80	78	78	88	88	87	88	87	87	79	78	1078
2021-22	88	87	77	81	79	88	88	88	87	88	88	77	80	1097
2022-23	86	87	87	77	83	90	86	88	86	88	88	85	76	1108

HIGH SCHOOL COHORTS

ACCOUNTABILITY COHORT

The state's Accountability Cohort consists specifically of students who are in their fourth year of high school after entering the 9th grade. For example, the 2019 state Accountability Cohort consists of students who entered the 9th grade anywhere sometime during the 2019-20 school year, were enrolled in the school on the state's annual enrollment-determination day (BEDS day) in the 2022-23 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 SIRS Manual for more details about cohort eligibility and acceptable exit reasons: <http://www.p12.nysed.gov/irs/sirs/ht>)

Fourth Year High School Accountability Cohorts					
Fourth Year Cohort	Year Entered 9 th 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 30th
2020-21	2017-18	2017	76	0	76
2021-22	2018-19	2018	79	0	79
2022-23	2019-20	2019	75	2	73

TOTAL COHORT FOR GRADUATION

Students are also included in the Total Cohort for Graduation (referred to as the Graduation Cohort, Total Graduation Cohort, or Total Cohort interchangeably throughout this report) based on the school year they first enter the 9th grade anywhere. The 2019 Total Cohort consists of all students, based on last enrollment record as of June 30, 2023, with a First Date of Entry into Grade 9 during the 2019-20 school year, regardless of their current grade level. The school may remove students from the Graduation

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Cohort if the school has discharged those students for an acceptable reason listed in the [SIRS manual](#), including but not limited to the following: 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 are deceased.

Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Still Enrolled on June 30 th of the Cohort's Fourth Year (a)	Number of Students Who Left the School but Were Not Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2020-21	2017-18	2017	75	3	78
2021-22	2018-19	2018	77	4	81
2022-23	2019-20	2019	74	1	75

Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Still Enrolled on June 30 th of the Cohort's Fifth Year (a)	Number of Students Who Left the School but Were Not Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2020-21	2016-17	2016	0	1	1
2021-22	2017-18	2017	0	0	0
2022-23	2018-19	2018	0	0	0

PROMOTION POLICY

At Tapestry our students must complete all of the prescribed courses according to NYS for a Regents or an Advanced Regents Diploma. This includes the following:

- 4 years of English
- 4 years of Social studies
- 3 years of Science
- 3 years of Math
- 1 year of foreign language

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

- 1 full art credit
- 4 years of physical education
- 1 year of health

In addition to NYS's requirements for graduation we require our students to take the following:

- A fourth year of math
- A fourth year of science
- 4 years of Crew.

Students do have the option of opting out of a fourth year of math or science if they are opting into a course that is deemed more challenging and in line with their future plans.

Each year students complete their core classes and have the option to take elective courses. Our elective course offerings vary each year but have included:

- Say it Loud: Social Justice and Me
- Criminal Justice
- Sports Management
- Creative Writing
- World War II History
- Drawing and Painting
- Public Art
- Photoshop
- History of Hip Hop

In addition students are enrolled in co-requisite courses such as math lab as well as credit recovery courses such as Global tutorial.

GOAL 1: 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

--

Percent of Students in First and Second Year Cohorts
Earning the Required Number of Credits in 2022-23

Cohort Designation	Number in Cohort during 2022-23	Percent promoted
--------------------	---------------------------------	------------------

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2021	85	91
2022	87	98

Graduation Goal Measure 2 - Leading Indicator

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

As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 for the most recent second year cohort schools should report the percentage of students who either passed or were exempted from at least three exams. In August of 2023, the 2021 Cohort will have completed its second year.

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

Cohort Designation	School Year	Number in Cohort	Percent Passing at Least Three Regents (including exemptions)
2019	2020-21	88	97
2020	2021-22	87	83
2021	2022-23	85	88

Graduation Goal Measures 3 & 4 - 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.

The school's graduation requirements appear in this document above the graduation goal.

Percent of Students in the Total Graduation Cohort who have Graduated After Four Years¹

Cohort Designation	School Year	Number in Cohort	Number who Graduated	Percent Graduating
2017	2020-21	78	75	96
2018	2021-22	81	74	91
2019	2022-23	75	70	93

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

¹ These data reflect August graduation rates. At a minimum, these students have passed or been exempted from five Regents exams required for high school graduation in ELA, mathematics, science, U.S. History, and Global History or met the requirements for the 4+1 pathway to graduation.

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Cohort Designation	School Year	Number in Cohort	Number who Graduated	Percent Graduating
2016	2020-21	78	96	96
2017	2021-22	78	78	100
2018	2022-23	81	73	90

Graduation Goal Measure 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 school district of comparison.

Percent of Students in the Total Graduation Cohort who Graduate in Four Years Compared to the District²

Cohort Designation	School Year	Charter School			School District	
		Number in Cohort	Number who Graduated	Percent Graduating	Number in Cohort	Percent Graduating
2017	2020-21	78	75	96	2291	78.5
2018	2021-22	81	74	91	2547	79
2019	2022-23	75	70	93	N/A	N/A

Graduation Goal Measure 6 - Absolute Measure

Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway (commonly referred to as the 4+1 pathway) will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year in the cohort.

Percentage of the 2019 Graduation Cohort Pathway Students Demonstrating Success by Exam Type³

Exam	Number of Graduation Cohort Members Tested (a)	Number Passing or Achieving Regents Equivalency (b)	Percentage Passing $=[(b)/(a)]*100$
Earth Science	1	1	100

² Given that district results for the current year are generally not available at this time, for purposes of this report schools should include the district's 2021-22 results as a temporary placeholder for the district's 2022-23 results.

³ As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 students planning to take a pathway examination during those cancelled dates would be exempted from the requirement. For purposes of this measure, only report results for students with valid scores for any pathway exam.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Overall	1	1	100
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Pathway Exam Passing Rate by Fourth Year Accountability Cohort

Cohort Designation	School Year	Number in Cohort Tested	Percent Passing a Pathway Exam
2017	2020-21	N/A	N/A
2018	2021-22	N/A	N/A
2019	2022-23	1	100%

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

Tapestry Charter School has met all of its high school graduation goals. The total graduation cohort from Buffalo City School has not yet been released.

Type	Measure	Outcome
Leading Indicator	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.	YES
Leading Indicator	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.	YES
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate.	YES
Absolute	Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	YES
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 school district of comparison.	Not Enough Information
Absolute	Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year.	YES

EVALUATION OF THE GRADUATION GOAL

While Tapestry Charter High School has always reached the majority of its graduation goals, this is the third year in a row that it has met all of its absolute and comparative graduation goals. Now that many COVID-19 Regents exemptions are phasing out, this is a testament to the hard work of our students and staff. Our students are gaining credits and passing Regents exams necessary to graduate on time. We are extremely proud that for yet another year we have maintained a graduation rate of above 90%.

Tapestry Charter School has successfully met both its leading indicators and absolute measures for the 2022-2023 school year. This means that we are on the right track with the programmatic shifts we are making and we will continue to grow in our academic culture. The action plan section below highlights how we will continue to push our staff and students towards academic excellence next year and in the future.

ADDITIONAL CONTEXT AND EVIDENCE

Our high school special education students are a subgroup that we continue to focus our efforts and attention on. This is the third year of our move to integrated co-teaching in the high school.

Implementation has not been without barriers. Given the complexity of a high school schedule we have needed to increase staffing in our special education department. This has proven difficult given the market for teachers. We have moved to more of a departmental role for our special education teachers, moving certified content area teachers into special education roles. Moving into the 23-24 school year we will have a science special education teacher, two social studies special education teachers and two math special education teachers. While these teachers are often lacking the special education background they have the content area background to work with students. We have differentiated our weekly professional development in order to support all teachers but with specific PD focused on special education and co-teaching.

ACTION PLAN

For the last two years NYS has allowed for students to pass Regents exams with a score of 50 with a passing grade in the class coded as a SA. At the close of the 2022-2023 school year we saw growth in our passing rates in our students but primarily through the SA passing rate. Below you will find the data as of June 2023 for the 5 required NYS exams and the correlation to student growth measure on their HMH testing.

	HMH Reading on or	HMH Math on or above grade level	Living Environment	Living Environment SA	Algebra	Algebra SA	Global 10	Global 10 SA	English	English SA	US History	US History SA
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	above grade level											
9th Grade	24.50 %	55.40 %	50%	76.83 %	42.68 %	74.39 %						
10th Grade	31.30 %	58.60 %					86.05 %	52.33 %				
11th Grade	20.30 %	56.40 %							48.78 %	73.17 %	45.21 %	79.45 %

In each of our cohorts we are still very much feeling the effects of the pandemic in different ways. One area in which we have continued to notice a gap in the expected skills of students entering into high school is in math. The skills expected upon entering high school have shifted in recent years. Given the needs of students as well we will be offering six sections of Algebra next year, 6 sections of Algebra will allow for smaller sections of classes as well as the space for students who are repeating Algebra. Two-three of these sections will be co-taught by a certified math special education teacher.

In addition we have reworked our 9th grade schedule to allow for students to receive either additional support or extension. 9th grade students have the option of being enrolled in literacy intervention, math lab, honors, or an elective of their choosing. This will allow us to support students from their earliest grade level before we see gaps persist.

While the SA has supported students on the heels of the pandemic in achieving the pass rates necessary for graduating high school, there are still skill gaps that need to be addressed. By ensuring students are receiving the support they need early on in their high school career we can continue to focus on the goals of high school graduation and college and career readiness.

GOAL 2: 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.

At Tapestry, college prep starts in the ninth grade through our Student Led Conference process that focuses on college, career and citizenship. Students spend their first three years of high school exploring who they are as a learner and what interests them in their future. During their junior year all students were enrolled in Junior Seminar which is a dual enrollment course that explores college and career readiness skills. This class helps students examine their strengths and weaknesses, prepare for college level work, practice for the SAT and begin their career exploration.

In student's senior year they are enrolled in Senior Seminar which is individual time with their guidance counselor to prepare college applications, learn about financial aid and have someone to walk them through the entire college acceptance process.

In addition we hold two family nights specifically for the college prep process: a SAY YES scholarship night and a financial aid night. Those presentations are recorded so all families have access to them. We also partner with FAFSA and have a representative available to students and families.

This year we did bring back some college visits and held our in person college consortium which is a well attended event from regional schools.

In recent years we have noticed a trend towards more students choosing to explore career options and less wanting to enroll in post-secondary institutions. This is a national trend that has affected our students as well. As a school community our goal is to prepare our students to be successful in any field they choose. As we look to strengthen our program we continue to explore ways to ensure students are well prepared as citizens when they leave our doors. We will continue to find ways to engage students in the college preparation process while also exploring career fields and opportunities for students.

Over the course of the last seven years we have increased the number of dual enrollment and AP courses we have been offering at Tapestry. We currently partner with Buffalo State College, Erie Community College and this year we will partner with Canisius College to offer dual enrollment courses for our students. Traditionally dual enrollment courses have been offered at the highest level in different subject areas for students who are college bound. These courses would include calculus, Spanish 5 and college level humanities. Over the last two years we have focused on building out of our offerings of dual enrollment courses offered in order to effectively challenge all of our students and offer the opportunity for every student to engage with a dual enrollment course. Each year we attempt to offer 10 dual enrollment or AP courses to our students. During the 2022-2023 school year we offered:

- AP Biology
- Humanities 100
- Western Civilizations
- Spanish 4
- Spanish 5
- Algebra 2
- Pre-Calculus

- Calculus
- **Math in the Real World
- Junior Seminar

**Math in the Real World was an important addition to our course offerings as it allowed for all seniors to take a college level math course in their final year of high school either by taking pre-calculus, calculus or math in the real world which is an algebra based course focused on real world applications and problem based learning.

For the 2023-2024 school year we will not be offering Junior Seminar but will be adding:

- AP Physics
- Weight Lifting
- Yoga and Meditation
- World War II History

It is important to note that we engaged in a grant this year and worked with Equal Opportunity Schools to examine our higher level course offerings and accessibility. While we have expanded our AP course by adding physics, as an organization we feel that dual enrollment courses are a more equitable approach to higher course offerings for our students. Our students are taking these courses often for free or at a drastically reduced cost. AP courses require a fee and are contingent upon a specific score that measures their success in that course. By offering a robust offering of dual credit courses all students have the option of earning college credit before graduating high school.

In addition it is critical that we ensure enrollment in our AP and dual enrollment courses matches our overall school enrollment. We carefully track this demographic data and continue to increase our outreach to students to ensure all students are taking advantage of the most challenging courses we have to offer.

Demographic Data of 2022-2023 Dual Enrollment/AP courses:

Male	Female	Asian	Black	Hispanic	White	Free/Reduced Lunch
44.70%	55%	7%	60%	5%	25%	64%

College Preparation Goal Measure 1 - Absolute

Each year, 75 percent of graduating students will demonstrate their preparation for college by at least one or some combination of the following indicators:

- Passing an Advanced Placement ("AP") exam with a score of 3 or higher;

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- Earning a score of 4 or higher on an International Baccalaureate (“IB”) exam;
- Passing a College Level Examination Program (“CLEP”) exam;
- Passing a college level course offered at a college or university or through a school partnership with a college or university;
- Achieving the college and career readiness benchmark on the SAT;
- Earning a Regents diploma with advanced designation; or,
- A different school-created indicator approved by the Institute.

Percentage of the 2019 Total Cohort Graduates Demonstrating College Preparation by Indicator⁴

Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
Advanced Placement Course	19	4	6
Passing a College Level Course	70	52	74
Advanced Regents Diploma	70	26	37
SAT CCR Benchmark	41	9	13
Overall	70	53	75

College Preparation Goal Measure 2 - Absolute

Each year, the College, Career, and Civic Readiness Index (“CCCRI”) for the school’s Total Cohort will exceed the Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

Schools are not required to report attainment of this measure for 2022-23. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information from the NYSED.

College Preparation Goal Measure 3 - Comparative

⁴ Schools use any method listed above, or any combination thereof, to demonstrate that at least 75 percent of graduates are prepared to engage in rigorous college level coursework. The school should select only those methods listed here that it uses to demonstrate the college readiness of its students and eliminate those that it will not. For instance, high schools that do not deliver an IB Program as part of their high school design do not report on the IB option.

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Each year, the school's CCCRI for the Total Cohort will exceed that of the district of comparison's Total Cohort.

Schools are not required to report attainment of this measure for 2022-23. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information from the NYSED.

College Preparation Goal Measure 4 - Absolute

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

Matriculation Rate of Graduates by Year⁵

Cohort	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year (b)	Matriculation Rate = [(b)/(a)]*100
2017	2020-21	75	40	53
2018	2021-22	78	35	45
2019	2022-23	N/A	N/A	N/A

SUMMARY OF THE COLLEGE PREPARATION GOAL

Tapestry Charter School met its college preparation goal for the 22-23 school year. There is not enough information available at this time in the year to determine if 75% of students will matriculate into college the year after graduation.

Type	Measure	Outcome
Absolute	Each year, 75 percent of graduating students will demonstrate their preparation for college by one or more possible indicators of college readiness.	YES
Absolute	Each year, the CCCRI for the school's Total Cohort will exceed that year's state MIP set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the school's CCCRI for the Total Cohort will exceed that of the district's Total Cohort.	N/A

⁵ Schools should update and confirm data for Cohorts prior to 2022-23 and provide preliminary matriculation data for 2019 Cohort. It may be necessary for schools to provide updated data to the Institute when National Student Clearinghouse or other data sources become available later in the school year

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Absolute	Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.	Not enough information
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EVALUATION OF THE COLLEGE PREPARATION GOAL

Tapestry was successful with one of two of its absolute goals for the 2021-2022 school year. This is largely due to the fact that Tapestry has worked diligently to offer rigorous coursework to prepare students for college. We ensure that our students take junior and senior seminar courses that are specifically designed to prepare students for college. We offer both the PSAT and SAT during the school day to eliminate barriers our students have in regards to time and transportation. 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 support that we offer to them through our special education and literacy teachers.

ADDITIONAL CONTEXT AND EVIDENCE

The percentage of graduates enrolled in college for the 2019 cohort is not yet available. We anticipate that the matriculation rate for the 2019 cohort will be available in November or December 2023.

During the 2015-2016 school year, the commercially purchased Naviance program was used to track students' enrollment in college through the National Student Clearinghouse. We use this program to track our students' enrollment in college. We met or exceeded the measure of 75% or more students matriculating in 2 or 4 year schools for both the 2014 and 2015 cohorts. We dropped for the 2016 and 2017 cohorts due to the pandemic.

ACTION PLAN

When we review our data there is an obvious gap between the performance of our special education students and our general education students. Our special education students are not enrolling in advanced courses or earning advanced regents diplomas at the rate in which our general education students are. We are in our third year of an integrated co-teaching model and our professional development this year will be focused specifically on progress monitoring and co-teaching methods in order to increase the performance of our special education students and increase opportunities.

GOAL 3: ENGLISH LANGUAGE ARTS

BACKGROUND

Background for Grades K-4

For the 2022-2023 school year, we implemented our new curriculum, the EL Education Modules. Teachers were committed this year to ensuring the new curriculum and its assessments were implemented with integrity. Every grade level team spent many hours working with our instructional coaches and EL consultant on unpacking assessments, lesson planning, analyzing assessment data, and differentiating instruction.

In addition to the new ELA curriculum, grades K-2 implemented From Phonics to Reading to target specific phonics skills needed to become proficient in reading and writing. The program showed much growth for our K-2 student population and we will continue utilizing the 30-minute (stand-alone) block to continue working towards having all K-2 students on grade level.

To ensure our students had opportunities to work with phonics, we built a 30-minute Phonics block into our daily schedule for grades K-2. Teachers use the research-based From Phonics to Reading program, as a whole group lesson. This program provides students with scaffolded lessons on blending, and decoding, while also giving teachers important data to drive their small-group instruction, while progress monitoring throughout the year.

All of the data tracked through the CBM, EL Modules and the phonics brought valuable data points to RtI.

Background for Grades 5-8

For the 2022-23 school year, Tapestry continued with 100% in-person instruction. EL Modules were used for 5-8th Grade ELA curriculum. All ELA teachers used three (of four) modules, each of which culminated in a high quality writing piece. Teachers developed a high quality work process that provided students with models and rubrics and provided a continuous cycle of feedback. For grades 6-8, the third module was used as the springboard for a cross-curricular learning expedition during the last quarter of the school year. The change in 5th-7th grade ELA structure from 1 to 2 periods a day ensured that all students received an additional literacy class every other day. Depending on reading ability, students either received small group Tier 3 instruction with a Literacy Specialist or Tier 1/2 instruction with the General Education (ELA) teacher.

Throughout the year, the ELA Consultant coach and Tapestry Instructional Coach met with the ELA and Literacy teachers to facilitate lesson development and support teachers through coaching cycles. There was a focus on creating a culture of writing through the Writing Initiative professional development (writing to learn; learning to write). Teachers continued to use eDoctrina for summative assessments, allowing data analysis to take place frequently. All grade-level ELA teachers used the Winter Interim to target areas of weakness for focused instruction leading up to the State exams.

Background for Grades 9-12

During the 2023-2024 school year we faced significant barriers in our ELA department. Early in the school year our 11th grade ELA teacher left for medical reasons. We were able to internally shuffle the department, putting a second year teacher in the ELA role and moving a teaching partner into the 9th grade ELA role. We had a vetted and strong ELA curriculum in place for our 9th grade students and that teacher found much success with coaching and support. Our 11th grade teacher struggled with building relationships and managing the classroom environment. In March he decided to pursue another career. Given the timeline and the importance of that 11th grade year we did not externally fill the posting but rather had our 12th grade ELA teacher and our honors teacher take on the sections.

Given the turnover in 11th grade and the challenges that cohort has faced academically the students performed well but the turnover shed light on an issue we had been struggling with for years: the need for a vetted and consistent 9-11 grade ELA curriculum. After careful investigation into existing curriculums (Engage NY, New Visions), none felt that it completely fit the rigor, accessibility, and engagement that we were looking for. We contracted with Deb Lindsay, from EL Education, to work with our teachers to align and redesign our English curriculum. In addition we will be working with Deb to provide professional development to all of our teachers on high leverage close reading strategies. This feels monumental in that it is now aligned K-12 for our students.

ELEMENTARY AND MIDDLE ELA

The tables below summarize the participation information for this year's test administration as well as the performance of all students and students enrolled for at least two years.

2022-23 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested						Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	
3	71	0	8	1	0	0	0	79
4	77	0	5	0	0	0	0	82
5	76	0	11	3	0	0	0	86
6	76	0	11	3	0	0	0	87
7	54	0	22	3	0	0	0	76
8	83	0	4	2	0	0	0	87
All	437	0	61	12	0	0	0	498

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Performance on 2022 23 State English Language Arts Exam By All Students and Students Enrolled in At Least Their Second Year⁶

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	71	23	32	64	21	33
4	77	27	35	66	25	38
5	76	27	36	63	21	33
6	76	37	49	71	35	49
7	54	24	44	46	19	41
8	83	44	53	78	41	52
All	437	178	41	388	162	42

ELA Measure 2 - Absolute

Each year, the school's aggregate Performance Index ("PI") on the State English language arts exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

Schools are not required to report attainment of this measure for 2022-23. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information from the NYSED.

ELA Measure 3 - 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 all students in the same tested grades in the school district of comparison.

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. 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.⁷

Retrieved from: <https://data.nysed.gov/essa.php?instid=800000052968&year=2022&createreport=1&38ELA=1>

2022 23 State English Language Arts Exam Charter School and District Performance by Grade Level

⁶ Students are considered "enrolled in at least their second year" if they were enrolled on BEDS day of the school year prior to the most recent exam administration.

⁷ Schools can access these data when the NYSED releases its database containing grade level ELA and mathematics results for all schools and districts statewide. The NYSED announces the releases of these data [here](#).

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Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students *This is 2021-2022 Data	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	33	64	24	1962
4	38	66	19	1912
5	33	63	16	1735
6	49	71	36	1860
7	41	46	22	1877
8	52	78	28	1746
All	42	388	24	11092

ELA Measure 4 - 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 meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

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 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 target for this measure. Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2022-23 analysis is not yet available. This report contains 2021-22 results.⁸

2021 22 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4 ⁹		Effect Size
		Actual	Predicted	
3	71.6	30.3	40.2	-0.52
4	75.9	20.3	33.3	-0.75
5	71.6	17.7	31.7	-0.87
6	63.6	48.6	54.8	-0.37
7	69.3	29.0	43.4	-0.78

⁸ These data can be found in the school's Accountability Summary provided by the Institute in spring 2023.

⁹ Typically, the Institute uses schools' mean scale scores (when available) to calculate the comparative performance analysis. Due to the late availability of the 2021-22 mean scale scores, the Institute formally reported out the analysis using proficiency rates. The Institute will retroactively send schools the 2021-22 comparative performance analysis using mean scale scores in fall 2023.

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Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4 ⁹		Effect Size
		Actual	Predicted	
8	79.3	51.3	43.1	0.44
All	72.0	33.0	41.0	-0.46

ELA Measure 5 - 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 target of 50.

Given the timing of the state's release of Growth Model data, the 2022-23 analysis is not yet available. As such, schools are not required to report on this measure for 2022-23. The Institute will calculate and report out results to schools pending availability of the data.

ELA INTERNAL EXAM RESULTS

During 2022-23, in addition to the New York State 3rd– 8th grade exams, the school primarily used the following assessment to measure student growth and achievement in ELA: NWEA MAPS Assessment

Grades K-4 Internal Exam Results

We continued to use our NWEA assessment (Northwest Evaluation Association) to track student progress and growth while also using the data for intervention and reteaching. Our work plan goal is to have 60% of our students show growth from Fall to Spring. This year our 1st-4th grade students achieved 49.2% growth within ELA. While we have not met our yearly goal for the 2022-2023 school year our students improved overall by 7.5% from the previous year.

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Classroom	Reading
Beal	68.8%
McNamara	43.8%
Sellitto	42.9%
Ciotuszynski	30.0%
Knapp	56.3%
Coleman	27.3%
Burhans	35.3%
Lucas	71.4%
Abramo	58.3%
Chilson	55.0%
Moore	28.6%
Becker	45.0%
Callanan	60.0%
Mayham	66.7%
TOTAL	49.2%

Grades 5-8 Internal Exam Results

Prior to the 2022-23 school year, ELA teachers created their own Interim Assessment. Analyses of test results last year shed light on inconsistent practices. For the 2022-23 school year, the instructional coach created all interim assessments for grades 5-8 ELA using state testing calibration for text complexity and question stems for evaluating mastery of standard. The chart below indicates the percentage of students who demonstrated proficiency (equivalent to a 3 or 4 on the state test) on the three interim assessments over the course of the school year. Additionally, using NWEA's published "MAP Growth Cut Scores for NYSTP Proficiency", we have tracked the anticipated percentage of students who will receive a 3 or 4 on the state test based on their NWEA scores over the course of the school year.

Whole School		5	6	7	8	MS
MKS	"Standardized" Test Proficiency					
	'22 State Test	20.0%	18.0%	49.0%	29.0%	29.0%
	Fall Interim	31.3%	38.3%	21.6%	33.3%	31.1%
	Winter Interim	25.6%	34.9%	32.9%	30.2%	30.9%
	Final Exam	36.5%	50.6%	51.4%	31.0%	42.0%
	NWEA READING overall					
	BOY	22.5%	20.7%	20.7%	25.0%	22.2%
	MOY	23.5%	27.6%	29.6%	27.3%	27.2%
	EOY	25.6%	40.0%	35.1%	29.9%	29.5%

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Since this is the first year that students have been tracked in this manner, it is difficult to say if the resulting trends are a reliable predictor of how the student body will perform on the state assessment. Once state test results are released, a comparison can be made. What the interim assessments did provide was a way to shed light on trends regarding mastery of standards, test taking strategies, and gaps in writing structures.

NWEA MAPS assessments continue to be used to determine students' achievement and growth in reading. In the past, all students took the assessment at the same time regardless of which content class they were in. This year, students took the assessment while they were in their ELA class after reviewing prior test results and setting personal goals. This change was instituted at the request of ELA teachers who felt students would be more focused and "bought into" the assessment. Student attitude about the test and the test results themselves were encouraging. Results are summarized in the chart below.

NWEA READING SCORES		5th Grade	6th Grade	7th Grade	8th Grade	Middle School
Fall to Spring Growth						
Percentage of Students Who Met or Exceeded Their Growth Goal		63.2%	65.0%	76.1%	72.6%	69.1%
Spring to Spring Growth						
%		42.6%	61.1%	70.6%	73.8%	63.0%
% of projected growth met		117%	140%	162%	206%	
Average RIT Score Growth (Fall to Spring)						
Grade Level		6.8	7.1	9.2	7.0	
Tier 1 & 2		6.4	8.4	8.5	6.2	
Tier 3		8.4	4.8	10.4	12.5	
Reading Growth Norm* Fall-Spring		6.5	5.19	4.16	3.65	
Median Percentile		students who attended Tapestry Spring '22 through Spring '23				
Previous Spring ('22)		40	40	38	35	
Fall		37	41	29	40	
Winter		41	47	44	43	
Spring ('23)		40	46	50	45	

Note that NWEA has observed a decline in student achievement in recent years, as well as lower growth norms. This is consistent with declines reported on the National Assessment of Educational Progress. Considering the reported national trends, this year's growth in reading scores across the middle school is

remarkable. It will be important to analyze whether or not student growth translates into higher state test scores.

Science, Humanities, and ELA teachers shared ideas and protocols around improving writing and tracked “case study” students’ writing over the course of the year. The 8th grade team in particular made a concerted effort created a “culture of writing” and to use the language and tools across content areas when it came to both short and extended writing pieces. The 8th grade student surveys uncovered the following:

- In the Winter, 26 students stated that they agreed or strongly agreed that they have positive feelings about writing. In the Spring, 49 students stated that they agreed or strongly agreed that they have positive feelings about writing.
- In the Winter, 61.5% of students applied writing strategies learned in ELA to other classes. By Spring, the percentage went up to 77.1%.

SUMMARY OF THE ELA GOAL

Overall, Tapestry did not meet its absolute goal of 75% of all tested students in their second year performing at proficiency on the NYS English Language Arts exam for grades 3-8. There is no data available to substantiate the other measures. Tapestry did not exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above, but this was based on 21-22 data so is not indicative of this year’s performance.

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.	NO
Absolute	Each year, the school’s aggregate PI on the state’s English language arts exam will meet that year’s state MIP as set forth in the state’s ESSA accountability system.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the school district of comparison.	Data not Available
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 meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	NO

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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 target of 50.	N/A
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EVALUATION OF ELA GOAL

Tapestry fell short of expectations in regards to the absolute and comparative measures available. However, we have shown remarkable growth when compared to our 21-22 data as show in the table below:

Grade Level	21-22 SY Percent Proficient 2+ Years	22-23 SY Percent Proficient 2+ Years	Growth
Grade 3	32.3	33	+0.7
Grade 4	16.4	38	+21.6
Grade 5	10.5	33	+22.5
Grade 6	16.1	49	+32.9
Grade 7	16.1	41	+24.9
Grade 8	15.7	52	+36.3
All	18.2	42	+23.8

ADDITIONAL CONTEXT AND EVIDENCE

Narrative discussing any concerns the school may have regarding the data reported above and the school's attempts to mitigate those concerns. For example, schools should describe any barriers to achieving high participation rates, unexpected challenges arising from the administration, etc. The school should also supplement the information above with additional quantitative evidence from other types of academic assessments or evidence capturing the results of co-academic interventions. **Schools with Accountability Plans that contain additional measures or conditions on renewal under the Elementary/Middle ELA goal should report those results here.**

Over the next year we plan to extend our Implementation Plan for the EL Education 3-8 modules into year two for K-4. We have drafted the scope of work for the 23-24 school year: [Tapestry Lower School Proposal for Services_2023-2024](#). With this scope of work in place we are confident that along with the walk-throughs there will be an emphasis on a second year of strong implementation for K-4 teachers. This year we are being mindful of the turnover that we have seen in grades 3 & 4 (testing grades) and ensuring that they all have access, professional development and ongoing support from instructional coaches. We will continue to use our current diagnostic assessments, NWEA benchmarking and pairing this with our pre, mid and end of mod curriculum based measures.

Additional Context Grade 5-8

The Writing Initiative that was started last year will continue in 2023-24. The action plan is to have the 8th grade teachers and instructional coach support teachers in their efforts to create a culture of writing and use common language and tools across grade levels and departments. Students will be surveyed about their perspectives about writing at two different points over the course of the year to see how attitudes and beliefs have changed and student work will be analyzed to look for trends. Teachers will continue to collaborate with one another, by department and by grade level team, to share ideas, protocols, and strategies that help students become deeply engaged in writing. This will then be used when analyzing the data from the 23-24 NYS Tests, specifically on constructed responses. In year two of this initiative we plan to implement across the 5-8: [Writing Initiative Kickoff](#).

ELA ACTION PLAN

Grades K-4 Action Plan

In the 2022-23 school year Tapestry worked with an outside EL Education consultant and our own ELA instructional coach to implement the EL Education ELA Modules. After two years of rigorous vetting of curricula and program and taking this through an equity audit and ensuring we chose a program that was aligned to science of reading, AND brought joy to both students and teachers, the implementation of year one was strong. The scope of work for year one is outlined here: [Tapestry Lower School_Proposal for Services_2022-2023](#).

The implementation of this program also afforded a 30 minute stand along phonics block using Phonics to Reading for the second year for K-3 students. Within both blocks we knew that data collection, tracking and analyzing would be critical. Therefore, we worked with our consultant to build out data trackers for each teacher that were based upon standards that aligned to our report cards for accuracy and alignment of the program. The [EL Module Assessments](#) can be found here. Much of the professional development and week to week coaching centered around the implementation and unpacking of the new curricula.

Grades 5-8 Action Plan

An attempt to “standardize” interim assessments was made last year. Once state test results are published, an analysis will be done and potential adjustments to interim assessments will be made. Additionally, with the move by the state to computer-based testing (5th and 8th grade in 2023-24), interim assessments will begin to be administered through eDoctrina. The instructional coaches will be

working with the 5th and 8th grade teachers in particular to identify areas of weakness in the student population when it comes to online assessments, and to develop strategies for students to use.

ELA teachers continue to use the EL ELA Modules. The instructional coach will be working with teachers to be intentional in *how* instruction is provided, with a focus on rigor (probing questions, strategic scaffolding, student reflection). Our ELA consultant will be spending time with teachers to: 1) provide professional training around high impact instructions and 2) look at data from summative assessments to inform instruction.

The 5th-7th grade ELA structure continues with a double block of ELA every other day, and 1 block of ELA/1 block of Literacy on the opposite day. Based on the reading comprehension growth we witnessed this year, we feel that the shift to this structure has been successful, as it ensured that teachers have time to address foundational comprehension, decoding, and vocabulary skills. The focus with literacy in 2023-2024 is on Tier 2 instruction. Teachers will be providing guided reading instruction during the literacy block to students who need some additional support. 8th grade students who need Tier 3 literacy support will receive it every other day opposite their Spanish class.

HIGH SCHOOL ELA

High School ELA Measure 1 - Absolute

Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.¹⁰

Percent Scoring at Least Level 4 on Regents English Common Core Exam
by Fourth Year Accountability Cohort¹¹

¹⁰ Cohort Regents attainment in all subjects is based on students' highest score regardless of the number of times a student sat for the exam.

¹¹ Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 some students in the 2017, 2018, and 2019 Cohorts who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 4 among the students who sat for the exam.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2017	2020-21	76	75	0	0
2018	2021-22	79	79	0	0
2019	2022-23	74	0	26	35

High School ELA Measure 2 - Absolute

Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

Percent Scoring at Least Level 3 on Regents English Common Core Exam by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2017	2020-21	76	75	1	100
2018	2021-22	74	0	55	74
2019	2022-23	74	0	55	74

High School ELA Measure 3 - Absolute

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Each year, the Performance Index ("PI") on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state's Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

The Institute does not require charters to report on this measure for 2022-23

High School ELA Measure 4 - Comparative

Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

The Institute does not require charters to report on this measure for 2022-23

High School ELA Measure 5 - Comparative

Each year, the percent of students in the high school Total Cohort at least partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.

The Institute does not require charters to report on this measure for 2022-23

High School ELA Measure 6 - Comparative

Each year, the Performance Index ("PI") in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.

The Institute does not require charters to report on this measure for 2022-23

High School ELA Measure 7 - Growth

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will meet the college and career readiness standard (currently scoring at Performance Level 4 and 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.

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 the college and career readiness standard.

Percent Achieving at Least Performance Level 4 on Common Core exam among Students
Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2017	2020-21	49	49	N/A	N/A
2018	2021-22	46	77	N/A	N/A
2019	2022-23	39	0	10	26

High School ELA Measure 8 - Growth

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

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.

Percent Achieving at Least Performance Level 3 on Common Core exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2017	2020-21	49	49	N/A	N/A
2018	2021-22	46	79	N/A	N/A
2019	2022-23	39	0	26	67

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

Tapestry Charter School did not meet any of its High School English Language Arts goals.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	NO
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at	NO

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	or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	
Absolute	Each year, the Performance Index (PI) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	NO
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	NO

EVALUATION OF HIGH SCHOOL ELA GOAL

While Tapestry did not meet its high school ELA goals, we were closest on the following measures:

Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.
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Tapestry had 74% of its students meet the performance level 3. Five more students would have had to perform at this level for Tapestry to meet this benchmark.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.
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Tapestry had 67% of its students meet the performance level 3. Six more students would have had to perform at this level for Tapestry to meet this benchmark.

ADDITIONAL CONTEXT AND EVIDENCE

At Tapestry High School we have students who are reading well above and well below grade level. We have students who are reading to learn and we have students who are still struggling with learning to read on a high school level. We have literacy intervention classes for students in grades 10-12 and next year we have reworked the schedule to add literacy intervention in 9th as well. We recently purchased Ascend Smarter curriculum to work with our struggling readers. This was our first year using the program but our literacy specialist feels optimistic that it will support our most struggling of readers.

ACTION PLAN

This year we made the programmatic decision to switch our nationally normed reading and math assessments to the HMH assessment measure. While the NWEA provides detailed information it was not always the reports our teachers needed to accurately track growth and achievement. In our first year of administration we found that the HMH reports, in particular for ELA, were easily accessible to teachers. In addition, the test itself was a much more meaningful and manageable assessment for students to complete which in turn meant that our students were putting effort into the assessment and cared about seeing growth in their scores.

The majority of our students grew during the course of the school year however not all of our students met their growth goal as indicated by the HMH. Recognizing the significant impact that reading has on all aspects of a students schooling experience reinforces the importance of a strong curriculum and consistent strategies that allow for deeper learning and comprehension.

Course	Number of Students Tested	Percent who met goal indicated by HMH	Percent who grew from previous test
ELA 9	86	53.49%	66.28%
ELA 10	83	53.16%	47.56%

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ELA 11	75	49.25%	62.69%
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In addition to the HMH growth measure our teachers engage in interim analysis twice a year. Much of our work over the last three years has been around alignment of assessments of standards and state tests. With the turnover of our ELA teacher we saw only a weak correlation between the interim exam and the final results on Regents exams:

Course	Passing Percentage Oct	Passing Percentage Jan	Percent Passing >65	Percent Passing >50	
ELA 11	N/A	31% not curved (full exam)	48.78%	73.17%	weak correlation

Moving into the 2023-2024 school year we will continue to differentiate our weekly professional development, with specific professional development for our new teachers in years 1-3. For our veteran teachers we will engage them in three professional learning cycles where they will explore an inquiry question as it pertains to deeper learning and critical thinking. Teachers will opt in to the area that best fits the goals they have for their students. These three areas of exploration are below:

Academic Writing (need criteria to judge this)	Grappling to Transfer Knowledge	Explaining & Justifying Answers (need criteria)
<p>Teacher Goal to:</p> <ul style="list-style-type: none"> • My students would be able to write a claim, evidence, and reasoning without sentence starters. • Deeper learning in my classroom would look like being able to pull more outside information from documents (content) for their writing. • Stronger writing samples from my students. • I would like to see students helping each other with writing, especially with writing feedback. • Concept Maps, making connections to previous units, being able to articulate in writing their outside information. • Students talking to each other about content and developing original ideas. 	<p>Teacher Goal to:</p> <ul style="list-style-type: none"> • Students would be working independently on problem solving. They would be able to connect previous learning with new skills easily. • A space that allows for inquiry that goes beyond the lesson. Allows the students to explore techniques and critique of work and discussion of intimate meanings of work • Students taking risks and pushing their creativity outside of what is expected. • Have students grapple with questions more and not give them the answers right away. • Students use knowledge gained earlier in the unit to support their reasoning. • Students are consistently working together to solve more complex problems. • Students would grapple with little guidance and continue to persevere through difficult problems • More protocols to reconnect the topics learned. 	<p>Teacher Goal to:</p> <ul style="list-style-type: none"> • Students show creativity in assessments and can reflect on their own learning. • Students are able to answer AP questions better. • Students can justify their answers with lots of detail that goes beyond superficial surface answers. • Students can answer the guiding question using details from every part of the unit. • Have students explain their answers more frequently • Students use knowledge gained earlier in the unit to support their reasoning. • Students will build on ideas to answer guiding questions more completely as the unit goes on.

GOAL 4: MATHEMATICS

BACKGROUND

Grades K-4 Background

Tapestry continues implementing the K-4 EngageNY math curriculum for our Tier 1 instruction throughout K-4. Our math coach currently works with all grade-level teams to plan lessons, analyze assessments, and utilize data to drive instruction and re-teaching. Weekly, grade level teams plan with the math coach, specifically around implementing our [math curriculum](#). This includes lead teachers and teaching partners as well as any special education, Integrated co-teachers or consultant teachers and an ELL teacher when applicable. During these after school planning sessions they follow a co-created agenda where they ensure that all voices and ideas are heard. Coaches lead the sessions while they

unpack standards, look at pedagogical approaches and use the data from exit tickets to drive and tailor instruction to the needs of their classrooms of students.

Each of the grade levels implements pre-assessments, mid-module and end of module assessments. After each of the assessments, teachers are accountable to filling in their color coded data trackers and [math DATA spreadsheets](#). This is an excellent data collection system that is utilized to group students for review of standards as they work towards mastery, which aligns with our standards based report cards, and is transparent so that anyone who requires access to student data can access it in one place.

In an effort to increase our mathematics growth NWEA and NYS scores, we implemented a tier 2 math program, Bridges in October of 2022. In order to accommodate this intervention we started by devoting 30 mins in our daily schedule to this program. By adding an additional 30-minute math block to our K-4 daily schedule, teachers have been able to address our current math deficits. This data was also used as a progress monitoring tool when meeting with our Response to Intervention (RTI) teams. Teachers have created Bridges data binders. These binder were essential in the year one implementation of the program. This next school year we look forward to taking it to the next level by including Bridges in our (strategic) work plan as a goal with a more focused use of data.

Grades 5-8 Background

In August, professional development was focused on unpacking the NextGen standards and shifts in pre and post standards. Teachers examined the snapshot and crosswalk documents from NYS Education Department to identify adjustments to current standards, the removal of old standards, and addition of new standards. The instructional coach provided a pacing guide for each grade level that allowed additional time to teach the 4-7 power standards. Power standards were identified through analysis of the NYS released questions which had a frequency of being assessed more than 5%.

For the 2022-2023 school year, teachers continued to use the curriculum from the previous year. In 5th grade, the teacher used the modules from Eureka Math while 6th-8th grade teachers used Fishtank Learning. Instruction was focused on using the Workshop 1.0 model.

During weekly co-planning meetings, the instructional coach met with the math teacher and special education teacher to identify questions/prompts and discussion protocols to prepare students for their daily exit tickets.

One change to the math department was the creation and implementation of a consistent 5th-8th grade math rubric. Using the NYS 3 point constructed response rubric, the math department created a 10 point exit ticket rubric.

Proficient (10 points):
The response demonstrates a thorough understanding of the mathematical concepts and/or procedures in the task. This means the solution: Appropriately addresses all aspects of the task, Arrives at a correct answer(s), and Provides sound procedures, reasoning, and/or explanations. May contain an inconsequential error.
Developing (8.5 points):
The response demonstrates a partial understanding of the mathematical concepts and/or procedures in the task. This means the solution: Appropriately addresses most but not all aspects of the task, Arrives at an incorrect answer, but Provides sound procedures, reasoning, and/or explanations, and Contains a minor conceptual/procedural error.
Beginning (7 points):
The response demonstrates only a limited understanding of the mathematical concepts and/or procedures in the task. This means the solution: Appropriately addresses some elements of the task, Arrives at an incorrect answer, Provides reasoning that is faulty or incomplete, and Contains more than one conceptual and/or procedural error. May contain the correct answer(s), but required work is limited.
Incomplete (5.5 points):
A response is incorrect, irrelevant , incoherent, or contains a correct solution obtained using an obviously incorrect procedure.
Blank (0 points):
Student didn't write an answer or wrote something irrelevant such as, "I don't know."

During monthly math department meetings, teachers advocated for learning how to support student's problem solving strategies. From What Works Clearinghouse, teachers read two articles on "Improving Mathematical Problem Solving in Grades 4-8" and "Organizing Instruction and Study to Improve Student Learning". Each month, 1-2 of the recommendations were examined before teachers identified how they would use this strategy in their room. Informal lesson studies were conducted to see the implementation of some of the strategies or work samples/lesson plans were brought to the department meeting.

After receiving the results of the 2021-2022 NYS math assessments, the math specialist's role was adjusted to focus on supporting 6th grade. This would allow all 4 sections to have a co-teacher (either the math specialist or integrated co-teacher). Co-planning meetings were heavily focused on co-teaching strategies to maximize academic growth.

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In 5th grade, the intervention period was restructured to allow the math teacher to see each section once every four days. During the weekly data meetings, the instructional coach and math teacher would identify areas of focus based on exit ticket data or performance on the previous module assessment.

Grades 9-12 Background

At Tapestry High School we firmly believe that math is accessible to all students and that all students can achieve when given the opportunity and support needed. In Algebra and Geometry we follow a co-requisite model, offering a math lab for students that struggle with the content. In addition, we require all students who pass Algebra to take geometry as we believe that tracking students on a math pathway would eliminate the possibility for advanced coursework in the future.

Given the pandemic and the skill gaps we see in math we made the decision to create more, small sections of Algebra. In the 2023-2024 school year we will have 6 sections of Algebra (as opposed to four previously). Two of these sections will be co-taught math classes with a certified math special education teacher.

ELEMENTARY AND MIDDLE MATHEMATICS

The tables below summarize the participation information for this year's test administration as well as the performance of all students and students enrolled for at least two years.

2022-23 State Mathematics Exam Number of Students Tested and Not Tested									
Grade	Total Tested	Not Tested							Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	Took Regents	
3	69	0	10	3	0	0	0	0	79
4	76	0	6	0	0	0	0	0	82
5	76	0	12	4	0	0	0	0	88
6	67	0	20	4	0	0	0	0	87
7	58	0	18	3	0	0	0	0	76
8	80	0	7	4	0	0	0	22	87
All	426	0	73	18	0	0	0	22	499

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Performance on 2022 23 State Mathematics Exam By All Students and Students Enrolled in At Least Their Second Year

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	69	17	25	62	14	23
4	76	28	37	65	27	42
5	76	19	25	63	14	22
6	67	16	24	63	15	24
7	58	28	48	49	25	51
8	80	38	48	75	36	48
All	426	146	34	377	131	35

Schools are not required to report attainment of this measure for 2022-23. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information from the NYSED.

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. 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.

2022 23 State Mathematics Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students *This is 2021-2022 Data	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	23	62	23	1977
4	42	65	15	1917

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

5	22	63	13	1693
6	24	63	16	1770
7	51	49	11	1775
8	48	75	12	1504
All	35	377	16	10760

Retrieved from: <https://data.nysed.gov/essa.php?instid=800000052968&year=2022&createreport=1&38MATH=1>

Math Measure 4 - 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 meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

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 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 target for this measure. Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2022-23 analysis is not yet available. This report contains 2021-22 results.

2021 22 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4		Effect Size
		Actual	Predicted	
3	71.6	31.5	40.9	-0.44
4	75.9	15.2	32.5	-0.87
5	71.6	8.1	29.5	-1.18
6	63.6	15.7	35.6	-1.08
7	69.3	15.6	28.5	-0.67
8	79.3	15.5	18.0	-0.13
All	71.7	17.0	31.3	-0.75

Math Measure 5 - 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 target of 50.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Given the timing of the state's release of Growth Model data, the 2022-23 analysis is not yet available. As such, schools are not required to report on this measure for 2022-23. The Institute will calculate and report out results to schools pending availability of the data.

MATHEMATICS INTERNAL EXAM RESULTS

Grades K-4 Internal Exam Measures

We continued to use our NWEA assessment (Northwest Evaluation Association) to track student progress and growth while also using the data for intervention and reteaching. Our work plan goal is to have 60% of our students show growth from Fall to Spring. This year our 1st-4th grade students achieved 43% growth within Math. While we have not met our yearly goal for the 2022-2023 school year we did see a slight increase.

Math Winter: [NWEA: Percentage of Students who Met or Exceeded their Projected RIT Score Winter 23](#)

First Grade		% Met growth target per classroom for Math Winter NWEA
Megan C.	First Grade	15.0%
Hannah M.		36.8%
Emily S.		45.5%
Megan B.		50.0%
Second Grade		
Caitlin C.	Second Grade	31.8%
Cynthia B.		27.8%
Jenna K.		35.0%
Krystina L.		33.3%
Third Grade		
Becky A.	Third Grade	50.0%
Seanna C.		34.8%
Erin M.		21.7%
Fourth Grade		
Rachael B.	Fourth Grade	54.2%
Emily M.		45.0%
Madeleine C.		37.5%

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Molly P. 8:1:1	8:1:1	N/A
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Math Spring: [NWEA: Percentage of Students who Met or Exceeded their Projected RIT Score Winter 23](#)

Classroom	Math
Beal	47.4%
McNamara	56.3%
Sellitto	38.9%
Ciotuszynski	15.0%
Knapp	57.9%
Coleman	22.7%
Burhans	20.0%
Lucas	33.3%
Abramo	78.3%
Chilson	47.6%
Moore	15.8%
Becker	56.5%
Callanan	58.3%
Mayham	58.8%
TOTAL	43%

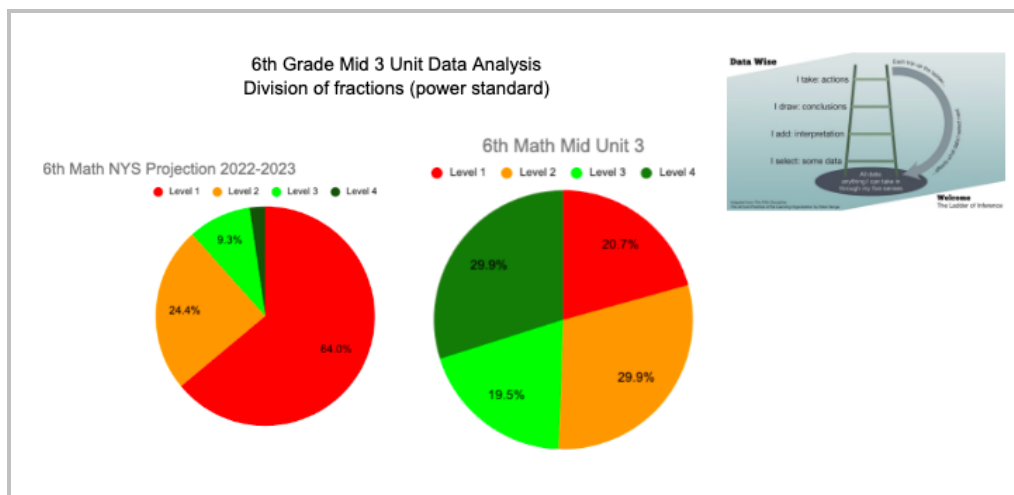
One other internal measure that we used is the curriculum based measures of pre, mid and end of module assessments. This paired with the data that we use from benchmarking and our Bridges intervention groups are driving the next instructional steps.

The decision to eliminate “interims” for grades 1-4 was both continued and adhered to in the 2022-23 school year. In conducting an assessment audit, we concluded the K-4 was over assessing our grades 1-4 students. In eliminating interims, that allowed the K-4 to maximize instructional time, improved pacing

and helped facilitate the shift back to using the CBM's of the modules along with daily exit tickets. This data was much more efficient and helped to group students during guided math.

Grades 5 - 8 Internal Exam Measures

Another change to the 2022-2023 school year was the alignment of the mid and end of unit assessments. In previous years, teachers had the choice to use the curriculum's provided assessments or make changes as needed. This year, the instructional coach used the performance level descriptions document along with the released questions to build assessments written to a level 3 or 4. The mid-unit assessments were written using multiple choice questions while the end of unit assessments mirrored NYS assessments with both multiple choice and a variety of 2 pt and 3 pt constructed questions. Tests were administered in edocrina. After the assessment, the math teacher would meet with the instructional coach, principal, and chief academic officer to analyze the class reports. Using the NYS assessment raw scale score conversion, student's scores were converted into level 1-4. They were then compared to NWEA's projection on the NYS assessment. Using Harvard's Data Wise framework, teachers would examine the error analysis report to identify their notices, interpretations (what were the misconceptions), and drawing conclusions (creating an action plan for reteaching). The following unit assessment would then include 1-2 questions from the previous unit to help identify if the reteaching strategies impacted student performance.



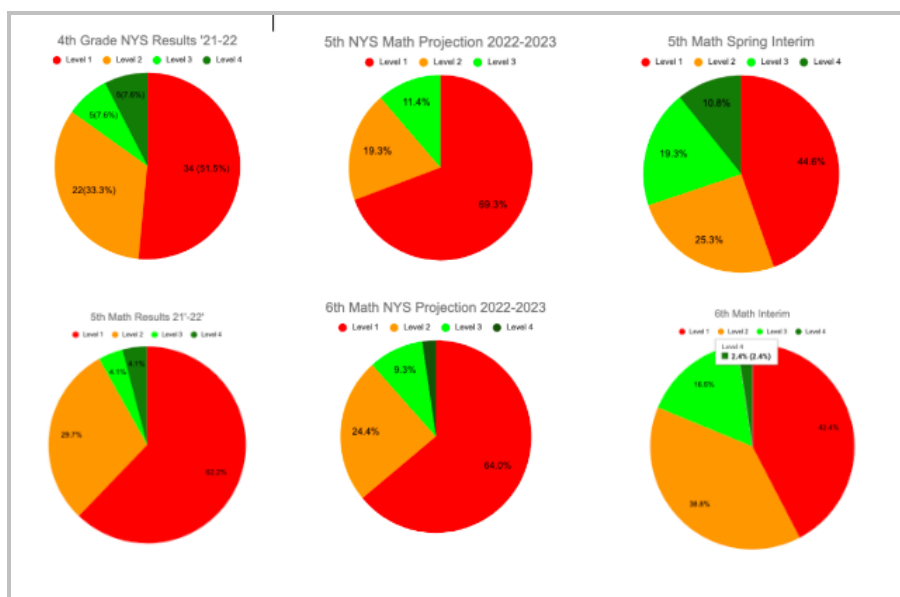
Instead of having 2 co-planning meetings each week, the instruction coach met with teachers a second time to examine exit ticket data. Using a data note-catcher and protocol, the teacher and coach examined trends in student performance. Common misconceptions were identified and the

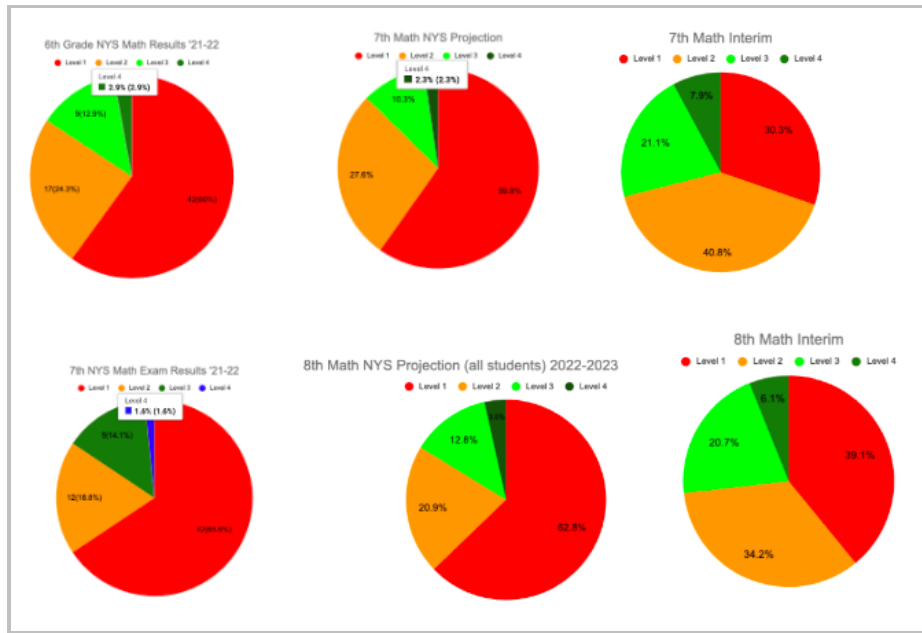
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instructional coach provided resources for reteaching. Teachers then identified which day the following week would be utilized for a workshop day. This class was then focused on teaching in small groups to the pre-identified misconceptions and independent practice to strengthen students' fluency skills.

Exit Ticket	What do kids need to know?	What were the misconceptions/mistakes?	Reteaching Strategies
1.2	Represent ratios with drawings and order matters	<ul style="list-style-type: none"> Not reading the question all the way through and only answering part of the question Had correct but didn't draw visual 	<ul style="list-style-type: none"> enforce visuals Box the question and make sure they understand before they start
	Part to whole ratios	<ul style="list-style-type: none"> Not close reading to find the total Not drawing diagrams/any strategies 	<ul style="list-style-type: none"> Write out labels

With the usage of weekly workshop lessons, the math department decided to not administer a November interim. Unit assessments were already aligned to the NYS assessment and teachers felt they hadn't gotten through enough curriculum. In March, students took a math interim. The instructional coach created the assessments, where a majority of the questions were aligned to the power standards. The test included multiple choice questions as well as 2 pt and 3 pt constructed response questions. The following week, teachers met with the instructional coach to examine the results and create an action plan for reteaching.





During 2022-23, in addition to the New York State 3rd – 8th grade exams, the school primarily used the following assessment to measure student growth and achievement in mathematics: [NWEA MAPS Growth](#)

NWEA assessments were administered in September and June. On average, all students met the goal of 60% of students meeting or achieving their growth goal. In 6th-8th grade, students showed more than double the average RIT growth. When comparing student's spring 2022 to spring 2023 median percentile rankings, 6th-8th grade students showed growth of 10 percent.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

NWEA MATH SCORES	5th Grade	6th Grade	7th Grade	8th Grade	Middle School
Fall to Spring Growth					
Percentage of Students Who Met or Exceeded Their Growth Goal	55.6%	67.5%	72.2%	66.3%	65.4%
Spring to Spring Growth	44.6%	67.1%	70.8%	69.3%	63%
RIT Score Growth Norms	11	8	6	4	
Average RIT Score Growth	8	15	17	18	
Median Percentile	students who attended Tapestry Spring '22 through Spring '23				
Previous Spring ('22)	27	24	27	29	
Fall	24	22	26	30	
Spring ('23)	25	34	36	39	

SUMMARY OF THE MATHEMATICS GOAL

Present a narrative providing an overview of which measures the school achieved, as well as an overall discussion of its attainment of this Accountability Plan goal.

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.	No
Absolute	Each year, the school's aggregate PI on the state's mathematics exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.	Data Not Available
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 meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	No
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 target of 50.	N/A

EVALUATION OF THE MATHEMATICS GOAL

Tapestry fell short of expectations in regards to the absolute and comparative measures available. There is not enough data available to compare to the home district, although it can be assumed based on past performance that we would meet this accountability measure.

ADDITIONAL CONTEXT AND EVIDENCE

While Tapestry may have fallen short of their comparative and absolute measures, we have shown remarkable growth when compared to our 21-22 data as show in the table below:

Grade Level	21-22 SY Percent Proficient 2+ Years	22-23 SY Percent Proficient 2+ Years	Growth
Grade 3	32	23	-9
Grade 4	16	42	+26
Grade 5	10	22	+12
Grade 6	15	24	+9
Grade 7	15	51	+36
Grade 8	17	48	+31
All	18	35	+17

MATHEMATICS ACTION PLAN

Grades K-4 Action Plan

Our K-4 will continue to keep our data collection strategies in place. This includes the data trackers for standards per assessments, data digs and all planning sessions with coaches. Each teacher will commit to keeping a Bridges data binder and be asked for accountability purposes to use this not only in RtI meetings but as a data point in conferences, and in working with other teachers and service providers.

In reflecting on the winter math growth on the NWEA, there is room for improvement, especially in those early months. The lower school team will focus on tier I instruction. For this they will continue to examine the structures, flow and time devoted to the math block for each grade level. Walk-throughs will be conducted monthly and AIS lists will be used in the coordination of interventions, small groups and in remediation. In addition to these strategies all students in grades 1-4 will be setting an NWEA goal

for themselves. This is part of ensuring that the testing environment is one that values perseverance, engagement and that all students try their best.

One subgroup that continually performs below grade level on our NYS Assessments are our Black or African Americans. During this year we will use the second year of high stakes data as a lens for performance especially in viewing this particular subgroup.

Black or African Americans % Proficient NYS Assessments		
2022	Grade 3	4%
	Grade 4	3%
2023	Grade 3	12%
	Grade 4	11%

Grades 5-8 Action Plan

Teachers will continue to give all assessments and interims in edocrina to allow for easy analysis. With 5th and 8th grade moving to computerized assessments, the instructional coach will support these grade levels by providing strategies for online testing. Students will begin taking all their min and end of unit assessments online in edocrina by their 2nd unit. Teachers will continue to meet with the instructional coach to analyze mid and end of unit assessments.

Math teachers will continue to use eureka math and fish tank learning. E-math instruction will be used as a supplemental resource for workshop/reteaching days. The instructional coach will work with teachers on how to deliver rigorous lessons (probing questions, pacing of lessons that allow for more independent work time, and alignment of exit tickets).

HIGH SCHOOL MATHEMATICS

High School Math Measure 1 - Absolute

Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on a Regents exam in

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

mathematics. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.

Percent Scoring at Least Level 4 on a Regents Mathematics Common Core Exam
by Fourth Year Accountability Cohort

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2017	2020-21	76	14	6	10
2018	2021-22	79	79	77	N/A
2019	2022-23	74	N/A	N/A	N/A

High School Math Measure 2 - Absolute

Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on a Regents Exam in mathematics. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

Percent Scoring at Least Level 3 on a Regents Mathematics Common Core Exam
by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2017	2020-21	76	14	61	98
2018	2021-22	88	88	N/A	N/A
2019	2022-23	74	N/A	N/A	N/A

High School Math Measure 3 - Absolute

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Each year, the Performance Index (“PI”) on the Regents mathematics exam of students completing their fourth year in the Accountability Cohort will meet the state’s Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

The Institute does not require charters to report on this measure for 2022-23

The Institute does not require charters to report on this measure for 2022-23

The Institute does not require charters to report on this measure for 2022-23

The Institute does not require charters to report on this measure for 2022-23

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 the college and career readiness standard.

Percent Achieving at Least Performance Level 4 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth	Number in Cohort not	Number Exempted	Number Scoring at	Percent Scoring at Least Level 4 Among Students

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

	Year	Proficient in 8 th Grade (a)	with No Valid Score (b)	Least Level 4 (c)	with Valid Score (c)/(a-b)
2017	2020-21	50	5	3	7
2018	2021-22	49	77	N/A	N/A
2019	2022-23	35	33	0	N/A

High School Math Measure 8 - Growth

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

The school demonstrates the effectiveness of its mathematics program by enabling students who were not meeting proficiency standards in the eighth grade to move to meeting the mathematics requirement for graduation.

Percent Achieving at Least Performance Level 3 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2017	2020-21	50	5	39	87
2018	2021-22	49	77	N/A	N/A
2019	2022-23	35	33	0	0

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

Most of these high school mathematics goals cannot be addressed for the 22-23 school year. Students received an exemption due to COVID.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	N/A
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	N/A

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Absolute	Each year, the Performance Index (PI) in mathematics of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	N/A
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	N/A

EVALUATION OF THE HIGH SCHOOL MATHEMATICS GOAL

Due to COVID exemptions, we cannot report on the high school mathematics goals.

ADDITIONAL CONTEXT AND EVIDENCE

Next year, we will be updating our curriculum, taking into account the new standards for Algebra and engaging our teachers in more inquiry based learning. In addition we have made the decision to create a new math offering for our 11th grade students who are not enrolled in Algebra II Regents. In the past we have taught an Algebra II Non-Regents section but realize that for many of our students they are looking for more hands on, real world applications. We have shifted to offering Financial Algebra in 11th grade. In addition to our current 12th grade class, Math in the Real World we now have two math courses that engage students in life outside of high school through applicable problem based learning.

During the 2022-2023 school year we had 14 students enrolled in college level calculus in their senior year. This is almost 20% of the senior class. Half of those students were students who are considered to

be low income students. While the class of 2024 cohort has a lower enrollment in higher level math we anticipate the trend continuing and growing with classes beyond.

ACTION PLAN

This year we began using the HMH measure to assess math skills and readiness. The majority of our students grew over the course of the year. While this is one measure that allows teachers to see how many students are on grade level for math, it is not 100% aligned to NYS common core standards and so we must also internally measure student progress using assessments that are clearly aligned to NYS Regents exams.

Course	Number of Students Tested	Percent who met goal indicated by HMH	Percent who grew from previous test
Algebra	72	67.14%	81.43%
Geometry	75	72.22%	76.39%
Algebra 2	42	83.78%	78.38%
Applied Algebra	12	40.00%	60.00%
Algebra 2 NR	36	48.57%	54.29%

Our teachers give interim assessments in October and January. We have worked to align these assessments to the rigor of the Regents exam.

Course	Passing Percentage	Passing Percentage	Percent Passing >65	Percent Passing >50
Algebra	81% curved	43% curved	44.44%	73.61%
Applied Algebra	0% not curved	8% Regents Exam	30.00%	80.00%
Geometry	25% not curved	37% not curved	11.54%	41.03%
Algebra 2	26% not curved	33% curved	26.19%	61.90%

While we see a strong correlation between interims and Regents scores, what we want to see is an increase on end of year assessments. Next year we will be implementing unit assessment data dives with instructional coaches to dial into which skills and concepts need re-teaching and spiraling. In addition, we have noticed our students are successful on questions that are straight forward but when asked to apply their knowledge to new or complex problems they struggle to transfer the knowledge. This year we will be working with teachers on “reach questions” that they will develop and assess on each unit assessment. By tracking these reach questions and continuously teaching how to answer the most rigorous type of questions we hope to see that transfer of knowledge and skills increase.

GOAL 5: SCIENCE

BACKGROUND

K-4 Background

Our K-4 students have opportunities to connect with science in their daily expedition blocks. Our EL curriculum also provides cross-curricular connections so students are exposed to science standards throughout the academic day. All students are exposed to Next Generation Science Standards (NGSS). In the past few years we have used the following map: [K-4 Expedition Map](#). However in implementing our new EL Education ELA curriculum, we have taken steps in the 2022-23 SY to align those EL ELA modules to our [K-4 Science Curriculum](#). This is extremely important in supporting a common thread and integration for our students but it also maximizes the time in the day to teach content. We are continuing to build upon this in the 23-24 SY and we will be implementing a science block in the 24-25 SY.

Our K-4 STEAM teacher uses the NGSS as well, which accompanies and compliments what students are learning about in their classrooms. Each classroom receives one hour of STEAM per week. We will continue to collaborate and integrate science, increasing dedicated classroom time for this subject area that will benefit K-12.

STEAM Schedule:

2022-23

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

	STEAM				
	MON	TUES	WED	THURS	FRI
7:45-8:25	Planning	Planning	Planning	Planning	Planning
8:30-9:30	Planning	1.1	1.2	1.3	1.4
9:30-10:30	2.1	2.2	2.3	8:1:1 Hippos	2.4
10:30-11:30	Planning	4.1	4.2	4.3	Planning
11:30-12:30	3.1	3.2	Planning	3.3	Planning
12:30-1:30	Lunch/Planning	Lunch/Planning	Lunch/Planning	Lunch/Planning	Lunch/Planning
1:30-2:30	K.1	Planning	K.2	K.3	K.4
2:30-3:00					

2023-24

	STEAM				
	MON	TUES	WED	THURS	FRI
7:45-8:25	Planning	Planning	Planning	Planning	Planning
8:30-9:30	8:1:1 Hippos	K.1	K.3	K.4	K.2
9:30-10:30	Planning	4.1	4.2	4.3	Planning
10:30-11:30	2.1	2.3	2.4	Planning	2.2
11:30-12:30	LUNCH/PLANNING				
12:30-1:30	1.4	1.1	1.2	1.3	Planning
1:30-2:30	Planning	3.1	3.2	3.3	3.4
2:30-3:00	Planning	Planning	Planning	Planning	Planning
3:00-3:45	Planning	Planning	Planning	Planning	Planning

5-8 Background

This was the 2nd year that all 5th-8th grade teachers used Amplify curriculum. Each grade level had 1 section that was co-taught with an integrated consultant teacher. During the 2021-2022, teachers were expected to follow the Amplify curriculum with validity to identify areas of need for the following year. This year, teachers used these notes to make slight adjustments to their lessons and assessments.

During weekly co-planning meetings, teachers identified ways to incorporate discussion protocols and maximize student achievement through different co-teaching models. In grades 6-8, the instructional coach worked with teachers to create writing rubrics aligned to the ELA NYS assessment rubrics. In 5th grade, the teacher administered several of the NextGen performance labs to take notes about the administration, scoring, and student trends. Professional development was focused on the writing initiative and understanding the new lab requirements for the NextGen assessments.

9-12 Background

Our science department has remained stable for the past few years. They have worked together to increase consistency and rigor in the department. During the 23-24 school year all ninth grade students took Living Environment and all 10th graders took Earth Science or Chemistry. Juniors have the option of Chemistry, non-regents chemistry or Physics if they have met the prerequisite of passing a NYS regents science exam. In their senior year students can take STEAM, Biomedical science or AP biology. We have seen some growth from last year in our students' performance in science but at the higher levels(chem/physics) our students are still struggling on the Regents exam; however that has not prevented them from enrolling in higher level science. During the 23/24 school year 25% of our senior class enrolled in AP biology.

ELEMENTARY AND MIDDLE SCIENCE

Science Measure 1 - Absolute

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 science examination.

The school administered the New York State Testing Program science assessment to students in 8th grade in spring 2023. The table below summarizes the performance of students enrolled for at least two years.

Charter School Performance on 2022 23 State Science Exam
By Students Enrolled in At Least Their Second Year

Grade	Students in At Least Their 2 nd Year		
	Number Tested	Number Proficient	Percent Proficient
8	74	24	32
All	74	24	32

Science Measure 2 - Comparative

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 school district of comparison.

The school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. 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 school district of comparison.

2022 23 State Science Exam
Charter School and District Performance by Grade Level

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

	Charter School Students in at Least 2 nd Year			All District Students *Based on 2020-2021 Data		
Grade	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
8	74	24	32	1224	200	16
All	74	24	32	1224	200	16

*Retrieved from: <https://data.nysed.gov/essa.php?instid=800000052968&year=2022&createreport=1&48SCI=1>

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

Present a narrative providing an overall discussion of the school's attainment of this Accountability Plan goal.

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.	No
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 school district of comparison.	N/A - Data not yet released

EVALUATION OF THE SCIENCE GOAL

Although Tapestry did not meet its absolute goal of 75% passing on the 8th grade science exam, it appears in comparison to the 2021-2022 Buffalo City Schools released data that we would have met our comparative goal. That information is not yet released by New York State.

ADDITIONAL CONTEXT AND EVIDENCE

Despite the changes in the NYS science curriculum, the results of our 8th grade science exams have remained stable.

Grade Level	21-22 SY Percent Proficient 2+ Years	22-23 SY Percent Proficient 2+ Years	Growth
Grade 8	33	32	-1
All	33	32	-1

While Tapestry offers the Earth Science Regents exam to its 8th graders, we do not use this in lieu of the 8th grade science assessment. The performance of our 8th grade students on the Earth Science Regents exam can be found in the table below:

Performance on a Regents Science Exam
Of 8th Grade All Students by Year

Grade	Year	Regents Exam	Number Tested	Number Passing	Percent Passing
8	2018-19	Earth Science	25	15	60
8	2021-22	Earth Science	23	15	65
8	2022-23	Earth Science	24	12	50

ACTION PLAN

Grades K-4 Action Plan

In 2022-23 Tapestry K-4 took actionable steps to improve science performance. The 4th grade did not have a test due to the test being reallocated in grade 5 for the 2023-24 SY. In implementing the new EL ELA Modules, some units support various science standards. This integrated approach to science units and the EL Modules supports student learning across content areas. However, the K-4 team realizes that this is not enough. Therefore work has been done to align the NGSS to units and plot where they will fall when not integrated into the EL Modules. Additionally, embedding writing into our ELA/Literacy block will afford more carved out time in the future years for science instruction in the classrooms (30 mins daily).

This [K-4 Science Curriculum](#) map is intended to plot these standards and to be used in the 2023-24 year to plan accordingly for science instruction in the 2024-25 SY. Throughout the 23-24 SY the K-4 STEAM teacher will use this map to align to the ELS NYS Investigations as well. We have made a plan to implement the following Labs into the K-4 curriculum to further support the K-8 progression: Cloud in a Bottle, Light it Up & Life Cycles specifically. We will continue to vertically articulate around the implementation of science units and examine performance.

Grades 5-8 Action Plan

For the 2023-2024 school year, teachers will continue to implement the Amplify curriculum. To support the shift to online assessments in 5th and 8th grade, all grade levels will give assessments through edocrina online. The instructional coach will prioritize supporting the 5th and 8th grade teacher with the 4 mandatory performance labs throughout the year.

HIGH SCHOOL SCIENCE

High School Science Measure 1 - Absolute

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

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, Chemistry, and Physics. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort.

Science Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2017	2020-21	76	9	56	84
2018	2021-22	79	78	N/A	N/A
2019	2022-23	74	74	N/A	N/A

High School Science Measure 2 - Comparative

Each year, the percent of 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 school district of comparison.

The Institute does not require charters to report on this measure for 2022-23

SUMMARY OF THE HIGH SCHOOL SCIENCE GOAL

There is not enough information to provide an outcome for high school science.

Type	Measure	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 science exam by the completion of their fourth year in the cohort.	N/A
Comparative	Each year, the percent of 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 school district of comparison.	N/A
	[Write in optional measure here]	

EVALUATION OF THE HIGH SCHOOL SCIENCE GOAL

Due to COVID exemptions, there is not enough information to provide an outcome for high school science.

ADDITIONAL CONTEXT AND EVIDENCE

The last few years we have worked to align our internal assessments to the end of year Regents exams. We have that alignment between our mid-year assessments and our June exams.

Course	Passing Percentage	Passing Percentage	June Regents Percent Passing >65	June Regents Percent Passing >50	Correlations
Living Environment	48% not curved 78% curved	49% curved	50.00%	76.83%	yes between jan interim and regents
Earth Science	N/A	6% not curved 19% curved	35.62%	71.23%	no
Chemistry	43% not curved	25% not curved	20.00%	62.50%	yes between jan interim and regents
Physics	30%	0% before corrections 78% after corrections	0%	50%	yes between jan interim and regents

ACTION PLAN

During the 22-23 school year we focused on the alignment of our curriculum, closely tracking standards through our interim process. Before creating an interim analysis our students engage in a rigor matrix, coding the questions on their interim for rigor as well as standards. Pulling the report from interims allows teachers to not only see how students performed on the standard, but also how they performed on the more rigorous of questions.

For the 23-24 school year we are increasing the sections of Living Environment we offer, ensuring that the majority of the sections are co-taught sections. In addition we are adding a TOSA role this year. This is a content based curriculum coach position. A veteran teacher will work with our Living Environment and our Earth Science teacher to unpack the changing standards and begin to prepare for new exams in the 24-25 school year. Our goal is to take a project based, hands on approach to the shifting standards and prepare our students for the critical thinking that comes with science in our current time.

GOAL 6: SOCIAL STUDIES

BACKGROUND

We had a consistent social studies department during the 2023-2024 school year. Our Global History teacher uses the New Visions curriculum and his results were indicative of the high expectations he sets in his classroom. Next year we will shift to looking at unit assessments to do a deep dive into mastery rather than just interim assessments. Teachers need real time data that is unpacked in order to set goals and adjust instruction for the next week, next unit, next assessment.

Our US History teacher has been consistent for some time in this role. He uses the New Visions curriculum and supplements material with his own. For the last few years we have been preparing for the new version of the US History exam. Given the exemptions from covid and then last year's cancellation of the US History exam there were more questions than answers going into the new exam format. Our US teacher emphasized writing, critical thinking and close reading to prepare students for an exam no one saw before the first time it was given. After the August administration there are only 9 students who did not pass the exam or receive the special appeal.

Social Studies Measure 1 - Absolute

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

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. These measures require students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort.

U.S. History Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2017	2020-21	76	76	N/A	N/A
2018	2021-22	79	78	N/A	N/A
2019	2022-23	74	74	N/A	N/A

Social Studies Measure 2 - Comparative

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 school district of comparison.

The Institute does not require charters to report on this measure for 2022-23

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Social Studies Measure 3 - Absolute

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.

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. These measures require students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort.

Global History Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2017	2020-21	76	22	50	93
2018	2021-22	79	78	N/A	N/A
2019	2022-23	74	72	N/A	N/A

Social Studies Measure 4 - Comparative

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 school district of comparison.

The Institute does not require charters to report on this measure for 2022-23.

SUMMARY OF THE SOCIAL STUDIES GOAL

Due to COVID exemptions, there is not enough information to provide an outcome for high school social studies.

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State U.S. History Regents exam by the completion of their fourth year in the cohort.	N/A
Comparative	Each year, the percent of students in the high school Total Cohort passing the U.S. History Regents exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.	N/A

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Global History Regents exam by the completion of their fourth year in the cohort.	N/A
Comparative	Each year, the percent of students in the high school Total Cohort passing the Global History Regents exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.	N/A

EVALUATION OF THE SOCIAL STUDIES GOAL

There is not enough information to provide an outcome for high school social studies.

ADDITIONAL CONTEXT AND EVIDENCE

In addition to our instruction in the Global 10 class our students also have access to a Global tutorial for any students who are struggling to pass the Global assessment after their 10th grade year. This class meets every other day and is primarily a skill based class that focuses on close reading, writing and content knowledge.

It is always a challenge to align internal assessments with an external assessment that has yet to be released. Our History department rose to the challenge by thoughtfully examining the standards and data presented. In his January interim analysis the teacher noted students struggled with the organization of their ideas as well as on questions involving extension of thinking. He adjusted his instruction to address these gaps and saw an increase in performance from January to June.

ACTION PLAN

At the close of the 2023 school year our 10th grade Global teacher took a position as our High School Dean of students. While this is a huge win for our school community it is a loss in the History department. Our Global 9 teacher will be moving up with this cohort of students to take on the Global 10 role. We will continue to use the New Visions curriculum with supplemental teacher made materials. Given the results from the 2023 Regents exam we only have 8 students who still need to get a passing score on the global assessment. They will continue in the tutorial model focusing on skills and content to challenge the exam in January.

Going into the 23-24 school year we will continue to build on the success the history department has seen by moving to a unit based assessment analysis built in throughout the year with our instructional coaches. This will give our departments more real time feedback and allow for them to adjust instruction immediately. In addition it will encourage a closer tracking of standards as well as reach questions. We will also focus on case studies this year. NYS and much of this report measures success through test scores. However, we know that kids do not learn by practicing for an assessment. They learn through hands-on, real world experiences. We will emphasize case studies this year in our professional development and build in time for teachers to learn how to develop case studies and real world learning experiences for students. While our sole measurement of success for students to graduate is still

performance on state assessments, our measure as educators needs to be around preparing citizens who are prepared to critically think in their future education and careers. This takes a more thoughtful approach to how we deliver instruction and even how we assess.

GOAL 7: ESSA

ESSA Measure 1

Under the state's ESSA accountability system, the school is in good standing: the state has not identified the school for comprehensive or targeted improvement.

Because *all* students are expected to meet the state's performance standards, the federal statute stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. As New York State, like all states, is required to establish a specific system for making these determinations for its public schools, charter schools do not have latitude in establishing their own performance levels or criteria of success for meeting the ESSA accountability requirements. Each year, the state issues School Report Cards that indicate a school's status under the state accountability system. More information on assigned accountability designations and context can be found [here](#).

Accountability Status by Year

Year	Status
2020-21	Good Standing
2021-22	Good Standing
2022-23	Good Standing

ADDITIONAL CONTEXT AND EVIDENCE

Tapestry Charter School is a school in good standing. It is in good standing in all categories for the 2022-2023 school year. Tapestry Charter School is a school in good standing, as it has been for every year of its existence.

TAPESTRY CHARTER SCHOOL
SINGLE AUDIT REPORTING PACKAGE
JUNE 30, 2023

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INDEPENDENT AUDITORS' REPORT

The Board of Trustees
Tapestry Charter School

Report on the Audit of the Financial Statements

Opinion

We have audited the accompanying balance sheet of Tapestry Charter School (the School) as of June 30, 2023, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the School as of June 30, 2023, and changes in its net assets and cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America (GAAP).

Basis for Opinion

We conducted our audit in accordance with auditing standards generally accepted in the United States of America (GAAS) and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditors' Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of the School, and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audits. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

2022 Financial Statements

The financial statements of the School for the year ended June 30, 2022 were audited by another auditor who expressed an unmodified opinion on those statements on October 31, 2022.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with GAAP, and for 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.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the School's ability to continue as a going concern for one year after the date that the financial statements are issued.

Auditors' Responsibility for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditors' report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with GAAS and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit 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 School's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the School's ability to continue as a going concern for a reasonable period of time.

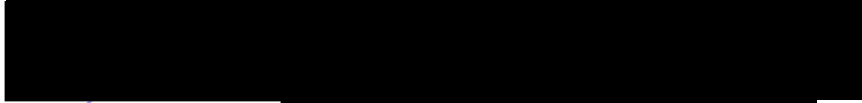
We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control related matters that we identified during the audit.

Additional Information

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying schedule of expenditures of federal awards, as required by Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance), is presented for purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with GAAS. In our opinion, the information is fairly stated in all material respects in relation to the financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated October 20, 2023 on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, grant agreements, and other matters. The purpose of that report is solely 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 effectiveness of the School's 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 the School's internal control over financial reporting and compliance.

A large black rectangular redaction box covering the signature area of the auditor.

October 20, 2023

TAPESTRY CHARTER SCHOOL

Balance Sheets

June 30,	2023	2022
Assets		
Current assets:		
Cash	\$ 4,784,268	\$ 6,029,163
Receivables (Note 2)	2,351,185	2,262,975
Prepaid expenses	22,261	58,237
	<u>7,157,714</u>	<u>8,350,375</u>
Property and equipment, net (Note 3)	30,865,525	29,954,714
Investments held in trust (Note 4)	<u>4,815,175</u>	<u>4,368,237</u>
	<u>\$ 42,838,414</u>	<u>\$ 42,673,326</u>
Liabilities and Net Assets		
Current liabilities:		
Current portion of long-term debt (Note 5)	\$ 493,027	\$ 460,663
Accounts payable and accrued expenses	3,163,666	3,746,370
	<u>3,656,693</u>	<u>4,207,033</u>
Long-term debt (Note 5)	31,447,900	31,940,928
Net assets:		
Without donor restrictions	7,602,102	6,438,317
With donor restrictions	131,719	87,048
	<u>7,733,821</u>	<u>6,525,365</u>
	<u>\$ 42,838,414</u>	<u>\$ 42,673,326</u>

See accompanying notes.

TAPESTRY CHARTER SCHOOL

Statements of Activities

For the years ended June 30,	2023	2022
Support and revenue:		
Enrollment fees:		
Resident students	\$ 14,501,026	\$ 14,329,669
Resident students with disabilities	1,986,971	1,863,680
Contributions:		
Federal awards	3,059,770	1,669,630
In-kind	15,665	-
State awards and other	232,282	931,569
Interest and dividends	145,133	14,921
Other income	166,752	149,271
Net assets released from restrictions	87,814	47,677
Total support and revenue	20,195,413	19,006,417
Expenses:		
Program expenses:		
Regular education	12,107,293	12,500,051
Special education	1,464,456	1,687,020
Other programs	2,141,065	2,037,018
Total program expenses	15,712,814	16,224,089
Supporting services:		
Management and general	3,261,039	2,678,273
Development	57,775	77,300
Total supporting services	3,318,814	2,755,573
Total expenses	19,031,628	18,979,662
Change in net assets without donor restrictions	1,163,785	26,755
Changes in net assets with donor restrictions:		
Contributions - state and other awards	132,485	90,167
Net assets released from restrictions	(87,814)	(47,677)
Change in net assets with donor restrictions	44,671	42,490
Change in net assets	1,208,456	69,245
Net assets - beginning	6,525,365	6,456,120
Net assets - ending	\$ 7,733,821	\$ 6,525,365

See accompanying notes.

TAPESTRY CHARTER SCHOOL

Statement of Functional Expenses

For the year ended June 30, 2023

	Number of Positions	Program Services			Supporting Services		Total
		Regular Education	Special Education	Other Programs	Management and General	Development	
Administrative personnel	27.0	\$ -	\$ -	\$ -	\$ 1,799,310	\$ 28,397	\$ 1,827,707
Instructional personnel	138.0	5,987,809	947,974	-	-	-	6,935,783
Non-instructional personnel	23.0	-	-	1,189,596	159,318	-	1,348,914
	188.0	\$ 5,987,809	\$ 947,974	\$ 1,189,596	\$ 1,958,628	\$ 28,397	\$ 10,112,404
Salaries		\$ 5,987,809	\$ 947,974	\$ 1,189,596	\$ 1,958,628	\$ 28,397	\$ 10,112,404
Employee benefits and payroll taxes		921,132	145,832	183,001	301,305	4,368	1,555,638
Retirement		529,284	83,795	105,153	173,130	2,510	893,872
Contracted services		140,490	-	-	-	-	140,490
Arts, dance and music		16,086	-	-	-	-	16,086
Special education services		-	47,047	-	-	-	47,047
Classroom supplies and materials		130,728	-	-	-	-	130,728
Technology		263,775	-	-	-	-	263,775
Student activities		-	-	62,047	-	-	62,047
Student services		-	-	25,969	-	-	25,969
Student testing and assessments		86,323	-	-	-	-	86,323
Athletics		112,184	-	-	-	-	112,184
Field trips		67,224	-	-	-	-	67,224
Transportation		-	-	26,389	-	-	26,389
Food service		-	-	308,038	-	-	308,038
School store		-	-	1,064	-	-	1,064
Staff development		15,345	-	-	-	-	15,345
Student and teacher recruitment		-	-	-	23,094	-	23,094
Repair and maintenance		807,462	50,466	50,466	100,933	-	1,009,327
Utilities		158,298	9,894	9,894	19,787	-	197,873
Telephone and internet		31,635	1,977	1,977	3,954	-	39,543
Insurance		141,169	8,823	8,823	17,646	-	176,461
Office expense		138,264	8,642	8,642	17,283	-	172,831
Professional fees		-	-	-	325,268	22,500	347,768
Other expense		71,057	4,441	4,441	8,882	-	88,821
Bond interest expense		1,278,104	79,882	79,882	159,763	-	1,597,631
		10,896,369	1,388,773	2,065,382	3,109,673	57,775	17,517,972
Depreciation		1,210,924	75,683	75,683	151,366	-	1,513,656
Total		\$ 12,107,293	\$ 1,464,456	\$ 2,141,065	\$ 3,261,039	\$ 57,775	\$ 19,031,628

See accompanying notes.

TAPESTRY CHARTER SCHOOL

Statement of Functional Expenses

For the year ended June 30, 2022

	Number of Positions	Regular Education	Special Education	Other Programs	Management and General	Development	Total
Administrative personnel	28.0	\$ -	\$ -	\$ -	\$ 1,588,793	\$ 62,844	\$ 1,651,637
Instructional personnel	147.0	6,509,213	1,109,654	-	-	-	7,618,867
Non-instructional personnel	23.0	-	-	1,199,701	-	-	1,199,701
	198.0	\$ 6,509,213	\$ 1,109,654	\$ 1,199,701	\$ 1,588,793	\$ 62,844	\$ 10,470,205
Salaries		\$ 6,509,213	\$ 1,109,654	\$ 1,199,701	\$ 1,588,793	\$ 62,844	\$ 10,470,205
Employee benefits and payroll taxes		965,238	164,549	177,901	236,119	8,800	1,552,607
Retirement		532,095	90,708	98,069	129,357	5,656	855,885
Contracted services		96,053	-	-	-	-	96,053
Arts, dance and music		9,323	-	-	-	-	9,323
Special education services		-	94,813	-	-	-	94,813
Classroom supplies and materials		184,737	-	-	-	-	184,737
Technology		326,885	-	-	-	-	326,885
Student activities		-	-	56,721	-	-	56,721
Student services		-	-	16,509	-	-	16,509
Student testing and assessments		83,097	-	-	-	-	83,097
Athletics		67,821	-	-	-	-	67,821
Field trips		37,952	-	-	-	-	37,952
Transportation		-	-	15,162	-	-	15,162
Food service		-	-	243,090	-	-	243,090
School store		-	-	2,569	-	-	2,569
Staff development		50,899	-	-	-	-	50,899
Student and teacher recruitment		-	-	-	22,446	-	22,446
Repair and maintenance		691,871	43,242	43,242	86,484	-	864,839
Utilities		178,832	11,177	11,177	22,354	-	223,540
Telephone and internet		36,691	2,293	2,293	4,586	-	45,863
Insurance		146,230	9,139	9,139	18,279	-	182,787
Office expense		113,742	7,109	7,109	14,218	-	142,178
Professional fees		-	-	-	246,967	-	246,967
Other expense		62,507	3,907	3,907	7,811	-	78,132
Bond interest expense		1,300,805	81,300	81,300	162,601	-	1,626,006
		11,393,991	1,617,891	1,967,889	2,540,015	77,300	17,597,086
Depreciation		1,106,060	69,129	69,129	138,258	-	1,382,576
Total		\$ 12,500,051	\$ 1,687,020	\$ 2,037,018	\$ 2,678,273	\$ 77,300	\$ 18,979,662

See accompanying notes.

TAPESTRY CHARTER SCHOOL

Statements of Cash Flows

For the years ended June 30,	2023	2022
Operating activities:		
Cash received from enrollment fees	\$ 16,346,185	\$ 15,278,376
Cash received from contributions	3,475,392	3,303,560
Cash received from other sources	169,499	149,271
Interest and dividends received	145,133	14,921
Payments to employees for services and benefits	(12,494,291)	(11,472,712)
Payments to vendors and suppliers	(3,945,238)	(3,449,652)
Payments for bond interest	(1,609,506)	(1,572,482)
Net operating activities	2,087,174	2,251,282
Investing activities:		
Net deposits to investments held in trust	(446,938)	(90,937)
Property and equipment expenditures	(2,424,467)	(3,926,718)
Net investing activities	(2,871,405)	(4,017,655)
Financing activities		
Principal repayments on long-term debt	(460,664)	(500,437)
Net change in cash	(1,244,895)	(2,266,810)
Cash - beginning	6,029,163	8,295,973
Cash - ending	\$ 4,784,268	\$ 6,029,163

See accompanying notes.

Notes to Financial Statements

1. Summary of Significant Accounting Policies:

Organization and Purpose:

Tapestry Charter School (the School), established in 2001, operates a charter school in the City of Buffalo, New York (the City) pursuant to its Charter Agreement with the Education Department of the State of New York. The School currently offers classes from kindergarten through grade 12. The School has been chartered through 2026, after which time the charter may be renewed, upon application.

The School seeks to educate and inspire a diverse community of students 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.

Subsequent Events:

Management has evaluated events and transactions for potential recognition or disclosure through October 20, 2023, the date the financial statements were available to be issued.

Cash:

Cash in financial institutions potentially subjects the School to concentrations of credit risk, since it may exceed insured limits at various times throughout the year. The School maintains a minimum of \$75,000 in reserve funds to pay legal and audit expenses that would be associated with dissolution should it occur.

Property and Equipment:

Property and equipment is stated at cost net of accumulated depreciation. Depreciation is provided using the straight-line method over estimated useful asset lives. Maintenance and repairs are charged to operations as incurred; significant improvements are capitalized.

Investments Held in Trust:

Investments held in trust are stated at fair value as determined by quoted prices in active markets.

Revenue Recognition:

Enrollment Fees

Enrollment fees are received from the public school district where the students reside. The amount received each year from the resident district is the product of the approved operating expense per pupil and the full time equivalent enrollment of the students in the School residing in the district. The respective districts also reimburse the School for special education services based on approved applicable rates for the services provided. Revenues are recognized over the period the services are provided. The School generally invoices the resident district bimonthly and payment is due in 30 days. Enrollment fees received in advance are deferred and recognized when earned. The School's enrollment fees are received primarily from the City School District.

Contributions

Contributions are reported at fair value at the date the pledge or award is received. Contributions are recorded as restricted support if they are received with donor stipulations that limit their use. When a donor restriction expires, net assets with donor restrictions are reclassified to net assets without donor restrictions and reported in the statement of activities as net assets released from restrictions. Contributions received with donor-imposed restrictions that are met in the same reporting period are shown as support without donor restrictions.

Conditional contributions, primarily government awards, are recorded as revenue when the School meets requirements in compliance with specific agreements. When applicable, amounts received before the required conditions are met are reported as refundable advances on the accompanying balance sheets. These conditional contributions are subject to compliance and financial audits by the funding sources. Management believes no significant adjustments are necessary to recognized amounts.

In-kind contributions represent donated commodities for the cafeteria program which would typically need to be purchased if not provided by donation. These amounts are recognized as revenue at estimated fair value when the commodities are received.

Receivables:

Receivables are stated at the amounts management expects to collect from outstanding balances. Balances that are outstanding after management has used reasonable collection efforts are written off through a charge to uncollectible receivables and a credit to accounts receivable. An allowance for doubtful accounts is considered unnecessary by management because all significant amounts deemed uncollectible are written off each year.

Net Assets:

The School's financial position and activities are reported according to two classes of net assets: net assets without donor restrictions and net assets with donor restrictions. Net assets with donor restrictions are those whose use has been limited by donors for a specific time period or purpose. Net assets with donor restrictions as of June 30, 2023 and 2022 are restricted for specific program and capital purposes.

Income Taxes:

The School is a 501(c)(3) organization exempt from taxation under §501(a) of the Internal Revenue Code.

Use of Estimates:

The preparation of financial statements in accordance with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the amounts reported in the financial statements and accompanying notes. Actual results could differ from those estimates.

Functional Expense Allocation:

The School's costs of providing its various programs and activities have been summarized on a functional basis in the statements of functional expenses. Accordingly, certain costs have been allocated among the programs and supporting services benefited. These costs include fringe benefits, payroll taxes, and retirement expenses, which have been allocated based on estimates of time and effort, and utilities, occupancy, insurance, office expenses, interest, and depreciation, which have been allocated based on management's estimate of program benefit.

Reclassifications:

The 2022 financial statements have been reclassified to conform with the presentation adopted in 2023.

2. Receivables:

	2023	2022
Contributions	\$ 1,726,717	\$ 1,777,572
Enrollment and other	624,468	485,403
	<u>\$ 2,351,185</u>	<u>\$ 2,262,975</u>

Enrollment fees receivable at June 30, 2023 and 2022 include amounts withheld by the City School District for disputed rates of special education services provided by the School from 2008 through 2018 (Note 8).

3. Property and Equipment:

	2023	2022
Land	\$ 1,513,386	\$ 1,513,386
Building and improvements	35,671,381	32,962,687
Equipment	3,020,002	2,839,380
Construction in progress	3,172,770	3,637,619
	<u>43,377,539</u>	<u>40,953,072</u>
Less accumulated depreciation	12,512,014	10,998,358
	<u>\$ 30,865,525</u>	<u>\$ 29,954,714</u>

Construction in progress at June 30, 2023 represents costs incurred for the construction of an athletic facility which was completed in July 2023 at a cost of approximately \$3,200,000.

4. Investments Held in Trust:

Investments held in trust consist primarily of money market mutual funds held in the following accounts by a trustee in compliance with the issuance of Series 2017 bonds (Note 5).

	2023	2022
Reserve fund	\$ 2,097,397	\$ 2,090,579
Renewal and repair fund	1,025,515	1,022,182
Custodian and other funds	1,692,263	1,255,476
	<u>\$ 4,815,175</u>	<u>\$ 4,368,237</u>

5. Long-Term Debt:

	2023	2022
Buffalo and Erie County Industrial Land Development Corporation tax exempt revenue bonds (Tapestry Charter School Project) Series 2017A, annual principal payment ranging from \$300,000 to \$595,000 plus interest at 3.875%, through August 2027.	\$ 2,545,000	\$ 2,545,000
Buffalo and Erie County Industrial Land Development Corporation tax exempt revenue bonds (Tapestry Charter School Project) Series 2017A, annual principal payment ranging from \$615,000 to \$995,000 plus interest at 5.000%, through August 2037.	7,745,000	7,745,000
Buffalo and Erie County Industrial Land Development Corporation tax exempt revenue bonds (Tapestry Charter School Project) Series 2017A, annual principal payment ranging from \$1,005,000 to \$1,555,000 plus interest at 5.000%, through August 2047.	12,620,000	12,620,000
Buffalo and Erie County Industrial Land Development Corporation tax exempt revenue bonds (Tapestry Charter School Project) Series 2017A, annual principal payment ranging from \$1,635,000 to \$1,985,000 plus interest at 5.000%, through August 2052.	9,035,000	9,035,000
Buffalo and Erie County Industrial Land Development Corporation taxable revenue bonds (Tapestry Charter School Project) Series 2017B, annual principal payment ranging from \$205,000 to \$475,000 plus interest at 6.000%, through August 2023.	205,000	680,000
Plus unamortized bond premium	741,313	791,750
Less unamortized debt issuance costs	950,386	1,015,159
	31,940,927	32,401,591
Less current portion	493,027	460,663
	\$ 31,447,900	\$ 31,940,928

In August 2017, the School entered into an agreement with Buffalo and Erie County Industrial Land Development Corporation (ILDC) to issue \$31,945,000 of tax exempt 2017A Series Bonds and \$1,955,000 taxable 2017B Series Bonds (collectively the Bonds) to finance the cost of a new school building and to refinance existing bank debt. The Bonds are secured by mortgage and security agreements granting the trustee a mortgage lien on and security interest in real and personal property as well as certain revenues, subject to permitted encumbrances. The Bonds are further secured by the reserve fund (Note 4). The Bond agreement contains restrictive covenants relative to debt service coverage and cash on hand.

Bond premium associated with the issuance of the Bonds is amortized as a reduction to interest expense over life of bonds. Unamortized bond premium is presented as an addition to the face amount of the Bonds payable. Amortization of the Series 2017 bond premium amounted to \$50,437 for the years ended June 30, 2023 and 2022.

Debt issuance costs are amortized as interest expense over the remaining term of the bonds. Amortization of debt issuance costs totaled \$64,773 for the years ended June 30, 2023 and 2022.

Aggregate maturities of net long-term debt subsequent to June 30, 2023 are:

2024	\$ 493,027
2025	518,501
2026	538,501
2027	558,501
2028	1,198,501
Thereafter	28,633,896
	\$ 31,940,927

6. Retirement Plans:

The School participates in the New York State Teachers' Retirement System (TRS) which is a cost-sharing multiple employer public employee retirement system. 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 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. The report may be obtained from TRS at www.nystrs.org.

No employee contribution is required for those whose service began prior to July 1976. TRS requires employee contributions of 3% of salary for the first 10 years of service for those employees who joined from July 1976 through December 2009. Participants whose service began on or after January 1, 2010 through March 31, 2012 are required to contribute 3.5% of compensation throughout their active membership in TRS. Participants whose service began on or after April 1, 2012 are required to contribute a percentage ranging from 3% to 6% each year, based on their level of compensation.

Pursuant to Article 11 of Education Law, rates are established annually by the New York State Teachers' Retirement Board at an actuarially determined rate. The rate is 10.29% of the annual covered payroll for the year ended June 30, 2023 and 9.80% for the year ended June 30, 2022. The required contributions to TRS were \$881,524 and \$838,584 for the years ended June 30, 2023 and 2022.

The School also maintains a 403(b) profit sharing plan covering essentially all full-time employees currently not eligible through TRS (as defined). The plan requires certain minimum employer contributions based on salaries and employee deferrals. Expenses related to this plan for the years ended June 30, 2023 and 2022 were \$12,348 and \$17,301.

7. Financial Assets Available for Operations:

The School obtains financial assets generally through enrollment fees and contributions. The financial assets are acquired throughout the year to help meet the School's cash needs for general expenditures.

The School's financial assets available within one year of the balance sheet date to meet cash needs for general expenditures consist of the following at June 30, 2023 and 2022:

	2023	2022
Cash	\$ 4,709,268	\$ 5,954,163
Receivables	2,351,185	2,262,975
	<u>\$ 7,060,453</u>	<u>\$ 8,217,138</u>

8. Contingencies:

In 2019, an audit by the Office of the New York State Comptroller determined the City School District had provided incorrect special education rates for over a decade. As a result, there is a dispute with the rate used for aid that passes through the City School District to the School for special education services.

The City School District recouped approximately \$782,000 in special education aid in the 2019-20 and 2020-21 school years through a reduction in the City School District's payments for enrollment fees earned by the School. To recover amounts withheld and pursuant to guidance, the School has submitted a State intercept to the New York State Education Department Commissioner and is following all administrative procedures to resolve the matter.

In 2021, the School received payment from the State for the 2019-20 school year recoupment for a total of approximately \$391,000. Management believes the School will receive the remaining funds through the State administrative procedure for the 2020-21 school year as well. Recoupment amounts outstanding are included in enrollment receivables (Note 2) and total \$391,000 and \$782,000 as of June 30, 2023 and 2022, respectively.

TAPESTRY CHARTER SCHOOL

Additional Information
Schedule of Expenditures of Federal Awards

For the year ended June 30, 2023

Federal Grantor/Pass-Through Grantor/Program Title	Assistance Listing Number	Grantor Number	Expenditures
<u>U.S. Department of Education</u>			
Passed through New York State Education Department:			
Title I Grants to Local Educational Agencies	84.010	0021-23-4045	\$ 516,916
Supporting Effective Instruction State Grants	84.367	0147-23-4045	59,987
Student Support and Academic Enrichment Program	84.424	0204-23-4045	36,350
Education Stabilization Fund:			
American Rescue Plan Elementary and Secondary School Emergency Relief Fund	84.425U	5880-21-4045	2,048,543 ²
Total U.S. Department of Education			<u>2,661,796</u>
<u>U.S. Department of Agriculture</u>			
Passed through New York State Education Department:			
Child Nutrition Cluster:			
School Breakfast Program	10.553	N/A	41,365 ¹
National School Lunch Program	10.555	N/A	<u>355,353</u> ¹
			396,718
Pandemic EBT Administrative Costs	10.649	N/A	1,256
Passed through New York State Office of General Services:			
Child Nutrition Cluster:			
National School Lunch Program	10.555	N/A	<u>15,665</u> ¹
Total U.S. Department of Agriculture			<u>413,639</u>
Total Expenditures of Federal Awards			<u>\$ 3,075,435</u>

¹ Total Child Nutrition Cluster - \$412,383

Notes to Schedule of Expenditures of Federal Awards

1. Summary of Significant Accounting Policies:

Basis of Presentation

The accompanying schedule of expenditures of federal awards (SEFA) presents the activity of all federal award programs administered by Tapestry Charter School (the School), an entity as defined in Note 1 to the School's financial statements. Federal awards received directly from federal agencies, as well as federal awards passed through from other governmental agencies, are included on the SEFA.

Basis of Accounting

The amounts reported as federal expenditures generally were obtained from the appropriate federal financial reports for the applicable programs and periods. The amounts reported in these federal financial reports are prepared from records maintained for each program, which are periodically reconciled with the School's financial reporting system. The federal expenditures are recorded on the accrual basis.

Indirect Costs

The School does not use the 10% de minimis indirect cost rate permitted by the Uniform Guidance.

Non-Monetary Federal Program

The School is the recipient of a federal award program that does not result in cash receipts or disbursements, termed "non-monetary program." During the year ended June 30, 2023, the School used \$15,665 worth of commodities under the National School Lunch Program (Assistance Listing Number 10.555).

INDEPENDENT AUDITORS' 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*

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 (the School), which comprise the balance sheet as of June 30, 2023, 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 20, 2023.

Report on Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered the School's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the 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 a 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 a 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 or significant deficiencies may exist that have not been identified.

Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free from 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 financial statements. 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 our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

October 20, 2023

**INDEPENDENT AUDITORS' REPORT ON COMPLIANCE FOR EACH MAJOR FEDERAL PROGRAM AND ON
INTERNAL CONTROL OVER COMPLIANCE REQUIRED BY THE UNIFORM GUIDANCE**

The Board of Trustees
Tapestry Charter School

Report on Compliance for Each Major Federal Program

Opinion on Each Major Federal Program

We have audited Tapestry Charter School's (the School) compliance with the types of compliance requirements described in the *OMB Compliance Supplement* that could have a direct and material effect on each of the School's major federal programs for the year ended June 30, 2023. The School's major federal programs are identified in the summary of auditors' results section of the accompanying schedule of findings and questioned costs.

In our opinion, the School complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2023.

Basis for Opinion on Each Major Federal Program

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America (GAAS); the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States (*Government Auditing Standards*); and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Our responsibilities under those standards and the Uniform Guidance are further described in the Auditors' Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of the School and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion on compliance for each major federal program. Our audit does not provide a legal determination of the School's compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules and provisions of contracts or grant agreements applicable to the School's federal programs.

Auditors' Responsibilities for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on the School's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS, *Government Auditing Standards*, and the Uniform Guidance will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material, if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about the School's compliance with the requirements of each major federal program as a whole.

In performing an audit in accordance with GAAS, *Government Auditing Standards*, and the Uniform Guidance, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the School's compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.
- Obtain an understanding of the School's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

Report on Internal Control Over Compliance

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

Our consideration of internal control over compliance was for the limited purpose described in the Auditors' Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.



October 20, 2023

Schedule of Findings and Questioned Costs

For the year ended June 30, 2023

Section I. Summary of Auditors' Results

Financial Statements

Type of auditors' report issued: *Unmodified*

Internal control over financial reporting:

- Material weakness(es) identified? No
- Significant deficiency(ies) identified? None reported

Noncompliance material to financial statements noted? No

Federal Awards

Internal control over major programs:

- Material weakness(es) identified? No
- Significant deficiency(ies) identified? None reported

Type of auditors' report issued on compliance for major programs: *Unmodified*

Any audit findings disclosed that are required to be reported in accordance with section 2 CFR 200.516(a)? No

Identification of major programs:

Name of Federal Program or Cluster	Assistance Listing Number	Amount
Education Stabilization Fund	84.425	<u>\$ 2,048,543</u>

Dollar threshold used to distinguish between type A and type B programs: \$750,000

Auditee qualified as low-risk auditee? Yes

Section II. Financial Statement Findings

No matters were reported.

Section III. Federal Award Findings and Questioned Costs

No matters were reported.

MANAGEMENT LETTER

October 20, 2023

The Board of Trustees and Management
Tapestry Charter School

In planning and performing our audit of the financial statements of Tapestry Charter School (the School) as of and for the year ended June 30, 2023, in accordance with auditing standards generally accepted in the United States of America, we considered the School's internal control over financial reporting (internal control) as a basis for designing auditing procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the 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 reasonable possibility exists when the likelihood of an event occurring is either reasonably possible or probable as defined as follows:

- *Reasonably possible.* The chances of the future event or events occurring is more than remote but less than likely.
- *Probable.* The future event or events are likely to occur.

Our consideration of internal control was for the limited purpose described in the first paragraph and was not designed to identify all deficiencies in internal control that might be material weaknesses. 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.

This communication is intended solely for the Board of Trustees and management of the School. It is not intended to be, and should not be, used by anyone other than these specified parties.



TAPESTRY CHARTER SCHOOL
SINGLE AUDIT REPORTING PACKAGE
JUNE 30, 2023

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INDEPENDENT AUDITORS' REPORT

The Board of Trustees
Tapestry Charter School

Report on the Audit of the Financial Statements

Opinion

We have audited the accompanying balance sheet of Tapestry Charter School (the School) as of June 30, 2023, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the School as of June 30, 2023, and changes in its net assets and cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America (GAAP).

Basis for Opinion

We conducted our audit in accordance with auditing standards generally accepted in the United States of America (GAAS) and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditors' Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of the School, and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audits. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

2022 Financial Statements

The financial statements of the School for the year ended June 30, 2022 were audited by another auditor who expressed an unmodified opinion on those statements on October 31, 2022.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with GAAP, and for 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.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the School's ability to continue as a going concern for one year after the date that the financial statements are issued.

Auditors' Responsibility for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditors' report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with GAAS and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit 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 School's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the School's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control related matters that we identified during the audit.

Additional Information

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying schedule of expenditures of federal awards, as required by Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance), is presented for purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with GAAS. In our opinion, the information is fairly stated in all material respects in relation to the financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated October 20, 2023 on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, grant agreements, and other matters. The purpose of that report is solely 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 effectiveness of the School's 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 the School's internal control over financial reporting and compliance.



October 20, 2023

TAPESTRY CHARTER SCHOOL

Balance Sheets

June 30,	2023	2022
Assets		
Current assets:		
Cash	\$ 4,784,268	\$ 6,029,163
Receivables (Note 2)	2,351,185	2,262,975
Prepaid expenses	22,261	58,237
	<u>7,157,714</u>	<u>8,350,375</u>
Property and equipment, net (Note 3)	30,865,525	29,954,714
Investments held in trust (Note 4)	<u>4,815,175</u>	<u>4,368,237</u>
	<u>\$ 42,838,414</u>	<u>\$ 42,673,326</u>
Liabilities and Net Assets		
Current liabilities:		
Current portion of long-term debt (Note 5)	\$ 493,027	\$ 460,663
Accounts payable and accrued expenses	3,163,666	3,746,370
	<u>3,656,693</u>	<u>4,207,033</u>
Long-term debt (Note 5)	31,447,900	31,940,928
Net assets:		
Without donor restrictions	7,602,102	6,438,317
With donor restrictions	131,719	87,048
	<u>7,733,821</u>	<u>6,525,365</u>
	<u>\$ 42,838,414</u>	<u>\$ 42,673,326</u>

See accompanying notes.

TAPESTRY CHARTER SCHOOL

Statements of Activities

For the years ended June 30,	2023	2022
Support and revenue:		
Enrollment fees:		
Resident students	\$ 14,501,026	\$ 14,329,669
Resident students with disabilities	1,986,971	1,863,680
Contributions:		
Federal awards	3,059,770	1,669,630
In-kind	15,665	-
State awards and other	232,282	931,569
Interest and dividends	145,133	14,921
Other income	166,752	149,271
Net assets released from restrictions	87,814	47,677
Total support and revenue	20,195,413	19,006,417
Expenses:		
Program expenses:		
Regular education	12,107,293	12,500,051
Special education	1,464,456	1,687,020
Other programs	2,141,065	2,037,018
Total program expenses	15,712,814	16,224,089
Supporting services:		
Management and general	3,261,039	2,678,273
Development	57,775	77,300
Total supporting services	3,318,814	2,755,573
Total expenses	19,031,628	18,979,662
Change in net assets without donor restrictions	1,163,785	26,755
Changes in net assets with donor restrictions:		
Contributions - state and other awards	132,485	90,167
Net assets released from restrictions	(87,814)	(47,677)
Change in net assets with donor restrictions	44,671	42,490
Change in net assets	1,208,456	69,245
Net assets - beginning	6,525,365	6,456,120
Net assets - ending	\$ 7,733,821	\$ 6,525,365

See accompanying notes.

TAPESTRY CHARTER SCHOOL

Statement of Functional Expenses

For the year ended June 30, 2023

	Number of Positions	Program Services			Supporting Services		Total
		Regular Education	Special Education	Other Programs	Management and General	Development	
Administrative personnel	27.0	\$ -	\$ -	\$ -	\$ 1,799,310	\$ 28,397	\$ 1,827,707
Instructional personnel	138.0	5,987,809	947,974	-	-	-	6,935,783
Non-instructional personnel	23.0	-	-	1,189,596	159,318	-	1,348,914
	188.0	\$ 5,987,809	\$ 947,974	\$ 1,189,596	\$ 1,958,628	\$ 28,397	\$ 10,112,404
Salaries		\$ 5,987,809	\$ 947,974	\$ 1,189,596	\$ 1,958,628	\$ 28,397	\$ 10,112,404
Employee benefits and payroll taxes		921,132	145,832	183,001	301,305	4,368	1,555,638
Retirement		529,284	83,795	105,153	173,130	2,510	893,872
Contracted services		140,490	-	-	-	-	140,490
Arts, dance and music		16,086	-	-	-	-	16,086
Special education services		-	47,047	-	-	-	47,047
Classroom supplies and materials		130,728	-	-	-	-	130,728
Technology		263,775	-	-	-	-	263,775
Student activities		-	-	62,047	-	-	62,047
Student services		-	-	25,969	-	-	25,969
Student testing and assessments		86,323	-	-	-	-	86,323
Athletics		112,184	-	-	-	-	112,184
Field trips		67,224	-	-	-	-	67,224
Transportation		-	-	26,389	-	-	26,389
Food service		-	-	308,038	-	-	308,038
School store		-	-	1,064	-	-	1,064
Staff development		15,345	-	-	-	-	15,345
Student and teacher recruitment		-	-	-	23,094	-	23,094
Repair and maintenance		807,462	50,466	50,466	100,933	-	1,009,327
Utilities		158,298	9,894	9,894	19,787	-	197,873
Telephone and internet		31,635	1,977	1,977	3,954	-	39,543
Insurance		141,169	8,823	8,823	17,646	-	176,461
Office expense		138,264	8,642	8,642	17,283	-	172,831
Professional fees		-	-	-	325,268	22,500	347,768
Other expense		71,057	4,441	4,441	8,882	-	88,821
Bond interest expense		1,278,104	79,882	79,882	159,763	-	1,597,631
		10,896,369	1,388,773	2,065,382	3,109,673	57,775	17,517,972
Depreciation		1,210,924	75,683	75,683	151,366	-	1,513,656
Total		\$ 12,107,293	\$ 1,464,456	\$ 2,141,065	\$ 3,261,039	\$ 57,775	\$ 19,031,628

See accompanying notes.

TAPESTRY CHARTER SCHOOL

Statement of Functional Expenses

For the year ended June 30, 2022

	Number of Positions	Regular Education	Special Education	Other Programs	Management and General	Development	Total
Administrative personnel	28.0	\$ -	\$ -	\$ -	\$ 1,588,793	\$ 62,844	\$ 1,651,637
Instructional personnel	147.0	6,509,213	1,109,654	-	-	-	7,618,867
Non-instructional personnel	23.0	-	-	1,199,701	-	-	1,199,701
	198.0	\$ 6,509,213	\$ 1,109,654	\$ 1,199,701	\$ 1,588,793	\$ 62,844	\$ 10,470,205
Salaries		\$ 6,509,213	\$ 1,109,654	\$ 1,199,701	\$ 1,588,793	\$ 62,844	\$ 10,470,205
Employee benefits and payroll taxes		965,238	164,549	177,901	236,119	8,800	1,552,607
Retirement		532,095	90,708	98,069	129,357	5,656	855,885
Contracted services		96,053	-	-	-	-	96,053
Arts, dance and music		9,323	-	-	-	-	9,323
Special education services		-	94,813	-	-	-	94,813
Classroom supplies and materials		184,737	-	-	-	-	184,737
Technology		326,885	-	-	-	-	326,885
Student activities		-	-	56,721	-	-	56,721
Student services		-	-	16,509	-	-	16,509
Student testing and assessments		83,097	-	-	-	-	83,097
Athletics		67,821	-	-	-	-	67,821
Field trips		37,952	-	-	-	-	37,952
Transportation		-	-	15,162	-	-	15,162
Food service		-	-	243,090	-	-	243,090
School store		-	-	2,569	-	-	2,569
Staff development		50,899	-	-	-	-	50,899
Student and teacher recruitment		-	-	-	22,446	-	22,446
Repair and maintenance		691,871	43,242	43,242	86,484	-	864,839
Utilities		178,832	11,177	11,177	22,354	-	223,540
Telephone and internet		36,691	2,293	2,293	4,586	-	45,863
Insurance		146,230	9,139	9,139	18,279	-	182,787
Office expense		113,742	7,109	7,109	14,218	-	142,178
Professional fees		-	-	-	246,967	-	246,967
Other expense		62,507	3,907	3,907	7,811	-	78,132
Bond interest expense		1,300,805	81,300	81,300	162,601	-	1,626,006
		11,393,991	1,617,891	1,967,889	2,540,015	77,300	17,597,086
Depreciation		1,106,060	69,129	69,129	138,258	-	1,382,576
Total		\$ 12,500,051	\$ 1,687,020	\$ 2,037,018	\$ 2,678,273	\$ 77,300	\$ 18,979,662

See accompanying notes.

TAPESTRY CHARTER SCHOOL

Statements of Cash Flows

For the years ended June 30,	2023	2022
Operating activities:		
Cash received from enrollment fees	\$ 16,346,185	\$ 15,278,376
Cash received from contributions	3,475,392	3,303,560
Cash received from other sources	169,499	149,271
Interest and dividends received	145,133	14,921
Payments to employees for services and benefits	(12,494,291)	(11,472,712)
Payments to vendors and suppliers	(3,945,238)	(3,449,652)
Payments for bond interest	(1,609,506)	(1,572,482)
Net operating activities	2,087,174	2,251,282
Investing activities:		
Net deposits to investments held in trust	(446,938)	(90,937)
Property and equipment expenditures	(2,424,467)	(3,926,718)
Net investing activities	(2,871,405)	(4,017,655)
Financing activities		
Principal repayments on long-term debt	(460,664)	(500,437)
Net change in cash	(1,244,895)	(2,266,810)
Cash - beginning	6,029,163	8,295,973
Cash - ending	\$ 4,784,268	\$ 6,029,163

See accompanying notes.

Notes to Financial Statements

1. Summary of Significant Accounting Policies:

Organization and Purpose:

Tapestry Charter School (the School), established in 2001, operates a charter school in the City of Buffalo, New York (the City) pursuant to its Charter Agreement with the Education Department of the State of New York. The School currently offers classes from kindergarten through grade 12. The School has been chartered through 2026, after which time the charter may be renewed, upon application.

The School seeks to educate and inspire a diverse community of students 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.

Subsequent Events:

Management has evaluated events and transactions for potential recognition or disclosure through October 20, 2023, the date the financial statements were available to be issued.

Cash:

Cash in financial institutions potentially subjects the School to concentrations of credit risk, since it may exceed insured limits at various times throughout the year. The School maintains a minimum of \$75,000 in reserve funds to pay legal and audit expenses that would be associated with dissolution should it occur.

Property and Equipment:

Property and equipment is stated at cost net of accumulated depreciation. Depreciation is provided using the straight-line method over estimated useful asset lives. Maintenance and repairs are charged to operations as incurred; significant improvements are capitalized.

Investments Held in Trust:

Investments held in trust are stated at fair value as determined by quoted prices in active markets.

Revenue Recognition:

Enrollment Fees

Enrollment fees are received from the public school district where the students reside. The amount received each year from the resident district is the product of the approved operating expense per pupil and the full time equivalent enrollment of the students in the School residing in the district. The respective districts also reimburse the School for special education services based on approved applicable rates for the services provided. Revenues are recognized over the period the services are provided. The School generally invoices the resident district bimonthly and payment is due in 30 days. Enrollment fees received in advance are deferred and recognized when earned. The School's enrollment fees are received primarily from the City School District.

Contributions

Contributions are reported at fair value at the date the pledge or award is received. Contributions are recorded as restricted support if they are received with donor stipulations that limit their use. When a donor restriction expires, net assets with donor restrictions are reclassified to net assets without donor restrictions and reported in the statement of activities as net assets released from restrictions. Contributions received with donor-imposed restrictions that are met in the same reporting period are shown as support without donor restrictions.

Conditional contributions, primarily government awards, are recorded as revenue when the School meets requirements in compliance with specific agreements. When applicable, amounts received before the required conditions are met are reported as refundable advances on the accompanying balance sheets. These conditional contributions are subject to compliance and financial audits by the funding sources. Management believes no significant adjustments are necessary to recognized amounts.

In-kind contributions represent donated commodities for the cafeteria program which would typically need to be purchased if not provided by donation. These amounts are recognized as revenue at estimated fair value when the commodities are received.

Receivables:

Receivables are stated at the amounts management expects to collect from outstanding balances. Balances that are outstanding after management has used reasonable collection efforts are written off through a charge to uncollectible receivables and a credit to accounts receivable. An allowance for doubtful accounts is considered unnecessary by management because all significant amounts deemed uncollectible are written off each year.

Net Assets:

The School's financial position and activities are reported according to two classes of net assets: net assets without donor restrictions and net assets with donor restrictions. Net assets with donor restrictions are those whose use has been limited by donors for a specific time period or purpose. Net assets with donor restrictions as of June 30, 2023 and 2022 are restricted for specific program and capital purposes.

Income Taxes:

The School is a 501(c)(3) organization exempt from taxation under §501(a) of the Internal Revenue Code.

Use of Estimates:

The preparation of financial statements in accordance with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the amounts reported in the financial statements and accompanying notes. Actual results could differ from those estimates.

Functional Expense Allocation:

The School's costs of providing its various programs and activities have been summarized on a functional basis in the statements of functional expenses. Accordingly, certain costs have been allocated among the programs and supporting services benefited. These costs include fringe benefits, payroll taxes, and retirement expenses, which have been allocated based on estimates of time and effort, and utilities, occupancy, insurance, office expenses, interest, and depreciation, which have been allocated based on management's estimate of program benefit.

Reclassifications:

The 2022 financial statements have been reclassified to conform with the presentation adopted in 2023.

2. Receivables:

	2023	2022
Contributions	\$ 1,726,717	\$ 1,777,572
Enrollment and other	624,468	485,403
	<u>\$ 2,351,185</u>	<u>\$ 2,262,975</u>

Enrollment fees receivable at June 30, 2023 and 2022 include amounts withheld by the City School District for disputed rates of special education services provided by the School from 2008 through 2018 (Note 8).

3. Property and Equipment:

	2023	2022
Land	\$ 1,513,386	\$ 1,513,386
Building and improvements	35,671,381	32,962,687
Equipment	3,020,002	2,839,380
Construction in progress	3,172,770	3,637,619
	<u>43,377,539</u>	<u>40,953,072</u>
Less accumulated depreciation	12,512,014	10,998,358
	<u>\$ 30,865,525</u>	<u>\$ 29,954,714</u>

Construction in progress at June 30, 2023 represents costs incurred for the construction of an athletic facility which was completed in July 2023 at a cost of approximately \$3,200,000.

4. Investments Held in Trust:

Investments held in trust consist primarily of money market mutual funds held in the following accounts by a trustee in compliance with the issuance of Series 2017 bonds (Note 5).

	2023	2022
Reserve fund	\$ 2,097,397	\$ 2,090,579
Renewal and repair fund	1,025,515	1,022,182
Custodian and other funds	1,692,263	1,255,476
	<u>\$ 4,815,175</u>	<u>\$ 4,368,237</u>

5. Long-Term Debt:

	2023	2022
Buffalo and Erie County Industrial Land Development Corporation tax exempt revenue bonds (Tapestry Charter School Project) Series 2017A, annual principal payment ranging from \$300,000 to \$595,000 plus interest at 3.875%, through August 2027.	\$ 2,545,000	\$ 2,545,000
Buffalo and Erie County Industrial Land Development Corporation tax exempt revenue bonds (Tapestry Charter School Project) Series 2017A, annual principal payment ranging from \$615,000 to \$995,000 plus interest at 5.000%, through August 2037.	7,745,000	7,745,000
Buffalo and Erie County Industrial Land Development Corporation tax exempt revenue bonds (Tapestry Charter School Project) Series 2017A, annual principal payment ranging from \$1,005,000 to \$1,555,000 plus interest at 5.000%, through August 2047.	12,620,000	12,620,000
Buffalo and Erie County Industrial Land Development Corporation tax exempt revenue bonds (Tapestry Charter School Project) Series 2017A, annual principal payment ranging from \$1,635,000 to \$1,985,000 plus interest at 5.000%, through August 2052.	9,035,000	9,035,000
Buffalo and Erie County Industrial Land Development Corporation taxable revenue bonds (Tapestry Charter School Project) Series 2017B, annual principal payment ranging from \$205,000 to \$475,000 plus interest at 6.000%, through August 2023.	205,000	680,000
Plus unamortized bond premium	741,313	791,750
Less unamortized debt issuance costs	950,386	1,015,159
	31,940,927	32,401,591
Less current portion	493,027	460,663
	\$ 31,447,900	\$ 31,940,928

In August 2017, the School entered into an agreement with Buffalo and Erie County Industrial Land Development Corporation (ILDC) to issue \$31,945,000 of tax exempt 2017A Series Bonds and \$1,955,000 taxable 2017B Series Bonds (collectively the Bonds) to finance the cost of a new school building and to refinance existing bank debt. The Bonds are secured by mortgage and security agreements granting the trustee a mortgage lien on and security interest in real and personal property as well as certain revenues, subject to permitted encumbrances. The Bonds are further secured by the reserve fund (Note 4). The Bond agreement contains restrictive covenants relative to debt service coverage and cash on hand.

Bond premium associated with the issuance of the Bonds is amortized as a reduction to interest expense over life of bonds. Unamortized bond premium is presented as an addition to the face amount of the Bonds payable. Amortization of the Series 2017 bond premium amounted to \$50,437 for the years ended June 30, 2023 and 2022.

Debt issuance costs are amortized as interest expense over the remaining term of the bonds. Amortization of debt issuance costs totaled \$64,773 for the years ended June 30, 2023 and 2022.

Aggregate maturities of net long-term debt subsequent to June 30, 2023 are:

2024	\$ 493,027
2025	518,501
2026	538,501
2027	558,501
2028	1,198,501
Thereafter	28,633,896
	\$ 31,940,927

6. Retirement Plans:

The School participates in the New York State Teachers' Retirement System (TRS) which is a cost-sharing multiple employer public employee retirement system. 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 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. The report may be obtained from TRS at www.nystrs.org.

No employee contribution is required for those whose service began prior to July 1976. TRS requires employee contributions of 3% of salary for the first 10 years of service for those employees who joined from July 1976 through December 2009. Participants whose service began on or after January 1, 2010 through March 31, 2012 are required to contribute 3.5% of compensation throughout their active membership in TRS. Participants whose service began on or after April 1, 2012 are required to contribute a percentage ranging from 3% to 6% each year, based on their level of compensation.

Pursuant to Article 11 of Education Law, rates are established annually by the New York State Teachers' Retirement Board at an actuarially determined rate. The rate is 10.29% of the annual covered payroll for the year ended June 30, 2023 and 9.80% for the year ended June 30, 2022. The required contributions to TRS were \$881,524 and \$838,584 for the years ended June 30, 2023 and 2022.

The School also maintains a 403(b) profit sharing plan covering essentially all full-time employees currently not eligible through TRS (as defined). The plan requires certain minimum employer contributions based on salaries and employee deferrals. Expenses related to this plan for the years ended June 30, 2023 and 2022 were \$12,348 and \$17,301.

7. Financial Assets Available for Operations:

The School obtains financial assets generally through enrollment fees and contributions. The financial assets are acquired throughout the year to help meet the School's cash needs for general expenditures.

The School's financial assets available within one year of the balance sheet date to meet cash needs for general expenditures consist of the following at June 30, 2023 and 2022:

	2023	2022
Cash	\$ 4,709,268	\$ 5,954,163
Receivables	2,351,185	2,262,975
	<u>\$ 7,060,453</u>	<u>\$ 8,217,138</u>

8. Contingencies:

In 2019, an audit by the Office of the New York State Comptroller determined the City School District had provided incorrect special education rates for over a decade. As a result, there is a dispute with the rate used for aid that passes through the City School District to the School for special education services.

The City School District recouped approximately \$782,000 in special education aid in the 2019-20 and 2020-21 school years through a reduction in the City School District's payments for enrollment fees earned by the School. To recover amounts withheld and pursuant to guidance, the School has submitted a State intercept to the New York State Education Department Commissioner and is following all administrative procedures to resolve the matter.

In 2021, the School received payment from the State for the 2019-20 school year recoupment for a total of approximately \$391,000. Management believes the School will receive the remaining funds through the State administrative procedure for the 2020-21 school year as well. Recoupment amounts outstanding are included in enrollment receivables (Note 2) and total \$391,000 and \$782,000 as of June 30, 2023 and 2022, respectively.

TAPESTRY CHARTER SCHOOL

Additional Information
Schedule of Expenditures of Federal Awards

For the year ended June 30, 2023

Federal Grantor/Pass-Through Grantor/Program Title	Assistance Listing Number	Grantor Number	Expenditures
<u>U.S. Department of Education</u>			
Passed through New York State Education Department:			
Title I Grants to Local Educational Agencies	84.010	0021-23-4045	\$ 516,916
Supporting Effective Instruction State Grants	84.367	0147-23-4045	59,987
Student Support and Academic Enrichment Program	84.424	0204-23-4045	36,350
Education Stabilization Fund:			
American Rescue Plan Elementary and Secondary School Emergency Relief Fund	84.425U	5880-21-4045	2,048,543 ²
Total U.S. Department of Education			<u>2,661,796</u>
<u>U.S. Department of Agriculture</u>			
Passed through New York State Education Department:			
Child Nutrition Cluster:			
School Breakfast Program	10.553	N/A	41,365 ¹
National School Lunch Program	10.555	N/A	<u>355,353 ¹</u>
			396,718
Pandemic EBT Administrative Costs	10.649	N/A	1,256
Passed through New York State Office of General Services:			
Child Nutrition Cluster:			
National School Lunch Program	10.555	N/A	<u>15,665 ¹</u>
Total U.S. Department of Agriculture			<u>413,639</u>
Total Expenditures of Federal Awards			<u>\$ 3,075,435</u>

¹ Total Child Nutrition Cluster - \$412,383

Notes to Schedule of Expenditures of Federal Awards

1. Summary of Significant Accounting Policies:

Basis of Presentation

The accompanying schedule of expenditures of federal awards (SEFA) presents the activity of all federal award programs administered by Tapestry Charter School (the School), an entity as defined in Note 1 to the School's financial statements. Federal awards received directly from federal agencies, as well as federal awards passed through from other governmental agencies, are included on the SEFA.

Basis of Accounting

The amounts reported as federal expenditures generally were obtained from the appropriate federal financial reports for the applicable programs and periods. The amounts reported in these federal financial reports are prepared from records maintained for each program, which are periodically reconciled with the School's financial reporting system. The federal expenditures are recorded on the accrual basis.

Indirect Costs

The School does not use the 10% de minimis indirect cost rate permitted by the Uniform Guidance.

Non-Monetary Federal Program

The School is the recipient of a federal award program that does not result in cash receipts or disbursements, termed "non-monetary program." During the year ended June 30, 2023, the School used \$15,665 worth of commodities under the National School Lunch Program (Assistance Listing Number 10.555).

INDEPENDENT AUDITORS' 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*

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 (the School), which comprise the balance sheet as of June 30, 2023, 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 20, 2023.

Report on Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered the School's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the 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 a 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 a 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 or significant deficiencies may exist that have not been identified.

Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free from 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 financial statements. 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 our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.



October 20, 2023

**INDEPENDENT AUDITORS' REPORT ON COMPLIANCE FOR EACH MAJOR FEDERAL PROGRAM AND ON
INTERNAL CONTROL OVER COMPLIANCE REQUIRED BY THE UNIFORM GUIDANCE**

The Board of Trustees
Tapestry Charter School

Report on Compliance for Each Major Federal Program

Opinion on Each Major Federal Program

We have audited Tapestry Charter School's (the School) compliance with the types of compliance requirements described in the *OMB Compliance Supplement* that could have a direct and material effect on each of the School's major federal programs for the year ended June 30, 2023. The School's major federal programs are identified in the summary of auditors' results section of the accompanying schedule of findings and questioned costs.

In our opinion, the School complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2023.

Basis for Opinion on Each Major Federal Program

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America (GAAS); the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States (*Government Auditing Standards*); and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Our responsibilities under those standards and the Uniform Guidance are further described in the Auditors' Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of the School and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion on compliance for each major federal program. Our audit does not provide a legal determination of the School's compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules and provisions of contracts or grant agreements applicable to the School's federal programs.

Auditors' Responsibilities for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on the School's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS, *Government Auditing Standards*, and the Uniform Guidance will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material, if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about the School's compliance with the requirements of each major federal program as a whole.

In performing an audit in accordance with GAAS, *Government Auditing Standards*, and the Uniform Guidance, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the School's compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.
- Obtain an understanding of the School's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

Report on Internal Control Over Compliance

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

Our consideration of internal control over compliance was for the limited purpose described in the Auditors' Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

[REDACTED]

October 20, 2023

Schedule of Findings and Questioned Costs

For the year ended June 30, 2023

Section I. Summary of Auditors' Results

Financial Statements

Type of auditors' report issued: *Unmodified*

Internal control over financial reporting:

- Material weakness(es) identified? No
- Significant deficiency(ies) identified? None reported

Noncompliance material to financial statements noted? No

Federal Awards

Internal control over major programs:

- Material weakness(es) identified? No
- Significant deficiency(ies) identified? None reported

Type of auditors' report issued on compliance for major programs: *Unmodified*

Any audit findings disclosed that are required to be reported in accordance with section 2 CFR 200.516(a)? No

Identification of major programs:

Name of Federal Program or Cluster	Assistance Listing Number	Amount
Education Stabilization Fund	84.425	<u>\$ 2,048,543</u>

Dollar threshold used to distinguish between type A and type B programs: \$750,000

Auditee qualified as low-risk auditee? Yes

Section II. Financial Statement Findings

No matters were reported.

Section III. Federal Award Findings and Questioned Costs

No matters were reported.

**Disclosure of Financial Interest by a Current
or Former Trustee**

Trustee Name:

Alfred Wright

Name of Charter School Education Corporation:

Tapestry Charter School

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

Chair

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

☒ Yes ☐ No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

My son is a Tapestry student and has not benefited from my participation on the board.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

☐ Yes ☒ No

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

☒ **None**

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 you

7. Identify each individual, business, corporation, union association, firm, partnership, 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) operated 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) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or 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, check **None**.

☐ **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
HealthNow, New York, dab Highmark BlueCross BlueShield of WNY	Provide health insurance to employees of education corporation	Unknown	Alfred Wright	My day to day duties do not include selling, monitoring, or regulation of services/ insurance provided to education corporations.

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. The personal contact information provided below will be redacted.

Business Telephone:

██████████1

Business Address:

████7 █████st █████e ████████, ████████, ████████2

E-mail Address:

████████████████████n

Home Telephone:

██████████1

Home Address:

████3 ██████████. ████████, ████████4

Signature

Date

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

last revised 04/2022

**Disclosure of Financial Interest by a Current
or Former Trustee**

Trustee Name:
Joshua Feinstein

Name of Charter School Education Corporation:
Tapestry Charter School

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).
Secretary

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

☐ Yes ☒ No

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

☒ **None**

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 you

7. Identify each individual, business, corporation, union association, firm, partnership, 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) operated 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) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or 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, check **None**.

☐ **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
Hodgson Russ	Legal Servicer	Unknown	Joshua Feinstein	I did to participate in any board action or decision making with respect to retaining our firm.

8

[REDACTED] b [REDACTED] r l [REDACTED] e [REDACTED] o [REDACTED], [REDACTED] Y [REDACTED] 2

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██████████7 ██████████d██████████e. ██████████o, ██████████Y ██████████2

Date

Page 5 of 5

**Disclosure of Financial Interest by a Current
or Former Trustee**

Trustee Name:

Luanne Firestone

Name of Charter School Education Corporation:

Tapestry Charter School

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

Vice-Chair

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

☒ Yes ☐ No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

My children are Tapestry students, and have not benefited from my participation on the board.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

☐ Yes ☒ No

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

☒ **None**

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 you

7. Identify each individual, business, corporation, union association, firm, partnership, 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) operated 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) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or 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, check **None**.

☒ **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

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. The personal contact information provided below will be redacted.

Business Telephone:

[REDACTED] 9

Business Address:

[REDACTED], NY [REDACTED] 3

E-mail Address:

[REDACTED] n

Home Telephone:

[REDACTED] 9

Home Address:

5 [REDACTED] n [REDACTED], NY [REDACTED] 3


Signature

09/01/2022

Date

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

last revised 04/2022

Disclosure of Financial Interest by a Current or Former Trustee
--

Trustee Name:

Patrick Lewis

Name of Charter School Education Corporation:

Tapestry Charter School

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).
Trustee

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

☒ Yes ☐ No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

My child is a Tapestry student, and has not benefited from my participation on the board.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

☐ Yes ☒ No

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

☒ **None**

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 you

7. Identify each individual, business, corporation, union association, firm, partnership, 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) operated 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) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or 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, check **None**.

☒ **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

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. The personal contact information provided below will be redacted.

Business Telephone:

██████████ 1

Business Address:

██████████ 0 ██████████ n ██████████ a ██████████, ██████████ Y ██████████ 2

E-mail Address:

██████████ n

Home Telephone:

██████████ 1

Home Address:

██████████ n ██████████ k ██████████ t, ██████████ Y ██████████ 6



Signature

09/01/2022

Date

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

last revised 04/2022

Disclosure of Financial Interest by a Current or Former Trustee
--

Trustee Name:

Elizabeth (Betsy) Anne Behrend

Name of Charter School Education Corporation:

Tapestry Charter School

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).
- Trustee

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

☐ Yes ☒ No

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

**None**

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 you

7. Identify each individual, business, corporation, union association, firm, partnership, 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) operated 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) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or 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, check **None**.

☒ **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

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. The personal contact information provided below will be redacted.

Business Telephone:

██████████3

Business Address:

████6 ████████n ████████e ████████, ████████, NY ████████8

E-mail Address:

██g

Home Telephone:

██████████3

Home Address:

████0 ██████████h ████████e. ████████, NY ████████6


Signature

09/01/2022

Date

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

last revised 04/2022

Disclosure of Financial Interest by a Current or Former Trustee
--

Trustee Name:
Jeremy Hazelton

Name of Charter School Education Corporation:
Tapestry Charter School

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).
Trustee

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

☒ Yes ☐ No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

My wife is a Kindergarten Teacher Partner.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

☒ Yes ☐ No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

Yes, my children attend Tapestry and have not benefited from my participation on the board.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

☐ Yes ☒ No

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

☒ **None**

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 you

7. Identify each individual, business, corporation, union association, firm, partnership, 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) operated 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) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or 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, check **None**.

☒ **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

Business Telephone:

8

1. In the [redacted], [redacted] Y [redacted] 2

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§ 87(2)(b) s § 87(2)(b), NY § 87(2)(b)

Date

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

Page 5 of 5

**Disclosure of Financial Interest by a Current
or Former Trustee**

Trustee Name:

Hilary Lochte, PhD

Name of Charter School Education Corporation:

Tapestry Charter School

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).
- Trustee

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

☐ Yes ☒ No

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

☒ **None**

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 you

7. Identify each individual, business, corporation, union association, firm, partnership, 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) operated 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) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or 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, check **None**.

☒ **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

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. The personal contact information provided below will be redacted.

Business Telephone:

██████████0

Business Address:

██████0 ████████d ████████, ████████, NY ████████2

E-mail Address:

██████████████████████u

Home Telephone:

██████████0

Home Address:

██████████in ████████. ████████, NY ████████2

Signature

████████████████████
00

09/01/2022

Date

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

last revised 04/2022

**Disclosure of Financial Interest by a Current
or Former Trustee**

Trustee Name:

Daniel Pyne

Name of Charter School Education Corporation:

Tapestry Charter School

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).
Trustee

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

☒ Yes ☐ No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

My daughter is a Tapestry student, and has not benefited from my participation on the board.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

☐ Yes ☒ No

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

☒ **None**

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 you

7. Identify each individual, business, corporation, union association, firm, partnership, 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) operated 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) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or 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, check **None**.

☒ **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

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. The personal contact information provided below will be redacted.

Business Telephone:

[REDACTED] 6

Business Address:

[REDACTED] 5 [REDACTED] n [REDACTED] t. [REDACTED], [REDACTED] Y [REDACTED] 3

E-mail Address:

[REDACTED] m

Home Telephone:

[REDACTED] 6

Home Address:

[REDACTED] 6 [REDACTED] d [REDACTED] e. [REDACTED], [REDACTED] Y [REDACTED] 2



Signature

09/01/2022

Date

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last revised 04/2022

**Disclosure of Financial Interest by a Current
or Former Trustee**

Trustee Name:

Daniel Robertson

Name of Charter School Education Corporation:

Tapestry Charter School

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).
Trustee

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

☐ Yes ☒ No

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

☒ **None**

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 you

7. Identify each individual, business, corporation, union association, firm, partnership, 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) operated 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) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or 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, check **None**.

☒ **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

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. The personal contact information provided below will be redacted.

Business Telephone:

[REDACTED] 31

Business Address:

[REDACTED] 6 [REDACTED] e [REDACTED], [REDACTED], NY [REDACTED] 8

E-mail Address:

[REDACTED] n

Home Telephone:

[REDACTED] 31

Home Address:

[REDACTED] 3 [REDACTED] e [REDACTED], NY [REDACTED] 6


Signature

09/01/2022

Date

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last revised 04/2022

Disclosure of Financial Interest by a Current or Former Trustee
--

Trustee Name:
Lindsey Dotson

Name of Charter School Education Corporation:
Tapestry Charter School

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).
Trustee

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

☐ Yes ☒ No

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

☒ **None**

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 you

7. Identify each individual, business, corporation, union association, firm, partnership, 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) operated 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) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or 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, check **None**.

☒ **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

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. The personal contact information provided below will be redacted.

Business Telephone:

██████████5

Business Address:

████5 ████████e ████████. ████████, ████████Y ████████2

E-mail Address:

██████████████████n

Home Telephone:

██████████5

Home Address:

████9 ████████nt ████████. ████████e, ████████Y ████████7

Signature

Date

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last revised 04/2022

TAPESTRY CHARTER LOWER SCHOOL | 2023-2024 CALENDAR

August

28-31 Professional development – No classes for students
31 K-4 Supply Drop off

AUGUST 23						
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		

Student days: 1*

September

1 NO SCHOOL for students & staff
4 Labor Day – NO SCHOOL
5 First Day of School
25 K-4 Picture Day
28 Back To School Night
 5:00-6:30pm

SEPTEMBER 23						
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

Student days: 19

October

6 K-12 Professional Development – NO SCHOOL
9 Indigenous People Day – NO SCHOOL

OCTOBER 23						
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				

Student days: 20

November

2 K-4 Picture Retake Day
10 Veterans Day Observed – NO SCHOOL
20 - 21 Student Led Conferences (K-12)
22 K-12 Professional Development – NO SCHOOL
22 - 24 Thanksgiving Break – NO SCHOOL

NOVEMBER 23						
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		

Student days: 19

December

8 End of Trimester I (K-4)
22-29 Winter break - NO SCHOOL

DECEMBER 23						
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						

Student days: 15

January

1- Winter Break NO SCHOOL
2 K-12 Professional Development – NO SCHOOL
15 M.L. King Jr Day – NO SCHOOL

JANUARY 24						
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			

Student days: 20

FEBRUARY 24						
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		

Student days: 15

February

15 K-12 Black History Month Celebration
19-23 February Break - No School
26 K-12 Professional Development - NO SCHOOL

MARCH 24						
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						

Student days: 18

March

15 K-12 Professional Development - NO SCHOOL
22 End of Trimester II (K-4)
27 & 28 Student Led Conferences (K-12)
29 Spring Break- NO SCHOOL

APRIL 24						
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				

Student days: 16

April

1-8 Spring Break - NO SCHOOL
10-11 Gr. 3-8 NYS PB ELA Testing

MAY 24						
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	

Student days: 21

May

7-8 Gr. 3-8 NYS PB Math Testing
17 K-8 only Professional Development - NO SCHOOL
24 NO SCHOOL - for students & staff
27 Memorial Day – NO SCHOOL

JUNE 24						
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						

Student days: 17

June

17 End of Trimester III (LS)
19 Juneteenth - NO SCHOOL
26 *Last Day of School - subject to revision

CALENDAR KEY	
	NO SCHOOL K-12
	Professional Development for staff – No classes for students
	Testing Day – Check scheduling
	Intensives
	Student Led Conferences
	Special Scheduling
	End of Marking Period



Issued: 5/30/2023

TAPESTRY CHARTER MIDDLE SCHOOL | 2023-2024 CALENDAR

August

22-23 NTO

28-31 Professional development – No classes for students

31 Meet Your Crew

AUGUST 23						
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		

Student days: 1*

September

1 NO SCHOOL for students & staff

4 Labor Day – NO SCHOOL

5 First Day of School for 5th grade ONLY

6 First Day of School for 6th grade ONLY (5th & 6th attend)

7 First Day of School for 7th & 8th grade (5th-8th attend)

21 Back to School Night (5th & 6th grade 4:00, 7th & 8th grade 5:30)

SEPTEMBER 23						
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

Student days: 19

October

6 K-12 PD day NO SCHOOL

9 Indigenous People Day – NO SCHOOL

OCTOBER 23						
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				

Student days: 20

November

3 End of first quarter (MS)

10 Veterans Day Observed – No School

20 - 21 SLCs for grades K-12 No Classes

22 Professional Development – K-12 NO SCHOOL

22 - 24 Thanksgiving Break – No School

NOVEMBER 23						
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		

Student days: 19

December

22-29 Winter break - NO SCHOOL

DECEMBER 23						
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						

Student days: 15

January

1- Winter Break NO SCHOOL

2 K-12 Professional Development – NO SCHOOL

15 M.L. King Jr Day – NO SCHOOL

19 End of Second Quarter (MS & HS)

JANUARY 24						
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			

Student days: 20

FEBRUARY 24						
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		

Student days: 15

February

15 K-12 Black History Month Celebration

16 PIRR Day

19-23 February Break - K-12 No School

26 K-12 PD Day NO SCHOOL

MARCH 24						
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						

Student days: 18

March

15 K-12 Professional Development - NO SCHOOL

22 End of Third Quarter (MS & HS)

27 & 28 K-12 SLCs no classes

29 Spring Break- NO SCHOOL

APRIL 24						
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				

Student days: 16

April

1-8 Spring Break -K-12 No School

10-11 Grds 3-8 NYS PB ELA Testing (Grades 6 & 7 ONLY)

MAY 24						
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	

Student days: 21

May

7-8 Grds 3-8 NYS PB Math Testing (Grades 6 & 7 ONLY)

10 PIRR Day

17 K-8 PD No school LS & MS ONLY

22 & 23 MS Intensives

24 NO SCHOOL

27 Memorial Day – K-12 NO SCHOOL

JUNE 24						
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						

Student days: 17

June

14 End of Fourth Quarter (MS)

13 Earth Science Practicum

19 Juneteenth - K-12 NO SCHOOL

26 *Last Day of School

CALENDAR KEY	
	NO SCHOOL K-12
	Professional Development for Staff – No classes for students
	Testing Day – check scheduling
	Intensives
	Student Led Conferences
	Special Scheduling
	End of Marking Period

NYS CB Testing Window ELA, Math & Science: April 8th-May 17th



TAPESTRY CHARTER HIGH SCHOOL | 2023-2024 CALENDAR

August

22-23 New Teacher Orientation
28-31 Professional development – No classes for students
31 9th Grade Orientation 4:00

AUGUST 23						
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		

Student days: 1*

September

1 NO school for students & staff
4 Labor Day – No School
5 First Day of School (9th Grade & Transfer Students only)
6 First Day of School (9-12th Grade)
13 10th, 11th, 12th Grade Back to School Night
27-29 DC Trip for 12th grade
29 Team Building 9-11

SEPTEMBER 23						
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

Student days: 19

October

6 Professional Development – K-12 No School
9 Indigenous People Day – No School
11 Picture Day
20 PSAT 11th grade; regular classes 9-12
23-Nov 3 In Class Interim Exams

OCTOBER 23						
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				

Student days: 20

November

9 End of 1st quarter
10 Veterans Day Observed – No School
15 Picture Retake Day
20 - 21 SLCs for grades K-12 No Classes
22 Professional Development – K-12 No School
22 - 24 Thanksgiving Break – No School

NOVEMBER 23						
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		

Student days: 18

December

22-29 Winter break - No School

DECEMBER 23						
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						

Student days: 15

January

1 NO SCHOOL
2 Professional Development – K-12 No School
15 M.L. King Jr Day – K-12 No School
8-19 In Class Interim Exams
19 End of Second Quarter
22 - 26 High School Regents & Interim Exams

JANUARY 24						
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			

Student days: 20

FEBRUARY 24						
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		

Student days: 15

February

15 K-12 Black History Month Celebration
19-23 February Break - K-12 No School
26 Professional Development – K-12 No School

MARCH 24						
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						

Student days: 17

March

15 K-12 Professional Development - No School
21 End of Third Quarter
22 SAT; no school 9,10,12
27 & 28 K-12 SLCs no classes
29 Spring Break- K-12 No Classes

APRIL 24						
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				

Student days: 16

April

1-8 Spring Break -K-12 No School
25-26 HS intensives

MAY 24						
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	

Student days: 21

May

16 Evening Passage Portfolios
17 Passage Portfolios & Senior Talks - No school for students in grades 9, 11
20 Start of senior summer school session 1 Seniors only
23 Prom
24 No School
27 Memorial Day – K-12 No School

JUNE 24						
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						

Student days: 16

June

4 Alg I first administration
12 End of Fourth Quarter
12 Last day for students
13 Earth Science Practicum
14-25 High School Regents Exams
19 Juneteenth - K-12 No School
26 Graduation 5pm

CALENDAR KEY	
	NO SCHOOL K-12
	Professional Development for Staff – No classes for students
	Testing Day – check scheduling
	Intensives
	Student Led Conferences
	Special Scheduling
	End of Marking Period





Tapestry Charter School

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

November 3, 2023

By Eric Klapper, Jennifer Pangborn,
Melissa Rivera, Lindsay Lee,
and Sara Hilligas

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2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Melissa Rivera, K-4 Principal, Lindsay Lee, 5-8 Principal, Sara Hilligas, 9-12 principal, Jennifer Pangborn, Chief Academic Officer, and Eric Klapper, Executive Director prepared this 2022-23 Accountability Progress Report on behalf of the charter school's board of trustees:

Trustee's Name	Office (e.g. chair, treasurer, secretary)	Committees (e.g. finance, executive)
Alfred J. Wright	Chair	Executive, Finance, Equality, Development, Governance
Luanne Firestone	Vice-Chair	Executive, Equity, Governance
Betsy Behrend	Trustee	Governance and Equity
Joshua Feinstein	Secretary	Executive, Equity, Governance
Shai Arnold	Trustee	Governance and Equity
Caroline Taggart	Trustee	Equity and Academic Strategic Planning
Patrick Lewis	Trustee	Development and Governance
Lindsey E. Dotson	Trustee	Development
Daniel Pyne	Treasurer	Finance
Daniel Robertson	Trustee	Equity and Governance
Taylor Hunter	Trustee	Equity
Dr. Hilary Lochte	Trustee	Equity and Academic Strategic Planning
Jeremy Hazelton	Trustee	Development
Javeena Edwards	Trustee	Equity and Finance

Eric Klapper has served as the Executive Director since 2016.

SCHOOL OVERVIEW

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.

Tapestry Charter School made its debut in 2001 as a K-4 school. Although it was initially a small intimate program for parents seeking a different schooling experience for their children, Tapestry has grown one grade per year until 2010 when we had completely expanded to a K-12 school. Our 2022-2023 school year enrollment of 1,108 students in grades K-12 reflects the demographics of the city of Buffalo, NY. 22% of our students are white, 53% are African American and 15% are Hispanic /Latino. 71% of our students come from economically disadvantaged families, and 14% receive special education services. As was discussed during our charter renewal in December 2020, we have worked to increase our ESL population from previous years. It is currently at 2% of our population, but we are working to make this reflective of the growing number of new immigrants in our city.

Tapestry prides itself on several key design elements, including rigorous real world learning, a school culture of caring, ongoing professional development and shared leadership. These key design elements are reflected in our annual work plans that we have been creating and modifying since 2014. Throughout the 2022-2023 school year, we have continued to modify each building's work plan and continue to create a cohesive K-12 experience for students.

The entire 2022-2023 school year was spent in an in-person model. Although school feels "back to normal" in many ways, we are fully aware of the deficits our students and families are now facing as a result of the pandemic. Our Director of Equity and Diversity helped us to better understand and reach the needs of all students and our teachers' plans were documented through unit and lesson plans that were checked on a daily basis by instructional coaches and administrators. In order to ensure equity of access among our students, we continued to provide students in need with one to one technology access.

We continued to follow the work plan goals that we created in the summer of 2021 that were aligned to the three dimensions of student achievement. These 3 dimensions are:

- Mastery of Skills and Knowledge
- Culture and Character
- High Quality Work

These pillars provided us with the framework around which we have worked to create a common vision and measure our progress, examine data and provide professional development to our staff. As a part of

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

our school work plans, we develop measurable goals and action steps to achieve these goals. These goals and action steps were communicated to all stakeholders and formed the foundation of our professional development.

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2020-21	80	80	80	78	78	88	88	87	88	87	87	79	78	1078
2021-22	88	87	77	81	79	88	88	88	87	88	88	77	80	1097
2022-23	86	87	87	77	83	90	86	88	86	88	88	85	76	1108

HIGH SCHOOL COHORTS

ACCOUNTABILITY COHORT

The state's Accountability Cohort consists specifically of students who are in their fourth year of high school after entering the 9th grade. For example, the 2019 state Accountability Cohort consists of students who entered the 9th grade anywhere sometime during the 2019-20 school year, were enrolled in the school on the state's annual enrollment-determination day (BEDS day) in the 2022-23 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 SIRS Manual for more details about cohort eligibility and acceptable exit reasons: <http://www.p12.nysed.gov/irs/sirs/ht>)

Fourth Year High School Accountability Cohorts					
Fourth Year Cohort	Year Entered 9 th 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 30th
2020-21	2017-18	2017	76	0	76
2021-22	2018-19	2018	79	0	79
2022-23	2019-20	2019	75	2	73

TOTAL COHORT FOR GRADUATION

Students are also included in the Total Cohort for Graduation (referred to as the Graduation Cohort, Total Graduation Cohort, or Total Cohort interchangeably throughout this report) based on the school year they first enter the 9th grade anywhere. The 2019 Total Cohort consists of all students, based on last enrollment record as of June 30, 2023, with a First Date of Entry into Grade 9 during the 2019-20 school year, regardless of their current grade level. The school may remove students from the Graduation

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Cohort if the school has discharged those students for an acceptable reason listed in the [SIRS manual](#), including but not limited to the following: 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 are deceased.

Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Still Enrolled on June 30 th of the Cohort's Fourth Year (a)	Number of Students Who Left the School but Were Not Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2020-21	2017-18	2017	75	3	78
2021-22	2018-19	2018	77	4	81
2022-23	2019-20	2019	74	1	75

Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Still Enrolled on June 30 th of the Cohort's Fifth Year (a)	Number of Students Who Left the School but Were Not Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2020-21	2016-17	2016	0	1	1
2021-22	2017-18	2017	0	0	0
2022-23	2018-19	2018	0	0	0

PROMOTION POLICY

At Tapestry our students must complete all of the prescribed courses according to NYS for a Regents or an Advanced Regents Diploma. This includes the following:

- 4 years of English
- 4 years of Social studies
- 3 years of Science
- 3 years of Math
- 1 year of foreign language

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- 1 full art credit
- 4 years of physical education
- 1 year of health

In addition to NYS's requirements for graduation we require our students to take the following:

- A fourth year of math
- A fourth year of science
- 4 years of Crew.

Students do have the option of opting out of a fourth year of math or science if they are opting into a course that is deemed more challenging and in line with their future plans.

Each year students complete their core classes and have the option to take elective courses. Our elective course offerings vary each year but have included:

- Say it Loud: Social Justice and Me
- Criminal Justice
- Sports Management
- Creative Writing
- World War II History
- Drawing and Painting
- Public Art
- Photoshop
- History of Hip Hop

In addition students are enrolled in co-requisite courses such as math lab as well as credit recovery courses such as Global tutorial.

GOAL 1: 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

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Percent of Students in First and Second Year Cohorts
Earning the Required Number of Credits in 2022-23

Cohort Designation	Number in Cohort during 2022-23	Percent promoted
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2021	85	91
2022	87	98

Graduation Goal Measure 2 - Leading Indicator

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

As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 for the most recent second year cohort schools should report the percentage of students who either passed or were exempted from at least three exams. In August of 2023, the 2021 Cohort will have completed its second year.

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

Cohort Designation	School Year	Number in Cohort	Percent Passing at Least Three Regents (including exemptions)
2019	2020-21	88	97
2020	2021-22	87	83
2021	2022-23	85	88

Graduation Goal Measures 3 & 4 - 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.

The school's graduation requirements appear in this document above the graduation goal.

Percent of Students in the Total Graduation Cohort who have Graduated After Four Years¹

Cohort Designation	School Year	Number in Cohort	Number who Graduated	Percent Graduating
2017	2020-21	78	75	96
2018	2021-22	81	74	91
2019	2022-23	75	70	93

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

¹ These data reflect August graduation rates. At a minimum, these students have passed or been exempted from five Regents exams required for high school graduation in ELA, mathematics, science, U.S. History, and Global History or met the requirements for the 4+1 pathway to graduation.

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Cohort Designation	School Year	Number in Cohort	Number who Graduated	Percent Graduating
2016	2020-21	78	96	96
2017	2021-22	78	78	100
2018	2022-23	81	73	90

Graduation Goal Measure 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 school district of comparison.

Percent of Students in the Total Graduation Cohort who Graduate in Four Years Compared to the District²

Cohort Designation	School Year	Charter School			School District	
		Number in Cohort	Number who Graduated	Percent Graduating	Number in Cohort	Percent Graduating
2017	2020-21	78	75	96	2291	78.5
2018	2021-22	81	74	91	2547	79
2019	2022-23	75	70	93	N/A	N/A

Graduation Goal Measure 6 - Absolute Measure

Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway (commonly referred to as the 4+1 pathway) will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year in the cohort.

Percentage of the 2019 Graduation Cohort Pathway Students Demonstrating Success by Exam Type³

Exam	Number of Graduation Cohort Members Tested (a)	Number Passing or Achieving Regents Equivalency (b)	Percentage Passing $=[(b)/(a)]*100$
Earth Science	1	1	100

² Given that district results for the current year are generally not available at this time, for purposes of this report schools should include the district's 2021-22 results as a temporary placeholder for the district's 2022-23 results.

³ As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 students planning to take a pathway examination during those cancelled dates would be exempted from the requirement. For purposes of this measure, only report results for students with valid scores for any pathway exam.

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Overall	1	1	100
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Pathway Exam Passing Rate by Fourth Year Accountability Cohort

Cohort Designation	School Year	Number in Cohort Tested	Percent Passing a Pathway Exam
2017	2020-21	N/A	N/A
2018	2021-22	N/A	N/A
2019	2022-23	1	100%

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

Tapestry Charter School has met all of its high school graduation goals. The total graduation cohort from Buffalo City School has not yet been released.

Type	Measure	Outcome
Leading Indicator	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.	YES
Leading Indicator	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.	YES
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate.	YES
Absolute	Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	YES
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 school district of comparison.	Not Enough Information
Absolute	Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year.	YES

EVALUATION OF THE GRADUATION GOAL

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While Tapestry Charter High School has always reached the majority of its graduation goals, this is the third year in a row that it has met all of its absolute and comparative graduation goals. Now that many COVID-19 Regents exemptions are phasing out, this is a testament to the hard work of our students and staff. Our students are gaining credits and passing Regents exams necessary to graduate on time. We are extremely proud that for yet another year we have maintained a graduation rate of above 90%.

Tapestry Charter School has successfully met both its leading indicators and absolute measures for the 2022-2023 school year. This means that we are on the right track with the programmatic shifts we are making and we will continue to grow in our academic culture. The action plan section below highlights how we will continue to push our staff and students towards academic excellence next year and in the future.

ADDITIONAL CONTEXT AND EVIDENCE

Our high school special education students are a subgroup that we continue to focus our efforts and attention on. This is the third year of our move to integrated co-teaching in the high school.

Implementation has not been without barriers. Given the complexity of a high school schedule we have needed to increase staffing in our special education department. This has proven difficult given the market for teachers. We have moved to more of a departmental role for our special education teachers, moving certified content area teachers into special education roles. Moving into the 23-24 school year we will have a science special education teacher, two social studies special education teachers and two math special education teachers. While these teachers are often lacking the special education background they have the content area background to work with students. We have differentiated our weekly professional development in order to support all teachers but with specific PD focused on special education and co-teaching.

ACTION PLAN

For the last two years NYS has allowed for students to pass Regents exams with a score of 50 with a passing grade in the class coded as a SA. At the close of the 2022-2023 school year we saw growth in our passing rates in our students but primarily through the SA passing rate. Below you will find the data as of June 2023 for the 5 required NYS exams and the correlation to student growth measure on their HMH testing.

	HMH Reading on or	HMH Math on or above grade level	Living Environment	Living Environment SA	Algebra	Algebra SA	Global 10	Global 10 SA	English	English SA	US History	US History SA
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	above grade level											
9th Grade	24.50 %	55.40 %	50%	76.83 %	42.68 %	74.39 %						
10th Grade	31.30 %	58.60 %					86.05 %	52.33 %				
11th Grade	20.30 %	56.40 %							48.78 %	73.17 %	45.21 %	79.45 %

In each of our cohorts we are still very much feeling the effects of the pandemic in different ways. One area in which we have continued to notice a gap in the expected skills of students entering into high school is in math. The skills expected upon entering high school have shifted in recent years. Given the needs of students as well we will be offering six sections of Algebra next year, 6 sections of Algebra will allow for smaller sections of classes as well as the space for students who are repeating Algebra. Two-three of these sections will be co-taught by a certified math special education teacher.

In addition we have reworked our 9th grade schedule to allow for students to receive either additional support or extension. 9th grade students have the option of being enrolled in literacy intervention, math lab, honors, or an elective of their choosing. This will allow us to support students from their earliest grade level before we see gaps persist.

While the SA has supported students on the heels of the pandemic in achieving the pass rates necessary for graduating high school, there are still skill gaps that need to be addressed. By ensuring students are receiving the support they need early on in their high school career we can continue to focus on the goals of high school graduation and college and career readiness.

GOAL 2: 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.

At Tapestry, college prep starts in the ninth grade through our Student Led Conference process that focuses on college, career and citizenship. Students spend their first three years of high school exploring who they are as a learner and what interests them in their future. During their junior year all students were enrolled in Junior Seminar which is a dual enrollment course that explores college and career readiness skills. This class helps students examine their strengths and weaknesses, prepare for college level work, practice for the SAT and begin their career exploration.

In student's senior year they are enrolled in Senior Seminar which is individual time with their guidance counselor to prepare college applications, learn about financial aid and have someone to walk them through the entire college acceptance process.

In addition we hold two family nights specifically for the college prep process: a SAY YES scholarship night and a financial aid night. Those presentations are recorded so all families have access to them. We also partner with FAFSA and have a representative available to students and families.

This year we did bring back some college visits and held our in person college consortium which is a well attended event from regional schools.

In recent years we have noticed a trend towards more students choosing to explore career options and less wanting to enroll in post-secondary institutions. This is a national trend that has affected our students as well. As a school community our goal is to prepare our students to be successful in any field they choose. As we look to strengthen our program we continue to explore ways to ensure students are well prepared as citizens when they leave our doors. We will continue to find ways to engage students in the college preparation process while also exploring career fields and opportunities for students.

Over the course of the last seven years we have increased the number of dual enrollment and AP courses we have been offering at Tapestry. We currently partner with Buffalo State College, Erie Community College and this year we will partner with Canisius College to offer dual enrollment courses for our students. Traditionally dual enrollment courses have been offered at the highest level in different subject areas for students who are college bound. These courses would include calculus, Spanish 5 and college level humanities. Over the last two years we have focused on building out of our offerings of dual enrollment courses offered in order to effectively challenge all of our students and offer the opportunity for every student to engage with a dual enrollment course. Each year we attempt to offer 10 dual enrollment or AP courses to our students. During the 2022-2023 school year we offered:

- AP Biology
- Humanities 100
- Western Civilizations
- Spanish 4
- Spanish 5
- Algebra 2
- Pre-Calculus

- Calculus
- **Math in the Real World
- Junior Seminar

**Math in the Real World was an important addition to our course offerings as it allowed for all seniors to take a college level math course in their final year of high school either by taking pre-calculus, calculus or math in the real world which is an algebra based course focused on real world applications and problem based learning.

For the 2023-2024 school year we will not be offering Junior Seminar but will be adding:

- AP Physics
- Weight Lifting
- Yoga and Meditation
- World War II History

It is important to note that we engaged in a grant this year and worked with Equal Opportunity Schools to examine our higher level course offerings and accessibility. While we have expanded our AP course by adding physics, as an organization we feel that dual enrollment courses are a more equitable approach to higher course offerings for our students. Our students are taking these courses often for free or at a drastically reduced cost. AP courses require a fee and are contingent upon a specific score that measures their success in that course. By offering a robust offering of dual credit courses all students have the option of earning college credit before graduating high school.

In addition it is critical that we ensure enrollment in our AP and dual enrollment courses matches our overall school enrollment. We carefully track this demographic data and continue to increase our outreach to students to ensure all students are taking advantage of the most challenging courses we have to offer.

Demographic Data of 2022-2023 Dual Enrollment/AP courses:

Male	Female	Asian	Black	Hispanic	White	Free/Reduced Lunch
44.70%	55%	7%	60%	5%	25%	64%

College Preparation Goal Measure 1 - Absolute

Each year, 75 percent of graduating students will demonstrate their preparation for college by at least one or some combination of the following indicators:

- Passing an Advanced Placement ("AP") exam with a score of 3 or higher;

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- Earning a score of 4 or higher on an International Baccalaureate (“IB”) exam;
- Passing a College Level Examination Program (“CLEP”) exam;
- Passing a college level course offered at a college or university or through a school partnership with a college or university;
- Achieving the college and career readiness benchmark on the SAT;
- Earning a Regents diploma with advanced designation; or,
- A different school-created indicator approved by the Institute.

Percentage of the 2019 Total Cohort Graduates Demonstrating College Preparation by Indicator⁴

Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
Advanced Placement Course	19	4	6
Passing a College Level Course	70	52	74
Advanced Regents Diploma	70	26	37
SAT CCR Benchmark	41	9	13
Overall	70	53	75

College Preparation Goal Measure 2 - Absolute

Each year, the College, Career, and Civic Readiness Index (“CCCRI”) for the school’s Total Cohort will exceed the Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

Schools are not required to report attainment of this measure for 2022-23. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information from the NYSED.

College Preparation Goal Measure 3 - Comparative

⁴ Schools use any method listed above, or any combination thereof, to demonstrate that at least 75 percent of graduates are prepared to engage in rigorous college level coursework. The school should select only those methods listed here that it uses to demonstrate the college readiness of its students and eliminate those that it will not. For instance, high schools that do not deliver an IB Program as part of their high school design do not report on the IB option.

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Each year, the school's CCCRI for the Total Cohort will exceed that of the district of comparison's Total Cohort.

Schools are not required to report attainment of this measure for 2022-23. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information from the NYSED.

College Preparation Goal Measure 4 - Absolute

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

Matriculation Rate of Graduates by Year⁵

Cohort	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year (b)	Matriculation Rate =[(b)/(a)]*100
2017	2020-21	75	40	53
2018	2021-22	78	35	45
2019	2022-23	N/A	N/A	N/A

SUMMARY OF THE COLLEGE PREPARATION GOAL

Tapestry Charter School met its college preparation goal for the 22-23 school year. There is not enough information available at this time in the year to determine if 75% of students will matriculate into college the year after graduation.

Type	Measure	Outcome
Absolute	Each year, 75 percent of graduating students will demonstrate their preparation for college by one or more possible indicators of college readiness.	YES
Absolute	Each year, the CCCRI for the school's Total Cohort will exceed that year's state MIP set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the school's CCCRI for the Total Cohort will exceed that of the district's Total Cohort.	N/A

⁵ Schools should update and confirm data for Cohorts prior to 2022-23 and provide preliminary matriculation data for 2019 Cohort. It may be necessary for schools to provide updated data to the Institute when National Student Clearinghouse or other data sources become available later in the school year

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Absolute	Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.	Not enough information
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EVALUATION OF THE COLLEGE PREPARATION GOAL

Tapestry was successful with one of two of its absolute goals for the 2021-2022 school year. This is largely due to the fact that Tapestry has worked diligently to offer rigorous coursework to prepare students for college. We ensure that our students take junior and senior seminar courses that are specifically designed to prepare students for college. We offer both the PSAT and SAT during the school day to eliminate barriers our students have in regards to time and transportation. 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 support that we offer to them through our special education and literacy teachers.

ADDITIONAL CONTEXT AND EVIDENCE

The percentage of graduates enrolled in college for the 2019 cohort is not yet available. We anticipate that the matriculation rate for the 2019 cohort will be available in November or December 2023.

During the 2015-2016 school year, the commercially purchased Naviance program was used to track students' enrollment in college through the National Student Clearinghouse. We use this program to track our students' enrollment in college. We met or exceeded the measure of 75% or more students matriculating in 2 or 4 year schools for both the 2014 and 2015 cohorts. We dropped for the 2016 and 2017 cohorts due to the pandemic.

ACTION PLAN

When we review our data there is an obvious gap between the performance of our special education students and our general education students. Our special education students are not enrolling in advanced courses or earning advanced regents diplomas at the rate in which our general education students are. We are in our third year of an integrated co-teaching model and our professional development this year will be focused specifically on progress monitoring and co-teaching methods in order to increase the performance of our special education students and increase opportunities.

GOAL 3: ENGLISH LANGUAGE ARTS

BACKGROUND

Background for Grades K-4

For the 2022-2023 school year, we implemented our new curriculum, the EL Education Modules. Teachers were committed this year to ensuring the new curriculum and its assessments were implemented with integrity. Every grade level team spent many hours working with our instructional coaches and EL consultant on unpacking assessments, lesson planning, analyzing assessment data, and differentiating instruction.

In addition to the new ELA curriculum, grades K-2 implemented From Phonics to Reading to target specific phonics skills needed to become proficient in reading and writing. The program showed much growth for our K-2 student population and we will continue utilizing the 30-minute (stand-alone) block to continue working towards having all K-2 students on grade level.

To ensure our students had opportunities to work with phonics, we built a 30-minute Phonics block into our daily schedule for grades K-2. Teachers use the research-based From Phonics to Reading program, as a whole group lesson. This program provides students with scaffolded lessons on blending, and decoding, while also giving teachers important data to drive their small-group instruction, while progress monitoring throughout the year.

All of the data tracked through the CBM, EL Modules and the phonics brought valuable data points to RtI.

Background for Grades 5-8

For the 2022-23 school year, Tapestry continued with 100% in-person instruction. EL Modules were used for 5-8th Grade ELA curriculum. All ELA teachers used three (of four) modules, each of which culminated in a high quality writing piece. Teachers developed a high quality work process that provided students with models and rubrics and provided a continuous cycle of feedback. For grades 6-8, the third module was used as the springboard for a cross-curricular learning expedition during the last quarter of the school year. The change in 5th-7th grade ELA structure from 1 to 2 periods a day ensured that all students received an additional literacy class every other day. Depending on reading ability, students either received small group Tier 3 instruction with a Literacy Specialist or Tier 1/2 instruction with the General Education (ELA) teacher.

Throughout the year, the ELA Consultant coach and Tapestry Instructional Coach met with the ELA and Literacy teachers to facilitate lesson development and support teachers through coaching cycles. There was a focus on creating a culture of writing through the Writing Initiative professional development (writing to learn; learning to write). Teachers continued to use eDoctrina for summative assessments, allowing data analysis to take place frequently. All grade-level ELA teachers used the Winter Interim to target areas of weakness for focused instruction leading up to the State exams.

Background for Grades 9-12

During the 2023-2024 school year we faced significant barriers in our ELA department. Early in the school year our 11th grade ELA teacher left for medical reasons. We were able to internally shuffle the department, putting a second year teacher in the ELA role and moving a teaching partner into the 9th grade ELA role. We had a vetted and strong ELA curriculum in place for our 9th grade students and that teacher found much success with coaching and support. Our 11th grade teacher struggled with building relationships and managing the classroom environment. In March he decided to pursue another career. Given the timeline and the importance of that 11th grade year we did not externally fill the posting but rather had our 12th grade ELA teacher and our honors teacher take on the sections.

Given the turnover in 11th grade and the challenges that cohort has faced academically the students performed well but the turnover shed light on an issue we had been struggling with for years: the need for a vetted and consistent 9-11 grade ELA curriculum. After careful investigation into existing curriculums (Engage NY, New Visions), none felt that it completely fit the rigor, accessibility, and engagement that we were looking for. We contracted with Deb Lindsay, from EL Education, to work with our teachers to align and redesign our English curriculum. In addition we will be working with Deb to provide professional development to all of our teachers on high leverage close reading strategies. This feels monumental in that it is now aligned K-12 for our students.

ELEMENTARY AND MIDDLE ELA

The tables below summarize the participation information for this year's test administration as well as the performance of all students and students enrolled for at least two years.

2022-23 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested						Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	
3	71	0	8	1	0	0	0	79
4	77	0	5	0	0	0	0	82
5	76	0	11	3	0	0	0	86
6	76	0	11	3	0	0	0	87
7	54	0	22	3	0	0	0	76
8	83	0	4	2	0	0	0	87
All	437	0	61	12	0	0	0	498

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Performance on 2022 23 State English Language Arts Exam By All Students and Students Enrolled in At Least Their Second Year⁶

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	71	23	32	64	21	33
4	77	27	35	66	25	38
5	76	27	36	63	21	33
6	76	37	49	71	35	49
7	54	24	44	46	19	41
8	83	44	53	78	41	52
All	437	178	41	388	162	42

ELA Measure 2 - Absolute

Each year, the school's aggregate Performance Index ("PI") on the State English language arts exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

Schools are not required to report attainment of this measure for 2022-23. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information from the NYSED.

ELA Measure 3 - 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 all students in the same tested grades in the school district of comparison.

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. 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.⁷

Retrieved from: <https://data.nysed.gov/essa.php?instid=800000052968&year=2022&createreport=1&38ELA=1>

2022 23 State English Language Arts Exam Charter School and District Performance by Grade Level

⁶ Students are considered "enrolled in at least their second year" if they were enrolled on BEDS day of the school year prior to the most recent exam administration.

⁷ Schools can access these data when the NYSED releases its database containing grade level ELA and mathematics results for all schools and districts statewide. The NYSED announces the releases of these data [here](#).

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students *This is 2021-2022 Data	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	33	64	24	1962
4	38	66	19	1912
5	33	63	16	1735
6	49	71	36	1860
7	41	46	22	1877
8	52	78	28	1746
All	42	388	24	11092

ELA Measure 4 - 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 meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

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 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 target for this measure. Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2022-23 analysis is not yet available. This report contains 2021-22 results.⁸

2021 22 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4 ⁹		Effect Size
		Actual	Predicted	
3	71.6	30.3	40.2	-0.52
4	75.9	20.3	33.3	-0.75
5	71.6	17.7	31.7	-0.87
6	63.6	48.6	54.8	-0.37
7	69.3	29.0	43.4	-0.78

⁸ These data can be found in the school's Accountability Summary provided by the Institute in spring 2023.

⁹ Typically, the Institute uses schools' mean scale scores (when available) to calculate the comparative performance analysis. Due to the late availability of the 2021-22 mean scale scores, the Institute formally reported out the analysis using proficiency rates. The Institute will retroactively send schools the 2021-22 comparative performance analysis using mean scale scores in fall 2023.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4 ⁹		Effect Size
		Actual	Predicted	
8	79.3	51.3	43.1	0.44
All	72.0	33.0	41.0	-0.46

ELA Measure 5 - 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 target of 50.

Given the timing of the state's release of Growth Model data, the 2022-23 analysis is not yet available. As such, schools are not required to report on this measure for 2022-23. The Institute will calculate and report out results to schools pending availability of the data.

ELA INTERNAL EXAM RESULTS

During 2022-23, in addition to the New York State 3rd– 8th grade exams, the school primarily used the following assessment to measure student growth and achievement in ELA: NWEA MAPS Assessment

Grades K-4 Internal Exam Results

We continued to use our NWEA assessment (Northwest Evaluation Association) to track student progress and growth while also using the data for intervention and reteaching. Our work plan goal is to have 60% of our students show growth from Fall to Spring. This year our 1st-4th grade students achieved 49.2% growth within ELA. While we have not met our yearly goal for the 2022-2023 school year our students improved overall by 7.5% from the previous year.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Classroom	Reading
Beal	68.8%
McNamara	43.8%
Sellitto	42.9%
Ciotuszynski	30.0%
Knapp	56.3%
Coleman	27.3%
Burhans	35.3%
Lucas	71.4%
Abramo	58.3%
Chilson	55.0%
Moore	28.6%
Becker	45.0%
Callanan	60.0%
Mayham	66.7%
TOTAL	49.2%

Grades 5-8 Internal Exam Results

Prior to the 2022-23 school year, ELA teachers created their own Interim Assessment. Analyses of test results last year shed light on inconsistent practices. For the 2022-23 school year, the instructional coach created all interim assessments for grades 5-8 ELA using state testing calibration for text complexity and question stems for evaluating mastery of standard. The chart below indicates the percentage of students who demonstrated proficiency (equivalent to a 3 or 4 on the state test) on the three interim assessments over the course of the school year. Additionally, using NWEA's published "MAP Growth Cut Scores for NYSTP Proficiency", we have tracked the anticipated percentage of students who will receive a 3 or 4 on the state test based on their NWEA scores over the course of the school year.

Whole School		5	6	7	8	MS
MKS	"Standardized" Test Proficiency					
	'22 State Test	20.0%	18.0%	49.0%	29.0%	29.0%
	Fall Interim	31.3%	38.3%	21.6%	33.3%	31.1%
	Winter Interim	25.6%	34.9%	32.9%	30.2%	30.9%
	Final Exam	36.5%	50.6%	51.4%	31.0%	42.0%
	NWEA READING overall					
	BOY	22.5%	20.7%	20.7%	25.0%	22.2%
	MOY	23.5%	27.6%	29.6%	27.3%	27.2%
	EOY	25.6%	40.0%	35.1%	29.9%	29.5%

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Since this is the first year that students have been tracked in this manner, it is difficult to say if the resulting trends are a reliable predictor of how the student body will perform on the state assessment. Once state test results are released, a comparison can be made. What the interim assessments did provide was a way to shed light on trends regarding mastery of standards, test taking strategies, and gaps in writing structures.

NWEA MAPS assessments continue to be used to determine students' achievement and growth in reading. In the past, all students took the assessment at the same time regardless of which content class they were in. This year, students took the assessment while they were in their ELA class after reviewing prior test results and setting personal goals. This change was instituted at the request of ELA teachers who felt students would be more focused and "bought into" the assessment. Student attitude about the test and the test results themselves were encouraging. Results are summarized in the chart below.

NWEA READING SCORES		5th Grade	6th Grade	7th Grade	8th Grade	Middle School
Fall to Spring Growth						
Percentage of Students Who Met or Exceeded Their Growth Goal		63.2%	65.0%	76.1%	72.6%	69.1%
Spring to Spring Growth						
Percentage of Students Who Met or Exceeded Their Growth Goal		42.6%	61.1%	70.6%	73.8%	63.0%
% of projected growth met		117%	140%	162%	206%	
Average RIT Score Growth (Fall to Spring)						
Grade Level		6.8	7.1	9.2	7.0	
Tier 1 & 2		6.4	8.4	8.5	6.2	
Tier 3		8.4	4.8	10.4	12.5	
Reading Growth Norm* Fall-Spring		6.5	5.19	4.16	3.65	
Median Percentile		students who attended Tapestry Spring '22 through Spring '23				
Previous Spring ('22)		40	40	38	35	
Fall		37	41	29	40	
Winter		41	47	44	43	
Spring ('23)		40	46	50	45	

Note that NWEA has observed a decline in student achievement in recent years, as well as lower growth norms. This is consistent with declines reported on the National Assessment of Educational Progress. Considering the reported national trends, this year's growth in reading scores across the middle school is

remarkable. It will be important to analyze whether or not student growth translates into higher state test scores.

Science, Humanities, and ELA teachers shared ideas and protocols around improving writing and tracked “case study” students’ writing over the course of the year. The 8th grade team in particular made a concerted effort created a “culture of writing” and to use the language and tools across content areas when it came to both short and extended writing pieces. The 8th grade student surveys uncovered the following:

- In the Winter, 26 students stated that they agreed or strongly agreed that they have positive feelings about writing. In the Spring, 49 students stated that they agreed or strongly agreed that they have positive feelings about writing.
- In the Winter, 61.5% of students applied writing strategies learned in ELA to other classes. By Spring, the percentage went up to 77.1%.

SUMMARY OF THE ELA GOAL

Overall, Tapestry did not meet its absolute goal of 75% of all tested students in their second year performing at proficiency on the NYS English Language Arts exam for grades 3-8. There is no data available to substantiate the other measures. Tapestry did not exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above, but this was based on 21-22 data so is not indicative of this year’s performance.

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.	NO
Absolute	Each year, the school’s aggregate PI on the state’s English language arts exam will meet that year’s state MIP as set forth in the state’s ESSA accountability system.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the school district of comparison.	Data not Available
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 meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	NO

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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 target of 50.	N/A
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EVALUATION OF ELA GOAL

Tapestry fell short of expectations in regards to the absolute and comparative measures available. However, we have shown remarkable growth when compared to our 21-22 data as show in the table below:

Grade Level	21-22 SY Percent Proficient 2+ Years	22-23 SY Percent Proficient 2+ Years	Growth
Grade 3	32.3	33	+0.7
Grade 4	16.4	38	+21.6
Grade 5	10.5	33	+22.5
Grade 6	16.1	49	+32.9
Grade 7	16.1	41	+24.9
Grade 8	15.7	52	+36.3
All	18.2	42	+23.8

ADDITIONAL CONTEXT AND EVIDENCE

Narrative discussing any concerns the school may have regarding the data reported above and the school's attempts to mitigate those concerns. For example, schools should describe any barriers to achieving high participation rates, unexpected challenges arising from the administration, etc. The school should also supplement the information above with additional quantitative evidence from other types of academic assessments or evidence capturing the results of co-academic interventions. **Schools with Accountability Plans that contain additional measures or conditions on renewal under the Elementary/Middle ELA goal should report those results here.**

Over the next year we plan to extend our Implementation Plan for the EL Education 3-8 modules into year two for K-4. We have drafted the scope of work for the 23-24 school year: [Tapestry Lower School Proposal for Services_2023-2024](#). With this scope of work in place we are confident that along with the walk-throughs there will be an emphasis on a second year of strong implementation for K-4 teachers. This year we are being mindful of the turnover that we have seen in grades 3 & 4 (testing grades) and ensuring that they all have access, professional development and ongoing support from instructional coaches. We will continue to use our current diagnostic assessments, NWEA benchmarking and pairing this with our pre, mid and end of mod curriculum based measures.

Additional Context Grade 5-8

The Writing Initiative that was started last year will continue in 2023-24. The action plan is to have the 8th grade teachers and instructional coach support teachers in their efforts to create a culture of writing and use common language and tools across grade levels and departments. Students will be surveyed about their perspectives about writing at two different points over the course of the year to see how attitudes and beliefs have changed and student work will be analyzed to look for trends. Teachers will continue to collaborate with one another, by department and by grade level team, to share ideas, protocols, and strategies that help students become deeply engaged in writing. This will then be used when analyzing the data from the 23-24 NYS Tests, specifically on constructed responses. In year two of this initiative we plan to implement across the 5-8: [Writing Initiative Kickoff](#).

ELA ACTION PLAN

Grades K-4 Action Plan

In the 2022-23 school year Tapestry worked with an outside EL Education consultant and our own ELA instructional coach to implement the EL Education ELA Modules. After two years of rigorous vetting of curricula and program and taking this through an equity audit and ensuring we chose a program that was aligned to science of reading, AND brought joy to both students and teachers, the implementation of year one was strong. The scope of work for year one is outlined here: [Tapestry Lower School_Proposal for Services_2022-2023](#).

The implementation of this program also afforded a 30 minute stand along phonics block using Phonics to Reading for the second year for K-3 students. Within both blocks we knew that data collection, tracking and analyzing would be critical. Therefore, we worked with our consultant to build out data trackers for each teacher that were based upon standards that aligned to our report cards for accuracy and alignment of the program. The [EL Module Assessments](#) can be found here. Much of the professional development and week to week coaching centered around the implementation and unpacking of the new curricula.

Grades 5-8 Action Plan

An attempt to “standardize” interim assessments was made last year. Once state test results are published, an analysis will be done and potential adjustments to interim assessments will be made. Additionally, with the move by the state to computer-based testing (5th and 8th grade in 2023-24), interim assessments will begin to be administered through eDoctrina. The instructional coaches will be

working with the 5th and 8th grade teachers in particular to identify areas of weakness in the student population when it comes to online assessments, and to develop strategies for students to use.

ELA teachers continue to use the EL ELA Modules. The instructional coach will be working with teachers to be intentional in *how* instruction is provided, with a focus on rigor (probing questions, strategic scaffolding, student reflection). Our ELA consultant will be spending time with teachers to: 1) provide professional training around high impact instructions and 2) look at data from summative assessments to inform instruction.

The 5th-7th grade ELA structure continues with a double block of ELA every other day, and 1 block of ELA/1 block of Literacy on the opposite day. Based on the reading comprehension growth we witnessed this year, we feel that the shift to this structure has been successful, as it ensured that teachers have time to address foundational comprehension, decoding, and vocabulary skills. The focus with literacy in 2023-2024 is on Tier 2 instruction. Teachers will be providing guided reading instruction during the literacy block to students who need some additional support. 8th grade students who need Tier 3 literacy support will receive it every other day opposite their Spanish class.

HIGH SCHOOL ELA

High School ELA Measure 1 - Absolute

Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.¹⁰

Percent Scoring at Least Level 4 on Regents English Common Core Exam
by Fourth Year Accountability Cohort¹¹

¹⁰ Cohort Regents attainment in all subjects is based on students' highest score regardless of the number of times a student sat for the exam.

¹¹ Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 some students in the 2017, 2018, and 2019 Cohorts who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 4 among the students who sat for the exam.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2017	2020-21	76	75	0	0
2018	2021-22	79	79	0	0
2019	2022-23	74	0	26	35

High School ELA Measure 2 - Absolute

Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

Percent Scoring at Least Level 3 on Regents English Common Core Exam by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2017	2020-21	76	75	1	100
2018	2021-22	74	0	55	74
2019	2022-23	74	0	55	74

High School ELA Measure 3 - Absolute

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Each year, the Performance Index ("PI") on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state's Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

The Institute does not require charters to report on this measure for 2022-23

High School ELA Measure 4 - Comparative

Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

The Institute does not require charters to report on this measure for 2022-23

High School ELA Measure 5 - Comparative

Each year, the percent of students in the high school Total Cohort at least partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.

The Institute does not require charters to report on this measure for 2022-23

High School ELA Measure 6 - Comparative

Each year, the Performance Index ("PI") in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.

The Institute does not require charters to report on this measure for 2022-23

High School ELA Measure 7 - Growth

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will meet the college and career readiness standard (currently scoring at Performance Level 4 and 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.

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 the college and career readiness standard.

Percent Achieving at Least Performance Level 4 on Common Core exam among Students
Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2017	2020-21	49	49	N/A	N/A
2018	2021-22	46	77	N/A	N/A
2019	2022-23	39	0	10	26

High School ELA Measure 8 - Growth

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

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.

Percent Achieving at Least Performance Level 3 on Common Core exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2017	2020-21	49	49	N/A	N/A
2018	2021-22	46	79	N/A	N/A
2019	2022-23	39	0	26	67

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

Tapestry Charter School did not meet any of its High School English Language Arts goals.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	NO
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at	NO

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

	or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	
Absolute	Each year, the Performance Index (PI) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	NO
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	NO

EVALUATION OF HIGH SCHOOL ELA GOAL

While Tapestry did not meet its high school ELA goals, we were closest on the following measures:

Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.
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Tapestry had 74% of its students meet the performance level 3. Five more students would have had to perform at this level for Tapestry to meet this benchmark.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.
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Tapestry had 67% of its students meet the performance level 3. Six more students would have had to perform at this level for Tapestry to meet this benchmark.

ADDITIONAL CONTEXT AND EVIDENCE

At Tapestry High School we have students who are reading well above and well below grade level. We have students who are reading to learn and we have students who are still struggling with learning to read on a high school level. We have literacy intervention classes for students in grades 10-12 and next year we have reworked the schedule to add literacy intervention in 9th as well. We recently purchased Ascend Smarter curriculum to work with our struggling readers. This was our first year using the program but our literacy specialist feels optimistic that it will support our most struggling of readers.

ACTION PLAN

This year we made the programmatic decision to switch our nationally normed reading and math assessments to the HMH assessment measure. While the NWEA provides detailed information it was not always the reports our teachers needed to accurately track growth and achievement. In our first year of administration we found that the HMH reports, in particular for ELA, were easily accessible to teachers. In addition, the test itself was a much more meaningful and manageable assessment for students to complete which in turn meant that our students were putting effort into the assessment and cared about seeing growth in their scores.

The majority of our students grew during the course of the school year however not all of our students met their growth goal as indicated by the HMH. Recognizing the significant impact that reading has on all aspects of a students schooling experience reinforces the importance of a strong curriculum and consistent strategies that allow for deeper learning and comprehension.

Course	Number of Students Tested	Percent who met goal indicated by HMH	Percent who grew from previous test
ELA 9	86	53.49%	66.28%
ELA 10	83	53.16%	47.56%

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ELA 11	75	49.25%	62.69%
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In addition to the HMH growth measure our teachers engage in interim analysis twice a year. Much of our work over the last three years has been around alignment of assessments of standards and state tests. With the turnover of our ELA teacher we saw only a weak correlation between the interim exam and the final results on Regents exams:

Course	Passing Percentage Oct	Passing Percentage Jan	Percent Passing >65	Percent Passing >50	
ELA 11	N/A	31% not curved (full exam)	48.78%	73.17%	weak correlation

Moving into the 2023-2024 school year we will continue to differentiate our weekly professional development, with specific professional development for our new teachers in years 1-3. For our veteran teachers we will engage them in three professional learning cycles where they will explore an inquiry question as it pertains to deeper learning and critical thinking. Teachers will opt in to the area that best fits the goals they have for their students. These three areas of exploration are below:

Academic Writing (need criteria to judge this)	Grappling to Transfer Knowledge	Explaining & Justifying Answers (need criteria)
<p>Teacher Goal to:</p> <ul style="list-style-type: none"> • My students would be able to write a claim, evidence, and reasoning without sentence starters. • Deeper learning in my classroom would look like being able to pull more outside information from documents (content) for their writing. • Stronger writing samples from my students. • I would like to see students helping each other with writing, especially with writing feedback. • Concept Maps, making connections to previous units, being able to articulate in writing their outside information. • Students talking to each other about content and developing original ideas. 	<p>Teacher Goal to:</p> <ul style="list-style-type: none"> • Students would be working independently on problem solving. They would be able to connect previous learning with new skills easily. • A space that allows for inquiry that goes beyond the lesson. Allows the students to explore techniques and critique of work and discussion of intimate meanings of work • Students taking risks and pushing their creativity outside of what is expected. • Have students grapple with questions more and not give them the answers right away. • Students use knowledge gained earlier in the unit to support their reasoning. • Students are consistently working together to solve more complex problems. • Students would grapple with little guidance and continue to persevere through difficult problems • More protocols to reconnect the topics learned. 	<p>Teacher Goal to:</p> <ul style="list-style-type: none"> • Students show creativity in assessments and can reflect on their own learning. • Students are able to answer AP questions better. • Students can justify their answers with lots of detail that goes beyond superficial surface answers. • Students can answer the guiding question using details from every part of the unit. • Have students explain their answers more frequently • Students use knowledge gained earlier in the unit to support their reasoning. • Students will build on ideas to answer guiding questions more completely as the unit goes on.

GOAL 4: MATHEMATICS

BACKGROUND

Grades K-4 Background

Tapestry continues implementing the K-4 EngageNY math curriculum for our Tier 1 instruction throughout K-4. Our math coach currently works with all grade-level teams to plan lessons, analyze assessments, and utilize data to drive instruction and re-teaching. Weekly, grade level teams plan with the math coach, specifically around implementing our [math curriculum](#). This includes lead teachers and teaching partners as well as any special education, Integrated co-teachers or consultant teachers and an ELL teacher when applicable. During these after school planning sessions they follow a co-created agenda where they ensure that all voices and ideas are heard. Coaches lead the sessions while they

unpack standards, look at pedagogical approaches and use the data from exit tickets to drive and tailor instruction to the needs of their classrooms of students.

Each of the grade levels implements pre-assessments, mid-module and end of module assessments. After each of the assessments, teachers are accountable to filling in their color coded data trackers and [math DATA spreadsheets](#). This is an excellent data collection system that is utilized to group students for review of standards as they work towards mastery, which aligns with our standards based report cards, and is transparent so that anyone who requires access to student data can access it in one place.

In an effort to increase our mathematics growth NWEA and NYS scores, we implemented a tier 2 math program, Bridges in October of 2022. In order to accommodate this intervention we started by devoting 30 mins in our daily schedule to this program. By adding an additional 30-minute math block to our K-4 daily schedule, teachers have been able to address our current math deficits. This data was also used as a progress monitoring tool when meeting with our Response to Intervention (RTI) teams. Teachers have created Bridges data binders. These binder were essential in the year one implementation of the program. This next school year we look forward to taking it to the next level by including Bridges in our (strategic) work plan as a goal with a more focused use of data.

Grades 5-8 Background

In August, professional development was focused on unpacking the NextGen standards and shifts in pre and post standards. Teachers examined the snapshot and crosswalk documents from NYS Education Department to identify adjustments to current standards, the removal of old standards, and addition of new standards. The instructional coach provided a pacing guide for each grade level that allowed additional time to teach the 4-7 power standards. Power standards were identified through analysis of the NYS released questions which had a frequency of being assessed more than 5%.

For the 2022-2023 school year, teachers continued to use the curriculum from the previous year. In 5th grade, the teacher used the modules from Eureka Math while 6th-8th grade teachers used Fishtank Learning. Instruction was focused on using the Workshop 1.0 model.

During weekly co-planning meetings, the instructional coach met with the math teacher and special education teacher to identify questions/prompts and discussion protocols to prepare students for their daily exit tickets.

One change to the math department was the creation and implementation of a consistent 5th-8th grade math rubric. Using the NYS 3 point constructed response rubric, the math department created a 10 point exit ticket rubric.

Proficient (10 points):
The response demonstrates a thorough understanding of the mathematical concepts and/or procedures in the task. This means the solution: Appropriately addresses all aspects of the task, Arrives at a correct answer(s), and Provides sound procedures, reasoning, and/or explanations. May contain an inconsequential error.
Developing (8.5 points):
The response demonstrates a partial understanding of the mathematical concepts and/or procedures in the task. This means the solution: Appropriately addresses most but not all aspects of the task, Arrives at an incorrect answer, but Provides sound procedures, reasoning, and/or explanations, and Contains a minor conceptual/procedural error.
Beginning (7 points):
The response demonstrates only a limited understanding of the mathematical concepts and/or procedures in the task. This means the solution: Appropriately addresses some elements of the task, Arrives at an incorrect answer, Provides reasoning that is faulty or incomplete, and Contains more than one conceptual and/or procedural error. May contain the correct answer(s), but required work is limited.
Incomplete (5.5 points):
A response is incorrect, irrelevant , incoherent, or contains a correct solution obtained using an obviously incorrect procedure.
Blank (0 points):
Student didn't write an answer or wrote something irrelevant such as, "I don't know."

During monthly math department meetings, teachers advocated for learning how to support student's problem solving strategies. From What Works Clearinghouse, teachers read two articles on "Improving Mathematical Problem Solving in Grades 4-8" and "Organizing Instruction and Study to Improve Student Learning". Each month, 1-2 of the recommendations were examined before teachers identified how they would use this strategy in their room. Informal lesson studies were conducted to see the implementation of some of the strategies or work samples/lesson plans were brought to the department meeting.

After receiving the results of the 2021-2022 NYS math assessments, the math specialist's role was adjusted to focus on supporting 6th grade. This would allow all 4 sections to have a co-teacher (either the math specialist or integrated co-teacher). Co-planning meetings were heavily focused on co-teaching strategies to maximize academic growth.

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In 5th grade, the intervention period was restructured to allow the math teacher to see each section once every four days. During the weekly data meetings, the instructional coach and math teacher would identify areas of focus based on exit ticket data or performance on the previous module assessment.

Grades 9-12 Background

At Tapestry High School we firmly believe that math is accessible to all students and that all students can achieve when given the opportunity and support needed. In Algebra and Geometry we follow a co-requisite model, offering a math lab for students that struggle with the content. In addition, we require all students who pass Algebra to take geometry as we believe that tracking students on a math pathway would eliminate the possibility for advanced coursework in the future.

Given the pandemic and the skill gaps we see in math we made the decision to create more, small sections of Algebra. In the 2023-2024 school year we will have 6 sections of Algebra (as opposed to four previously). Two of these sections will be co-taught math classes with a certified math special education teacher.

ELEMENTARY AND MIDDLE MATHEMATICS

The tables below summarize the participation information for this year's test administration as well as the performance of all students and students enrolled for at least two years.

2022-23 State Mathematics Exam Number of Students Tested and Not Tested									
Grade	Total Tested	Not Tested							Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	Took Regents	
3	69	0	10	3	0	0	0	0	79
4	76	0	6	0	0	0	0	0	82
5	76	0	12	4	0	0	0	0	88
6	67	0	20	4	0	0	0	0	87
7	58	0	18	3	0	0	0	0	76
8	80	0	7	4	0	0	0	22	87
All	426	0	73	18	0	0	0	22	499

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Performance on 2022 23 State Mathematics Exam By All Students and Students Enrolled in At Least Their Second Year

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	69	17	25	62	14	23
4	76	28	37	65	27	42
5	76	19	25	63	14	22
6	67	16	24	63	15	24
7	58	28	48	49	25	51
8	80	38	48	75	36	48
All	426	146	34	377	131	35

Schools are not required to report attainment of this measure for 2022-23. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information from the NYSED.

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. 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.

2022 23 State Mathematics Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students *This is 2021-2022 Data	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	23	62	23	1977
4	42	65	15	1917

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5	22	63	13	1693
6	24	63	16	1770
7	51	49	11	1775
8	48	75	12	1504
All	35	377	16	10760

Retrieved from: <https://data.nysed.gov/essa.php?instid=800000052968&year=2022&createreport=1&38MATH=1>

Math Measure 4 - 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 meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

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 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 target for this measure. Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2022-23 analysis is not yet available. This report contains 2021-22 results.

2021 22 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4		Effect Size
		Actual	Predicted	
3	71.6	31.5	40.9	-0.44
4	75.9	15.2	32.5	-0.87
5	71.6	8.1	29.5	-1.18
6	63.6	15.7	35.6	-1.08
7	69.3	15.6	28.5	-0.67
8	79.3	15.5	18.0	-0.13
All	71.7	17.0	31.3	-0.75

Math Measure 5 - 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 target of 50.

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Given the timing of the state's release of Growth Model data, the 2022-23 analysis is not yet available. As such, schools are not required to report on this measure for 2022-23. The Institute will calculate and report out results to schools pending availability of the data.

MATHEMATICS INTERNAL EXAM RESULTS

Grades K-4 Internal Exam Measures

We continued to use our NWEA assessment (Northwest Evaluation Association) to track student progress and growth while also using the data for intervention and reteaching. Our work plan goal is to have 60% of our students show growth from Fall to Spring. This year our 1st-4th grade students achieved 43% growth within Math. While we have not met our yearly goal for the 2022-2023 school year we did see a slight increase.

Math Winter: [NWEA: Percentage of Students who Met or Exceeded their Projected RIT Score Winter 23](#)

First Grade		% Met growth target per classroom for Math Winter NWEA
Megan C.	First Grade	15.0%
Hannah M.		36.8%
Emily S.		45.5%
Megan B.		50.0%
Second Grade		
Caitlin C.	Second Grade	31.8%
Cynthia B.		27.8%
Jenna K.		35.0%
Krystina L.		33.3%
Third Grade		
Becky A.	Third Grade	50.0%
Seanna C.		34.8%
Erin M.		21.7%
Fourth Grade		
Rachael B.	Fourth Grade	54.2%
Emily M.		45.0%
Madeleine C.		37.5%

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Molly P. 8:1:1	8:1:1	N/A
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Math Spring: [NWEA: Percentage of Students who Met or Exceeded their Projected RIT Score Winter 23](#)

Classroom	Math
Beal	47.4%
McNamara	56.3%
Sellitto	38.9%
Ciotuszynski	15.0%
Knapp	57.9%
Coleman	22.7%
Burhans	20.0%
Lucas	33.3%
Abramo	78.3%
Chilson	47.6%
Moore	15.8%
Becker	56.5%
Callanan	58.3%
Mayham	58.8%
TOTAL	43%

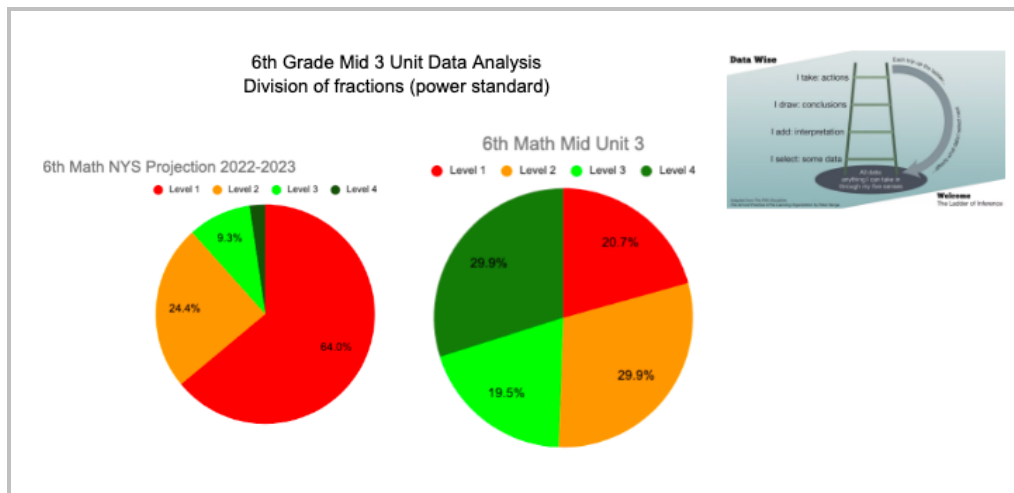
One other internal measure that we used is the curriculum based measures of pre, mid and end of module assessments. This paired with the data that we use from benchmarking and our Bridges intervention groups are driving the next instructional steps.

The decision to eliminate “interims” for grades 1-4 was both continued and adhered to in the 2022-23 school year. In conducting an assessment audit, we concluded the K-4 was over assessing our grades 1-4 students. In eliminating interims, that allowed the K-4 to maximize instructional time, improved pacing

and helped facilitate the shift back to using the CBM's of the modules along with daily exit tickets. This data was much more efficient and helped to group students during guided math.

Grades 5 - 8 Internal Exam Measures

Another change to the 2022-2023 school year was the alignment of the mid and end of unit assessments. In previous years, teachers had the choice to use the curriculum's provided assessments or make changes as needed. This year, the instructional coach used the performance level descriptions document along with the released questions to build assessments written to a level 3 or 4. The mid-unit assessments were written using multiple choice questions while the end of unit assessments mirrored NYS assessments with both multiple choice and a variety of 2 pt and 3 pt constructed questions. Tests were administered in edocrina. After the assessment, the math teacher would meet with the instructional coach, principal, and chief academic officer to analyze the class reports. Using the NYS assessment raw scale score conversion, student's scores were converted into level 1-4. They were then compared to NWEA's projection on the NYS assessment. Using Harvard's Data Wise framework, teachers would examine the error analysis report to identify their notices, interpretations (what were the misconceptions), and drawing conclusions (creating an action plan for reteaching). The following unit assessment would then include 1-2 questions from the previous unit to help identify if the reteaching strategies impacted student performance.



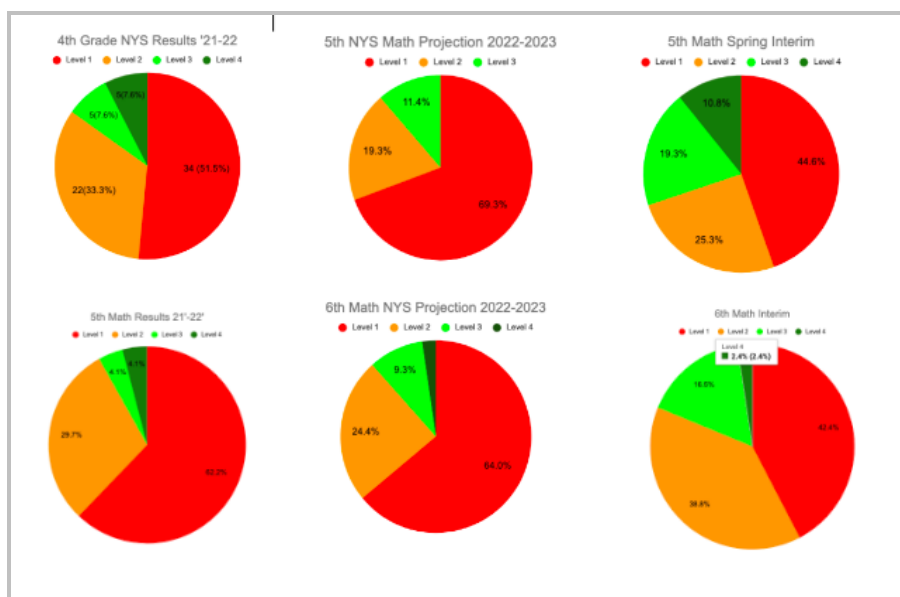
Instead of having 2 co-planning meetings each week, the instruction coach met with teachers a second time to examine exit ticket data. Using a data note-catcher and protocol, the teacher and coach examined trends in student performance. Common misconceptions were identified and the

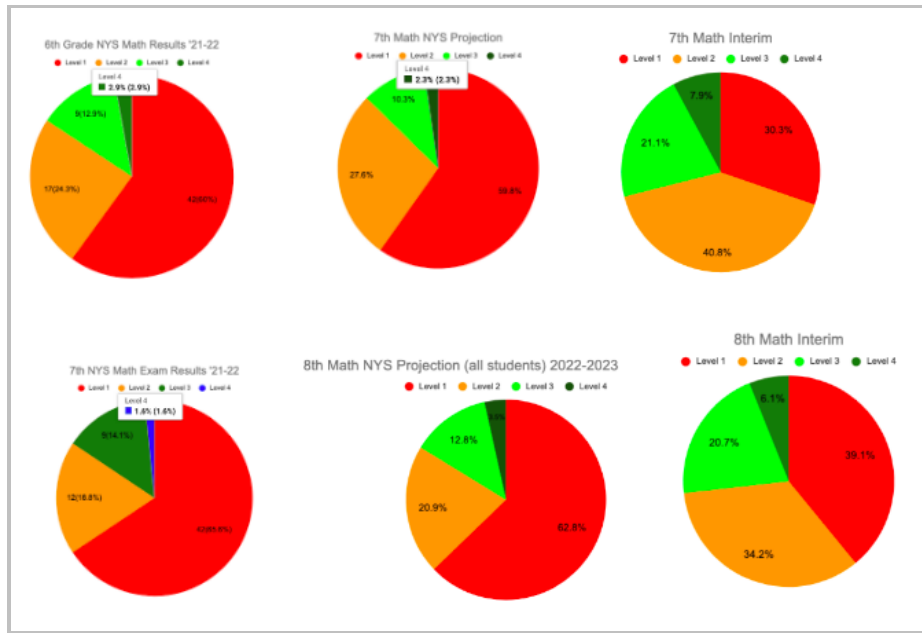
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instructional coach provided resources for reteaching. Teachers then identified which day the following week would be utilized for a workshop day. This class was then focused on teaching in small groups to the pre-identified misconceptions and independent practice to strengthen students' fluency skills.

Exit Ticket	What do kids need to know?	What were the misconceptions/mistakes?	Reteaching Strategies
1.2	Represent ratios with drawings and order matters	<ul style="list-style-type: none"> Not reading the question all the way through and only answering part of the question Had correct but didn't draw visual 	<ul style="list-style-type: none"> enforce visuals Box the question and make sure they understand before they start
	Part to whole ratios	<ul style="list-style-type: none"> Not close reading to find the total Not drawing diagrams/any strategies 	<ul style="list-style-type: none"> Write out labels

With the usage of weekly workshop lessons, the math department decided to not administer a November interim. Unit assessments were already aligned to the NYS assessment and teachers felt they hadn't gotten through enough curriculum. In March, students took a math interim. The instructional coach created the assessments, where a majority of the questions were aligned to the power standards. The test included multiple choice questions as well as 2 pt and 3 pt constructed response questions. The following week, teachers met with the instructional coach to examine the results and create an action plan for reteaching.





During 2022-23, in addition to the New York State 3rd – 8th grade exams, the school primarily used the following assessment to measure student growth and achievement in mathematics: [NWEA MAPS Growth](#)

NWEA assessments were administered in September and June. On average, all students met the goal of 60% of students meeting or achieving their growth goal. In 6th-8th grade, students showed more than double the average RIT growth. When comparing student's spring 2022 to spring 2023 median percentile rankings, 6th-8th grade students showed growth of 10 percent.

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NWEA MATH SCORES	5th Grade	6th Grade	7th Grade	8th Grade	Middle School
Fall to Spring Growth					
Percentage of Students Who Met or Exceeded Their Growth Goal	55.6%	67.5%	72.2%	66.3%	65.4%
Spring to Spring Growth	44.6%	67.1%	70.8%	69.3%	63%
RIT Score Growth Norms	11	8	6	4	
Average RIT Score Growth	8	15	17	18	
Median Percentile	students who attended Tapestry Spring '22 through Spring '23				
Previous Spring ('22)	27	24	27	29	
Fall	24	22	26	30	
Spring ('23)	25	34	36	39	

SUMMARY OF THE MATHEMATICS GOAL

Present a narrative providing an overview of which measures the school achieved, as well as an overall discussion of its attainment of this Accountability Plan goal.

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.	No
Absolute	Each year, the school's aggregate PI on the state's mathematics exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.	Data Not Available
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 meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	No
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 target of 50.	N/A

EVALUATION OF THE MATHEMATICS GOAL

Tapestry fell short of expectations in regards to the absolute and comparative measures available. There is not enough data available to compare to the home district, although it can be assumed based on past performance that we would meet this accountability measure.

ADDITIONAL CONTEXT AND EVIDENCE

While Tapestry may have fallen short of their comparative and absolute measures, we have shown remarkable growth when compared to our 21-22 data as show in the table below:

Grade Level	21-22 SY Percent Proficient 2+ Years	22-23 SY Percent Proficient 2+ Years	Growth
Grade 3	32	23	-9
Grade 4	16	42	+26
Grade 5	10	22	+12
Grade 6	15	24	+9
Grade 7	15	51	+36
Grade 8	17	48	+31
All	18	35	+17

MATHEMATICS ACTION PLAN

Grades K-4 Action Plan

Our K-4 will continue to keep our data collection strategies in place. This includes the data trackers for standards per assessments, data digs and all planning sessions with coaches. Each teacher will commit to keeping a Bridges data binder and be asked for accountability purposes to use this not only in RtI meetings but as a data point in conferences, and in working with other teachers and service providers.

In reflecting on the winter math growth on the NWEA, there is room for improvement, especially in those early months. The lower school team will focus on tier I instruction. For this they will continue to examine the structures, flow and time devoted to the math block for each grade level. Walk-throughs will be conducted monthly and AIS lists will be used in the coordination of interventions, small groups and in remediation. In addition to these strategies all students in grades 1-4 will be setting an NWEA goal

for themselves. This is part of ensuring that the testing environment is one that values perseverance, engagement and that all students try their best.

One subgroup that continually performs below grade level on our NYS Assessments are our Black or African Americans. During this year we will use the second year of high stakes data as a lens for performance especially in viewing this particular subgroup.

Black or African Americans % Proficient NYS Assessments		
2022	Grade 3	4%
	Grade 4	3%
2023	Grade 3	12%
	Grade 4	11%

Grades 5-8 Action Plan

Teachers will continue to give all assessments and interims in edoctrina to allow for easy analysis. With 5th and 8th grade moving to computerized assessments, the instructional coach will support these grade levels by providing strategies for online testing. Students will begin taking all their min and end of unit assessments online in edoctrina by their 2nd unit. Teachers will continue to meet with the instructional coach to analyze mid and end of unit assessments.

Math teachers will continue to use eureka math and fish tank learning. E-math instruction will be used as a supplemental resource for workshop/reteaching days. The instructional coach will work with teachers on how to deliver rigorous lessons (probing questions, pacing of lessons that allow for more independent work time, and alignment of exit tickets).

HIGH SCHOOL MATHEMATICS

High School Math Measure 1 - Absolute

Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on a Regents exam in

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mathematics. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.

Percent Scoring at Least Level 4 on a Regents Mathematics Common Core Exam
by Fourth Year Accountability Cohort

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2017	2020-21	76	14	6	10
2018	2021-22	79	79	77	N/A
2019	2022-23	74	N/A	N/A	N/A

High School Math Measure 2 - Absolute

Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on a Regents Exam in mathematics. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

Percent Scoring at Least Level 3 on a Regents Mathematics Common Core Exam
by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2017	2020-21	76	14	61	98
2018	2021-22	88	88	N/A	N/A
2019	2022-23	74	N/A	N/A	N/A

High School Math Measure 3 - Absolute

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Each year, the Performance Index (“PI”) on the Regents mathematics exam of students completing their fourth year in the Accountability Cohort will meet the state’s Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

The Institute does not require charters to report on this measure for 2022-23

The Institute does not require charters to report on this measure for 2022-23

The Institute does not require charters to report on this measure for 2022-23

The Institute does not require charters to report on this measure for 2022-23

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 the college and career readiness standard.

Percent Achieving at Least Performance Level 4 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth	Number in Cohort not	Number Exempted	Number Scoring at	Percent Scoring at Least Level 4 Among Students

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	Year	Proficient in 8 th Grade (a)	with No Valid Score (b)	Least Level 4 (c)	with Valid Score (c)/(a-b)
2017	2020-21	50	5	3	7
2018	2021-22	49	77	N/A	N/A
2019	2022-23	35	33	0	N/A

High School Math Measure 8 - Growth

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

The school demonstrates the effectiveness of its mathematics program by enabling students who were not meeting proficiency standards in the eighth grade to move to meeting the mathematics requirement for graduation.

Percent Achieving at Least Performance Level 3 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2017	2020-21	50	5	39	87
2018	2021-22	49	77	N/A	N/A
2019	2022-23	35	33	0	0

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

Most of these high school mathematics goals cannot be addressed for the 22-23 school year. Students received an exemption due to COVID.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	N/A
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	N/A

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Absolute	Each year, the Performance Index (PI) in mathematics of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	N/A
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	N/A

EVALUATION OF THE HIGH SCHOOL MATHEMATICS GOAL

Due to COVID exemptions, we cannot report on the high school mathematics goals.

ADDITIONAL CONTEXT AND EVIDENCE

Next year, we will be updating our curriculum, taking into account the new standards for Algebra and engaging our teachers in more inquiry based learning. In addition we have made the decision to create a new math offering for our 11th grade students who are not enrolled in Algebra II Regents. In the past we have taught an Algebra II Non-Regents section but realize that for many of our students they are looking for more hands on, real world applications. We have shifted to offering Financial Algebra in 11th grade. In addition to our current 12th grade class, Math in the Real World we now have two math courses that engage students in life outside of high school through applicable problem based learning.

During the 2022-2023 school year we had 14 students enrolled in college level calculus in their senior year. This is almost 20% of the senior class. Half of those students were students who are considered to

be low income students. While the class of 2024 cohort has a lower enrollment in higher level math we anticipate the trend continuing and growing with classes beyond.

ACTION PLAN

This year we began using the HMH measure to assess math skills and readiness. The majority of our students grew over the course of the year. While this is one measure that allows teachers to see how many students are on grade level for math, it is not 100% aligned to NYS common core standards and so we must also internally measure student progress using assessments that are clearly aligned to NYS Regents exams.

Course	Number of Students Tested	Percent who met goal indicated by HMH	Percent who grew from previous test
Algebra	72	67.14%	81.43%
Geometry	75	72.22%	76.39%
Algebra 2	42	83.78%	78.38%
Applied Algebra	12	40.00%	60.00%
Algebra 2 NR	36	48.57%	54.29%

Our teachers give interim assessments in October and January. We have worked to align these assessments to the rigor of the Regents exam.

Course	Passing Percentage	Passing Percentage	Percent Passing >65	Percent Passing >50
Algebra	81% curved	43% curved	44.44%	73.61%
Applied Algebra	0% not curved	8% Regents Exam	30.00%	80.00%
Geometry	25% not curved	37% not curved	11.54%	41.03%
Algebra 2	26% not curved	33% curved	26.19%	61.90%

While we see a strong correlation between interims and Regents scores, what we want to see is an increase on end of year assessments. Next year we will be implementing unit assessment data dives with instructional coaches to dial into which skills and concepts need re-teaching and spiraling. In addition, we have noticed our students are successful on questions that are straight forward but when asked to apply their knowledge to new or complex problems they struggle to transfer the knowledge. This year we will be working with teachers on “reach questions” that they will develop and assess on each unit assessment. By tracking these reach questions and continuously teaching how to answer the most rigorous type of questions we hope to see that transfer of knowledge and skills increase.

GOAL 5: SCIENCE

BACKGROUND

K-4 Background

Our K-4 students have opportunities to connect with science in their daily expedition blocks. Our EL curriculum also provides cross-curricular connections so students are exposed to science standards throughout the academic day. All students are exposed to Next Generation Science Standards (NGSS). In the past few years we have used the following map: [K-4 Expedition Map](#). However in implementing our new EL Education ELA curriculum, we have taken steps in the 2022-23 SY to align those EL ELA modules to our [K-4 Science Curriculum](#). This is extremely important in supporting a common thread and integration for our students but it also maximizes the time in the day to teach content. We are continuing to build upon this in the 23-24 SY and we will be implementing a science block in the 24-25 SY.

Our K-4 STEAM teacher uses the NGSS as well, which accompanies and compliments what students are learning about in their classrooms. Each classroom receives one hour of STEAM per week. We will continue to collaborate and integrate science, increasing dedicated classroom time for this subject area that will benefit K-12.

STEAM Schedule:

2022-23

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

STEAM					
	MON	TUES	WED	THURS	FRI
7:45-8:25	Planning	Planning	Planning	Planning	Planning
8:30-9:30	Planning	1.1	1.2	1.3	1.4
9:30-10:30	2.1	2.2	2.3	8:1:1 Hippos	2.4
10:30-11:30	Planning	4.1	4.2	4.3	Planning
11:30-12:30	3.1	3.2	Planning	3.3	Planning
12:30-1:30	Lunch/Planning	Lunch/Planning	Lunch/Planning	Lunch/Planning	Lunch/Planning
1:30-2:30	K.1	Planning	K.2	K.3	K.4
2:30-3:00					

2023-24

STEAM					
	MON	TUES	WED	THURS	FRI
7:45-8:25	Planning	Planning	Planning	Planning	Planning
8:30-9:30	8:1:1 Hippos	K.1	K.3	K.4	K.2
9:30-10:30	Planning	4.1	4.2	4.3	Planning
10:30-11:30	2.1	2.3	2.4	Planning	2.2
11:30-12:30	LUNCH/PLANNING				
12:30-1:30	1.4	1.1	1.2	1.3	Planning
1:30-2:30	Planning	3.1	3.2	3.3	3.4
2:30-3:00	Planning	Planning	Planning	Planning	Planning
3:00-3:45	Planning	Planning	Planning	Planning	Planning

5-8 Background

This was the 2nd year that all 5th-8th grade teachers used Amplify curriculum. Each grade level had 1 section that was co-taught with an integrated consultant teacher. During the 2021-2022, teachers were expected to follow the Amplify curriculum with validity to identify areas of need for the following year. This year, teachers used these notes to make slight adjustments to their lessons and assessments.

During weekly co-planning meetings, teachers identified ways to incorporate discussion protocols and maximize student achievement through different co-teaching models. In grades 6-8, the instructional coach worked with teachers to create writing rubrics aligned to the ELA NYS assessment rubrics. In 5th grade, the teacher administered several of the NextGen performance labs to take notes about the administration, scoring, and student trends. Professional development was focused on the writing initiative and understanding the new lab requirements for the NextGen assessments.

9-12 Background

Our science department has remained stable for the past few years. They have worked together to increase consistency and rigor in the department. During the 23-24 school year all ninth grade students took Living Environment and all 10th graders took Earth Science or Chemistry. Juniors have the option of Chemistry, non-regents chemistry or Physics if they have met the prerequisite of passing a NYS regents science exam. In their senior year students can take STEAM, Biomedical science or AP biology. We have seen some growth from last year in our students' performance in science but at the higher levels(chem/physics) our students are still struggling on the Regents exam; however that has not prevented them from enrolling in higher level science. During the 23/24 school year 25% of our senior class enrolled in AP biology.

ELEMENTARY AND MIDDLE SCIENCE

Science Measure 1 - Absolute

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 science examination.

The school administered the New York State Testing Program science assessment to students in 8th grade in spring 2023. The table below summarizes the performance of students enrolled for at least two years.

Charter School Performance on 2022 23 State Science Exam
By Students Enrolled in At Least Their Second Year

Grade	Students in At Least Their 2 nd Year		
	Number Tested	Number Proficient	Percent Proficient
8	74	24	32
All	74	24	32

Science Measure 2 - Comparative

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 school district of comparison.

The school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. 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 school district of comparison.

2022 23 State Science Exam
Charter School and District Performance by Grade Level

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

	Charter School Students in at Least 2 nd Year			All District Students *Based on 2020-2021 Data		
Grade	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
8	74	24	32	1224	200	16
All	74	24	32	1224	200	16

*Retrieved from: <https://data.nysed.gov/essa.php?instid=800000052968&year=2022&createreport=1&48SCI=1>

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

Present a narrative providing an overall discussion of the school's attainment of this Accountability Plan goal.

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.	No
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 school district of comparison.	N/A - Data not yet released

EVALUATION OF THE SCIENCE GOAL

Although Tapestry did not meet its absolute goal of 75% passing on the 8th grade science exam, it appears in comparison to the 2021-2022 Buffalo City Schools released data that we would have met our comparative goal. That information is not yet released by New York State.

ADDITIONAL CONTEXT AND EVIDENCE

Despite the changes in the NYS science curriculum, the results of our 8th grade science exams have remained stable.

Grade Level	21-22 SY Percent Proficient 2+ Years	22-23 SY Percent Proficient 2+ Years	Growth
Grade 8	33	32	-1
All	33	32	-1

While Tapestry offers the Earth Science Regents exam to its 8th graders, we do not use this in lieu of the 8th grade science assessment. The performance of our 8th grade students on the Earth Science Regents exam can be found in the table below:

Performance on a Regents Science Exam Of 8 th Grade All Students by Year					
Grade	Year	Regents Exam	Number Tested	Number Passing	Percent Passing
8	2018-19	Earth Science	25	15	60
8	2021-22	Earth Science	23	15	65
8	2022-23	Earth Science	24	12	50

ACTION PLAN

Grades K-4 Action Plan

In 2022-23 Tapestry K-4 took actionable steps to improve science performance. The 4th grade did not have a test due to the test being reallocated in grade 5 for the 2023-24 SY. In implementing the new EL ELA Modules, some units support various science standards. This integrated approach to science units and the EL Modules supports student learning across content areas. However, the K-4 team realizes that this is not enough. Therefore work has been done to align the NGSS to units and plot where they will fall when not integrated into the EL Modules. Additionally, embedding writing into our ELA/Literacy block will afford more carved out time in the future years for science instruction in the classrooms (30 mins daily).

This [K-4 Science Curriculum](#) map is intended to plot these standards and to be used in the 2023-24 year to plan accordingly for science instruction in the 2024-25 SY. Throughout the 23-24 SY the K-4 STEAM teacher will use this map to align to the ELS NYS Investigations as well. We have made a plan to implement the following Labs into the K-4 curriculum to further support the K-8 progression: Cloud in a Bottle, Light it Up & Life Cycles specifically. We will continue to vertically articulate around the implementation of science units and examine performance.

Grades 5-8 Action Plan

For the 2023-2024 school year, teachers will continue to implement the Amplify curriculum. To support the shift to online assessments in 5th and 8th grade, all grade levels will give assessments through edocrina online. The instructional coach will prioritize supporting the 5th and 8th grade teacher with the 4 mandatory performance labs throughout the year.

HIGH SCHOOL SCIENCE

High School Science Measure 1 - Absolute

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

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, Chemistry, and Physics. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort.

Science Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2017	2020-21	76	9	56	84
2018	2021-22	79	78	N/A	N/A
2019	2022-23	74	74	N/A	N/A

High School Science Measure 2 - Comparative

Each year, the percent of 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 school district of comparison.

The Institute does not require charters to report on this measure for 2022-23

SUMMARY OF THE HIGH SCHOOL SCIENCE GOAL

There is not enough information to provide an outcome for high school science.

Type	Measure	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 science exam by the completion of their fourth year in the cohort.	N/A
Comparative	Each year, the percent of 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 school district of comparison.	N/A
	[Write in optional measure here]	

EVALUATION OF THE HIGH SCHOOL SCIENCE GOAL

Due to COVID exemptions, there is not enough information to provide an outcome for high school science.

ADDITIONAL CONTEXT AND EVIDENCE

The last few years we have worked to align our internal assessments to the end of year Regents exams. We have that alignment between our mid-year assessments and our June exams.

Course	Passing Percentage	Passing Percentage	June Regents Percent Passing >65	June Regents Percent Passing >50	Correlations
Living Environment	48% not curved 78% curved	49% curved	50.00%	76.83%	yes between jan interim and regents
Earth Science	N/A	6% not curved 19% curved	35.62%	71.23%	no
Chemistry	43% not curved	25% not curved	20.00%	62.50%	yes between jan interim and regents
Physics	30%	0% before corrections 78% after corrections	0%	50%	yes between jan interim and regents

ACTION PLAN

During the 22-23 school year we focused on the alignment of our curriculum, closely tracking standards through our interim process. Before creating an interim analysis our students engage in a rigor matrix, coding the questions on their interim for rigor as well as standards. Pulling the report from interims allows teachers to not only see how students performed on the standard, but also how they performed on the more rigorous of questions.

For the 23-24 school year we are increasing the sections of Living Environment we offer, ensuring that the majority of the sections are co-taught sections. In addition we are adding a TOSA role this year. This is a content based curriculum coach position. A veteran teacher will work with our Living Environment and our Earth Science teacher to unpack the changing standards and begin to prepare for new exams in the 24-25 school year. Our goal is to take a project based, hands on approach to the shifting standards and prepare our students for the critical thinking that comes with science in our current time.

GOAL 6: SOCIAL STUDIES

BACKGROUND

We had a consistent social studies department during the 2023-2024 school year. Our Global History teacher uses the New Visions curriculum and his results were indicative of the high expectations he sets in his classroom. Next year we will shift to looking at unit assessments to do a deep dive into mastery rather than just interim assessments. Teachers need real time data that is unpacked in order to set goals and adjust instruction for the next week, next unit, next assessment.

Our US History teacher has been consistent for some time in this role. He uses the New Visions curriculum and supplements material with his own. For the last few years we have been preparing for the new version of the US History exam. Given the exemptions from covid and then last year's cancellation of the US History exam there were more questions than answers going into the new exam format. Our US teacher emphasized writing, critical thinking and close reading to prepare students for an exam no one saw before the first time it was given. After the August administration there are only 9 students who did not pass the exam or receive the special appeal.

Social Studies Measure 1 - Absolute

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

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. These measures require students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort.

U.S. History Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2017	2020-21	76	76	N/A	N/A
2018	2021-22	79	78	N/A	N/A
2019	2022-23	74	74	N/A	N/A

Social Studies Measure 2 - Comparative

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 school district of comparison.

The Institute does not require charters to report on this measure for 2022-23

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Social Studies Measure 3 - Absolute

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.

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. These measures require students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort.

Global History Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2017	2020-21	76	22	50	93
2018	2021-22	79	78	N/A	N/A
2019	2022-23	74	72	N/A	N/A

Social Studies Measure 4 - Comparative

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 school district of comparison.

The Institute does not require charters to report on this measure for 2022-23.

SUMMARY OF THE SOCIAL STUDIES GOAL

Due to COVID exemptions, there is not enough information to provide an outcome for high school social studies.

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State U.S. History Regents exam by the completion of their fourth year in the cohort.	N/A
Comparative	Each year, the percent of students in the high school Total Cohort passing the U.S. History Regents exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.	N/A

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Global History Regents exam by the completion of their fourth year in the cohort.	N/A
Comparative	Each year, the percent of students in the high school Total Cohort passing the Global History Regents exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.	N/A

EVALUATION OF THE SOCIAL STUDIES GOAL

There is not enough information to provide an outcome for high school social studies.

ADDITIONAL CONTEXT AND EVIDENCE

In addition to our instruction in the Global 10 class our students also have access to a Global tutorial for any students who are struggling to pass the Global assessment after their 10th grade year. This class meets every other day and is primarily a skill based class that focuses on close reading, writing and content knowledge.

It is always a challenge to align internal assessments with an external assessment that has yet to be released. Our History department rose to the challenge by thoughtfully examining the standards and data presented. In his January interim analysis the teacher noted students struggled with the organization of their ideas as well as on questions involving extension of thinking. He adjusted his instruction to address these gaps and saw an increase in performance from January to June.

ACTION PLAN

At the close of the 2023 school year our 10th grade Global teacher took a position as our High School Dean of students. While this is a huge win for our school community it is a loss in the History department. Our Global 9 teacher will be moving up with this cohort of students to take on the Global 10 role. We will continue to use the New Visions curriculum with supplemental teacher made materials. Given the results from the 2023 Regents exam we only have 8 students who still need to get a passing score on the global assessment. They will continue in the tutorial model focusing on skills and content to challenge the exam in January.

Going into the 23-24 school year we will continue to build on the success the history department has seen by moving to a unit based assessment analysis built in throughout the year with our instructional coaches. This will give our departments more real time feedback and allow for them to adjust instruction immediately. In addition it will encourage a closer tracking of standards as well as reach questions. We will also focus on case studies this year. NYS and much of this report measures success through test scores. However, we know that kids do not learn by practicing for an assessment. They learn through hands-on, real world experiences. We will emphasize case studies this year in our professional development and build in time for teachers to learn how to develop case studies and real world learning experiences for students. While our sole measurement of success for students to graduate is still

performance on state assessments, our measure as educators needs to be around preparing citizens who are prepared to critically think in their future education and careers. This takes a more thoughtful approach to how we deliver instruction and even how we assess.

GOAL 7: ESSA

ESSA Measure 1

Under the state's ESSA accountability system, the school is in good standing: the state has not identified the school for comprehensive or targeted improvement.

Because *all* students are expected to meet the state's performance standards, the federal statute stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. As New York State, like all states, is required to establish a specific system for making these determinations for its public schools, charter schools do not have latitude in establishing their own performance levels or criteria of success for meeting the ESSA accountability requirements. Each year, the state issues School Report Cards that indicate a school's status under the state accountability system. More information on assigned accountability designations and context can be found [here](#).

Accountability Status by Year

Year	Status
2020-21	Good Standing
2021-22	Good Standing
2022-23	Good Standing

ADDITIONAL CONTEXT AND EVIDENCE

Tapestry Charter School is a school in good standing. It is in good standing in all categories for the 2022-2023 school year. Tapestry Charter School is a school in good standing, as it has been for every year of its existence.