



Renewal Recommendation Report Tapestry Charter School

Report Date: June 18, 2015
Visit Date: March 24-25, 2015

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INTRODUCTION

This report is the primary means by which the SUNY Charter Schools Institute (the “Institute”) transmits to the State University of New York Board of Trustees (the “SUNY Trustees”) its findings and recommendations regarding a school’s Application for Charter Renewal, and more broadly, details the merits of a school’s case for renewal. The Institute has created and issued this report pursuant to the *Policies for the Renewal of Not-For-Profit Charter School Education Corporations and Charter Schools Authorized by the Board of Trustees of the State University of New York* (the “SUNY Renewal Policies”) (revised September 4, 2013 and available at: www.newyorkcharters.org/wp-content/uploads/SUNY-Renewal-Policies.pdf).

This report references the State University of New York Charter Renewal Benchmarks (the “SUNY Renewal Benchmarks”), (version 5.0, May 2012), (available at: www.newyorkcharters.org/wp-content/uploads/SUNY-Renewal-Benchmarks.pdf), which provide a framework for the Institute to gather and evaluate evidence to determine whether a school has made an adequate case for renewal. Additional information about the SUNY renewal process and an overview of the requirements for renewal under the New York Charter Schools Act of 1998 (as amended, the “Act”) are available on the Institute’s website at: www.newyorkcharters.org/category/operational-resources/renewal/.

SCHOOL BACKGROUND AND EXECUTIVE SUMMARY

TAPESTRY CHARTER SCHOOL

BACKGROUND

Opened in September 2001, Tapestry Charter School (“Tapestry”) is now in its 14th year of operation and serves 793 students, grades K-12. The school offers a unique Expeditionary Learning program that provides an educational alternative to the families of Buffalo, NY. Tapestry’s mission is as follows:

Tapestry Charter School is a K-12 public school for children, parents and teachers who believe in weaving together the essential elements that inspire a lifelong passion for learning.

The school is an independent not-for-profit education corporation and operates in a private facility located at 65 Great Arrow Avenue, Buffalo, NY in the Buffalo City School District (the “district”).

EXECUTIVE SUMMARY

Tapestry has made a number of programmatic changes and continues to invest resources into ensuring the school is adjusting to the rigorous demands of Common Core State Standards, supporting student achievement in the process. As a result, over the course of its third charter term, Tapestry met many of its academic performance metrics coming close to meeting its academic goals. The school’s strong high school program performance has enabled Tapestry to come close to meeting its overall K-12 academic goals. Based on an analysis of evidence from this renewal visit and information gathered during the current charter term, the Institute concludes that Tapestry has the instructional supports and organizational capacity to prepare students for college and career readiness. Tapestry is also financially sound and benefits from the oversight of a stable and active education corporation board (the “board”) that undergirds the school in achieving its mission. The board identified and has taken decisive action in establishing and working a strategic plan to address specific school deficiencies.

Tapestry has posted strong results from its high school grades, with more than 90 percent of its graduation cohorts receiving their diplomas within four years, far exceeding the district average of 53% and the state average of 76% in 2014¹. Tapestry came close to meeting its Accountability Plan goals at the K-8 level in two of four years in the current charter. The school continues to outperform the district substantially. Taken together, Tapestry has come close to meeting its Accountability Plan goals throughout the charter term. The school’s academic program on the ground is of sufficient strength that is likely to result in Tapestry producing strong academic outcomes in a subsequent charter term. For these reasons, the Institute recommends the SUNY Trustees grant the school a full-term renewal of five years.

¹ <http://data.nysed.gov/gradrate.php?year=2014&instid=800000052908>

RENEWAL RECOMMENDATION

RECOMMENDATION: FULL-TERM RENEWAL

The Institute recommends that the SUNY Trustees approve the Application for Charter Renewal of Tapestry Charter School for a period of five years with authority to provide instruction to students in Kindergarten through 12th grade in such configuration as set forth in its Application for Charter Renewal, with a projected total enrollment of 1,070 students.

To earn a Subsequent Full-Term Renewal, a school must have met or come close to meeting its academic Accountability Plan goals.²

REQUIRED FINDINGS

In addition to making a recommendation based on a determination of whether the school has met the SUNY Trustees' specific renewal criteria, the Institute makes the following findings required by the Act:

- The school, as described in the Application for Charter Renewal, meets the requirements of the Act and all other applicable laws, rules and regulations;
- The education corporation can demonstrate the ability to operate the school in an educationally and fiscally sound manner in the next charter term; and,
- Given the programs it will offer, its structure and its purpose, approving the school to operate for another five years is likely to improve student learning and achievement and materially further the purposes of the Act.³

As required by Education Law § 2851(4)(e), a school must include in its renewal application information regarding the efforts it has, and will, put in place to meet or exceed SUNY's enrollment and retention targets for students with disabilities, English language learners ("ELLs"), and students who are eligible applicants for the federal Free and Reduced Price Lunch ("FRPL") program. SUNY⁴ and the New York State Board of Regents finalized the methodology for setting targets in October 2012, and the Institute communicated specific targets or proposed targets for each school in July 2013.

Given the date of the school's last renewal, it does not have statutory targets. However, in accordance with the Act, the Institute, acting on behalf of the SUNY Trustees, considered the school's plans for meeting its future enrollment and retention targets during the next charter term prior to recommending the renewal application for approval.

² SUNY Renewal Policies at p.14.

³ See New York Education Law § 2852(2).

⁴ SUNY Trustees' Charter Schools Committee resolution dated October 2, 2012.

RENEWAL RECOMMENDATION

Tapestry, like other schools fully enrolled when changes in statute created these mandatory targets, will face particular challenges in meeting its enrollment targets including a large number of siblings in its main intake grade, Kindergarten. The school anticipated some of these challenges and took proactive steps such as instituting a lottery at-risk designation for ELLs to address structural difficulties. The Institute notes that several charter schools in Buffalo report that ELLs concentrate in distinct geographic areas not close to charter schools and those parents tend to send their children to bilingual district schools. Tapestry submitted satisfactory plans to meet or exceed the targets and plans for the education of students with disabilities, ELLs and FRPL students. The Institute also found the school to be making good faith efforts to attract and retain such students in accordance with the Act. Those efforts include:

- establishing a lottery at-risk designation for ELLs, consequently increasing the number of ELLs enrolled over the current charter term;
- teaming up with International Business Machine Corp. and Computers for Children to provide families with a cloud-based reading program to foster English language acquisition and parental involvement;
- partnering with refugee settlement organizations and other social services agencies to distribute program information;
- backfilling at each grade level, particularly grades K-10;
- working with the district Committee on Special Education (“CSE”) to help recruitment efforts of students with disabilities;
- partnering with the CSE to ensure Tapestry’s programs are appropriate to meet student needs and to retain students with disabilities once enrolled;
- expanding the lower academy earlier in the charter term allowing for growth in the percentage of economically disadvantaged students the school enrolls; and,
- demonstrating success in serving students with disabilities. The percentage of Tapestry students with disabilities scoring at or above proficiency on the state’s ELA assessment exceeded the percentage statewide in each of the last three years.

CONSIDERATION OF SCHOOL DISTRICT COMMENTS

In accordance with the Act, the Institute notified the district in which the charter school is located regarding the school’s Application for Charter Renewal. As of the date of this report, the Institute has received no district comments in response.

RENEWAL RECOMMENDATION

REPORT FORMAT

The Institute makes the foregoing renewal recommendation based on the school's Application for Charter Renewal, evaluation visits conducted and information gathered during the charter term and a renewal evaluation visit conducted near the end of the current charter term. Additionally, the Institute has reviewed the strength and fiscal health of the not for profit education corporation with the authority to operate the school. Most importantly, the Institute analyzes the school's record of academic performance and the extent to which it has met its academic Accountability Plan goals. This renewal recommendation report compiles the evidence below using the SUNY Renewal Benchmarks, which specify in detail what a successful school should be able to demonstrate at the time of the renewal review. The Institute uses the four interconnected renewal questions below for framing benchmark statements to determine if a school has made an adequate case for renewal.

1. Is the school an academic success?
2. Is the school an effective, viable organization?
3. Is the school fiscally sound?
4. If the SUNY Trustees renew the education corporation's authority to operate the school, are its plans for the school reasonable, feasible and achievable?

The report's Appendix provides a School Overview, copies of any school district comments on the Application for Charter Renewal, the SUNY Fiscal Dashboard information for the school, and, if applicable, its education corporation and additional evidence on student achievement contained in the School Performance Summaries.

RENEWAL BENCHMARK CONCLUSIONS

IS THE SCHOOL AN ACADEMIC SUCCESS?

Tapestry is an academic success given its record of coming close to meeting its key Accountability Plan goals and based on evidence about the educational program compiled on school evaluation visits during the charter term and at the time of the renewal using the SUNY Renewal Benchmarks.

At the beginning of the Accountability Period,⁵ the school developed and adopted an Accountability Plan that set academic goals in the key subjects of English Language Arts (“ELA”) and mathematics. The Institute examines results for five required Accountability Plan measures to determine ELA and mathematics goal attainment. Because the Act requires charters be held “accountable for meeting measurable student achievement results”⁶ and states the educational programs at a charter school must “meet or exceed the student performance standards adopted by the board of regents”⁷ for other public schools, SUNY’s required accountability measures rest on performance as measured by state wide assessments. Historically, SUNY’s required measures include measures that present schools’:

- absolute performance, i.e., what percentage of students score at a certain proficiency on state exams?;
- comparative performance, i.e., how did the school do as compared to schools in the district and schools that serve similar populations of economically disadvantaged students?; and,
- growth performance, i.e., how well did the school do in catching students up – and then keeping them up to grade level proficiency?

Every SUNY authorized charter school has the opportunity to propose additional measures of success when crafting its Accountability Plan. Tapestry did not propose or include any additional measures of success in the Accountability Plan it adopted.

Because of testing changes made by the state, the Institute has since 2009 consistently de-emphasized the two absolute measures under each goal in schools’ Accountability Plans. The Institute continues to focus primarily on the two comparative measures and the growth measure while also considering any additional evidence the school presents using additional measures identified in its Accountability Plan. The Institute identifies the required measures (absolute proficiency, absolute Annual Measurable Objective (“AMO”) attainment,⁸ comparison to local district, comparison to demographically similar schools, and student growth) in the Performance Summaries appearing in the Appendix at the end of the report.

⁵ Because the SUNY Trustees make a renewal decision before student achievement results for the final year of a charter term become available, the Accountability Period ends with the school year prior to the final year of the charter term. In the case of subsequent renewal, the Accountability Plan covers the last year of the previous charter term through the second to last year of the charter term under review.

⁶ Education Law § 2850(2)(f).

⁷ Education Law § 2854(1)(d).

⁸ While the state has recalibrated the absolute Annual Measurable Objective, the Institute will only report on the 2013-14 results, not on those for 2012-13.

RENEWAL BENCHMARK CONCLUSIONS

The Accountability Plan also includes science and No Child Left Behind Act (“NCLB”) goals. For each goal in the Accountability Plan, specific outcome measures define the level of performance necessary to meet that goal. Please note that for schools located in New York City, the Institute uses the Community School District (“CSD”) as the local school district.

Academic Attainment. Throughout the four years of its five-year Accountability Period, Tapestry came close to meeting its overall ELA and mathematics goals. Notwithstanding low performance at the lower academy (elementary/middle school grades), the upper academy (high school grades) has posted strong ELA and mathematics results throughout the charter term. Tapestry met its high school graduation goal and, based on limited data, Tapestry came close to meeting its College Preparation goal throughout the charter term. The school met its science goal during most of the charter term except for 2013-14, although it came close to meeting the goal that year. Under its NCLB accountability system, the state consistently identified Tapestry as in good standing and thus the school met its NCLB goal.

Lower Academy. Based on the five elementary/middle school ELA measures in its Accountability Plan, Tapestry’s lower academy came close to meeting the ELA goal during 2010-11 and 2011-12 but failed to meet its ELA goal during 2012-13 and 2013-14. Taken together with the upper academy, Tapestry came close to meeting its ELA goal throughout the charter term despite lower elementary/middle grade performance.

The percentage of Tapestry students at the elementary/middle grades scoring at or above proficiency on the state’s ELA assessment exceeded the district’s by at least 11 percentage points during each of the last four years. With regard to the school’s growth, when matched to comparable students statewide, Tapestry’s students posted ELA growth equal to the state’s median growth score of 50 throughout the charter term. In comparison to schools with similar levels of economically disadvantaged students, Tapestry’s performance declined. During 2013-14, as during 2012-13, Tapestry’s effect size score indicated the school performed lower than expected. In contrast, during 2010-11 and 2011-12, the school’s effect size metrics indicated that the school performed slightly higher than expected.

Based on the five elementary/middle school measures under the goal, Tapestry’s lower academy did not meet its mathematics goal throughout the charter term. However, when upper academy data are included in the analysis, Tapestry came close to meeting its mathematics goal during this charter term.

Tapestry’s lower school outperformed the district in mathematics proficiency in grades 3-8 by at least 10 percentage points each year since 2010-11. The school also posted a year-to-year growth score that matched or exceeded the state median score of 50 during every year except 2010-11. However, Tapestry performed lower than expected during every year in the Accountability Period in comparison to schools serving similar levels of economically disadvantaged students. The lower academy’s trajectory on this important measure of performance has yet to demonstrate improvement.

RENEWAL BENCHMARK CONCLUSIONS

Tapestry met or came close to meeting its science goal each year during the charter term. From the beginning of the charter term through 2012-13, the school exceeded its absolute performance benchmark of 75 percent of 4th and 8th graders scoring at or above proficiency and also outperformed the district each year. During 2013-14, Tapestry's lower academy came close to meeting its science goal with 67 percent of students at or above proficiency. The school's 4th grade results surpassed its target benchmark of 75 percent proficiency with 82 percent of students testing proficient; however, only 52 percent of Tapestry's 8th grade students were proficient. Overall, the lower school came close to meeting the goal during 2013-14.

Upper Academy. Tapestry's upper academy met its ELA goal throughout the charter term. The percentage of Tapestry's accountability cohort passing the English Regents exam with a score of 65 or higher exceeded the school's target performance benchmark of 75 percent and exceeded the district's performance each year. The school also enabled at least 75 percent of each accountability cohort scoring below proficiency on the state's 8th grade ELA exam to perform at or above proficiency on the English Regents. During 2010-11 and 2011-12, Tapestry met the state's AMO. During 2012-13 and 2013-14, based on the college and career readiness standard requiring a passing score of 75 rather than 65 on the English Regents exam, the school fell short of meeting the state's AMO.

Since 2010-11, Tapestry exceeded its benchmarks on almost all of its high school mathematics metrics and met its mathematics goal. More than 90 percent of students in each of the school's accountability cohorts scored at or above proficiency on a Regents mathematics exam, far exceeding the district's performance each year. Over 90 percent of students in the accountability cohort scoring below proficiency on the state's 8th grade exam scored at or above proficiency throughout the charter term. The school did not meet the state's AMO based on the college and career readiness standard of passing a mathematics Regents exam with a score of 80 or higher during 2012-13 and 2013-14, but Tapestry met or exceeded the mathematics AMO during 2010-11 and 2011-12.

The school met its high school science goal each year with more than 90 percent of Tapestry's upper academy accountability cohorts throughout the charter term scoring at or above proficiency on a Regents science exam. The school outperformed the district during every year for which comparative district data are available except 2013-14.

Tapestry has met its high school graduation goal throughout the charter term. With more than 90 percent of its graduation cohorts graduating within four years, the school far exceeded the district's four-year graduation rate and its benchmark of 75 percent on this measure during each year. Tapestry also met its benchmark of graduating at least 95 percent of each 5th year graduation cohort consistently during the charter term. Although Tapestry performed just below the 75 percent benchmark each year, roughly 65 percent of Tapestry's students enrolled in their second year at the upper academy passed at least three Regents exams required for graduation. Having a large proportion of students successfully pass three Regents exams within the first two years of high school keeps the school on track to meet its graduation requirements each year.

RENEWAL BENCHMARK CONCLUSIONS

Tapestry consistently came close to meeting its college preparation goal. Despite performing lower than defined benchmarks on some measures under this goal, importantly, at least 75 percent of Tapestry’s graduating students matriculated into a college or university within one year of graduation. The school’s college counselor tracks and maintains information about college attainment using the National Student Clearinghouse (the “Clearinghouse”) as the primary data source. Although this system provides the most accurate data available, the Clearinghouse cannot account for every Tapestry graduate in its dataset. The school supplements these data with self-reports from alumni.

RENEWAL BENCHMARK CONCLUSIONS

TAPESTRY CHARTER SCHOOL

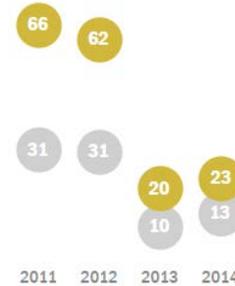
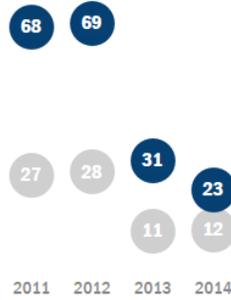
ENGLISH LANGUAGE ARTS
ACCOUNTABILITY PLAN GOAL
GRADES 3-8

MATHEMATICS
ACCOUNTABILITY PLAN GOAL
GRADES 3-8

DESCRIPTION

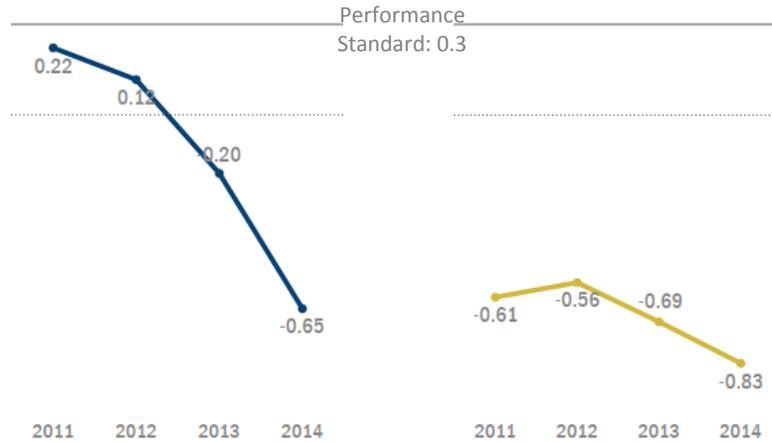
**Comparative Measure:
District Comparison.**

Each year, the percent of students enrolled at Tapestry in at least their second year performing at or above proficiency in **ELA** and **mathematics** will be greater than that of students in the same tested grades in the **Buffalo City school district**.



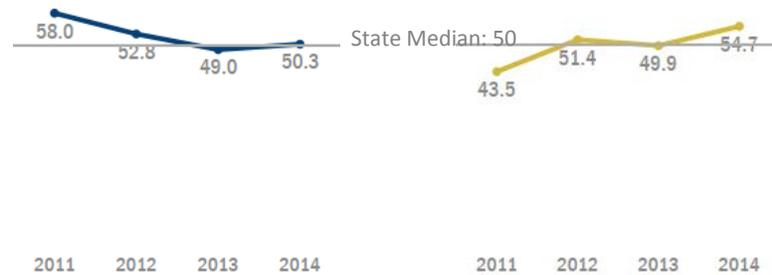
**Comparative Measure:
Effect Size.**

Each year, Tapestry will exceed its predicted level of performance by an Effect Size of 0.3 or above in **ELA** and **mathematics** according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.



Comparative Growth Measure:

Mean Growth Percentile. Each year, Tapestry's unadjusted mean growth percentile for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile in **ELA** and **mathematics**.



RENEWAL BENCHMARK CONCLUSIONS

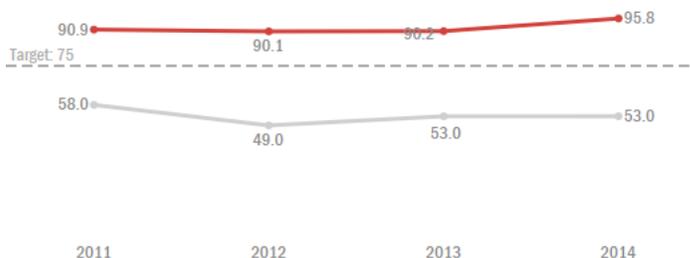
TAPESTRY CHARTER SCHOOL

DESCRIPTION

4-YEAR GRADUATION RATE

Comparative Measure: Graduation Rate.

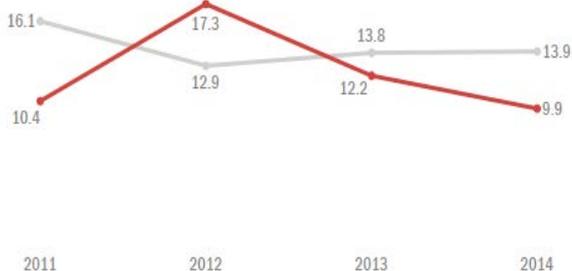
Each year, the percent of **students graduating** after the completion of their fourth year will exceed that of the **Buffalo City school district**.



ADVANCED REGENTS DIPLOMA ATTAINMENT

College Preparation Measure: Advanced Regents Diploma.

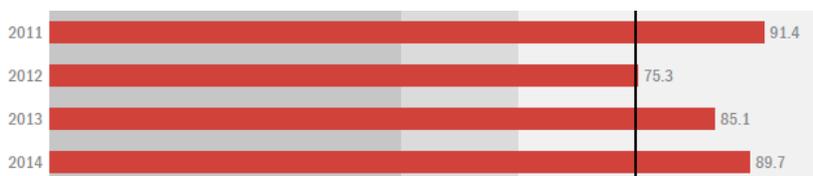
Each year, the percent of **students graduating** with and Advanced Regents diploma will exceed that of the **local school district**.



COLLEGE MATRICULATION

College Attainment Measure: Matriculation into College.

Each year, **75 percent** of **graduating students** will enroll in a college or university.

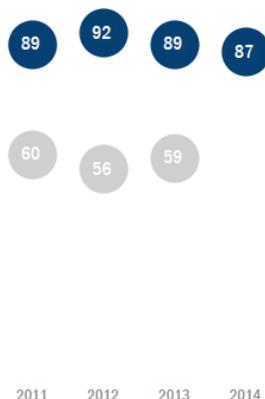


ENGLISH LANGUAGE ARTS

MATHEMATICS

Comparative Measure: District Comparison.

Each year, the percent of students passing the **Regents English** or a **Regents math** exam will exceed that of students in the **local school district**.



RENEWAL BENCHMARK CONCLUSIONS

Instructional Leadership. Tapestry has an instructional leadership team of adequate size and competency to support teachers. The school continues to benefit from generally low turnover amongst senior leaders that allows them to build strong relationships with school staff. However, because of this close “familial” culture and leaders’ generally informal approach to coaching and instructional support, the school continues to tailor the way it oversees the academic program and holds staff accountable for student achievement.

- Late in the charter term and under the direction of the school’s board of trustees, Tapestry continues to revise its methods for monitoring the performance of school leaders and the success of the academic program. The school has had generally low leader turnover since its inception, which has provided stability and contributed to its success over the years. However, the board and instructional leaders recognize the need for growth on assessments such as state tests, particularly at the lower academy, and communicate this with teachers in regular staff and professional development meetings. With recently transitioned leadership, the lower academy specifically continues to establish general areas for improved pedagogical practice, such as the use of data to drive instruction; however, the evaluation team’s renewal visit interviews and observations indicate that this is still an area of development for both teachers and leaders across the school.
- Tapestry’s leaders support the relatively experienced teaching staff by dividing responsibilities mainly between instructional and behavior management supports. Teachers report leaders rarely conduct classroom observations, relying mostly on informal interactions to apprise coaching decisions.
- A director of curriculum and instruction serves as primary instructional coach and a curriculum developer at both academies. Although the school has recognized the need for more instructional supports in response to shifting academic standards, Tapestry’s current focus on providing out-of-classroom coaching for a small number of teachers needs further development to support all teachers in increasing student achievement.
- The school provides teachers with regularly scheduled times to plan curriculum and instruction across grade levels, with occasional guidance from instructional leaders. Teachers formally meet with leaders to discuss instruction during regular professional development sessions and “kid talk” meetings. While the school uses teacher surveys and informal interactions to determine teacher needs and meeting topics, Tapestry is continually building its capacity to utilize student data to inform these activities.
- The school principals continue to evaluate teachers based on a three-tiered system. Leaders determine if a teacher is in stage one, two or three based primarily on the number of years the teacher has taught at the school. Student achievement data does not currently factor into how leaders choose teacher stages or the outcome of teacher evaluations. However, the school is continuing to develop ways to use data to increase the effectiveness of its evaluation system as a whole.

Curriculum. While the upper academy has adjusted quickly to more rigorous Common Core State Standards and has developed a comprehensive curriculum that supports teachers in their instructional planning, the lower academy, partially due to recent leader and programmatic

RENEWAL BENCHMARK CONCLUSIONS

changes, continues to refine its curriculum to ensure students meet current state performance targets.

- The upper academy implements a curriculum for English, science and history consisting of several teacher-created expeditions based on the principles of the school's Expeditionary Learning ("EL") Program, along with subject-specific units – all aligned to the state learning standards. For mathematics, the school bases the curriculum completely on learning modules provided by New York State. In the lower academy, teachers use a combination of expeditions and other teacher-created units based on the New York State modules for ELA, science and social studies. Instructional leaders are in the process of ensuring that all of these materials meet the rigor of current state assessments and standards.
- The upper academy has curriculum maps and internally developed Standards-Targets-Assessments ("STAs") Maps for each course that breaks the curriculum down into component parts. Teachers in the lower academy also use mathematics STAs to help with lesson planning, and the expeditions guide lesson planning in social studies, science and ELA. Recognizing that these materials are limited in their ability to provide sufficient guidance for creating robust daily lesson plans, teachers have begun to replace these expeditions with New York State modules.
- Teachers know what to teach and when to teach it from the documents previously described, but some teachers report receiving limited support from instructional leaders in creating comprehensive lesson plans.
- Due to recent and ongoing changes to the school's curriculum under the direction of the board and key instructional leaders, Tapestry continues to fine-tune its process for selecting, developing, and reviewing its curriculum documents.

Use of Assessment Data. Both the lower and upper academies administer regular assessments, and are refining systems to respond to shifts in state standards and assessments, and also improve instructional effectiveness and student learning.

- The lower academy administers the Scholastic Reading Inventory ("SRI") in grades 3-8 five times a year, the Fountas and Pinnell ("F & P") to grades K-4 four times a year and the Scholastic Math Inventory ("SMI"), to assess students' mathematics proficiency in grades 3-8, three times a year.
- Teachers administer teacher-created assessments that align to curriculum and state standards. In mathematics, some of the upper academy teachers have started to give teacher-created Interim Assessments ("IAs") every four to five weeks in conjunction with the New York State mathematics modules. In addition, teachers administer the SRI twice a year to grades 9-12 and the SMI twice a year to 9th grade students only.
- Tapestry uses an electronic portal to score and track most assessments. The school is developing a norming process for scoring teacher created tests and some teachers report scoring collaboratively.
- The school is establishing a more targeted, data-driven culture and is fine-tuning expectations for teachers around the regular analysis and use of assessment results. Some teachers take the initiative to use assessment results to adjust instruction in their

RENEWAL BENCHMARK CONCLUSIONS

classrooms and Tapestry regularly communicates to parents and guardians about student progress through report cards and mid-trimester progress reports, both three times a year.

Pedagogy. Adequate instruction is evident throughout most of Tapestry’s classrooms, with high quality instruction observed in some classrooms. As shown in the chart below, during the renewal visit, Institute team members conducted 24 classroom observations following a defined protocol used in all school renewal visits.

CLASSROOM OBSERVATION METHODOLOGY: NUMBER OF OBSERVATIONS

		GRADE												Total	
		K	1	2	3	4	5	6	7	8	9	10	11		12
CONTENT AREA	ELA	1	1	1			1	1		2			1		8
	Math			1	2		2		1		1			1	8
	Writing														
	Science			1								1			2
	Soc Stu					2		1		1				1	5
	Specials						1								1
	Total	1	3	3	2	3	2	2	1	3	1	2	1		24

- Lesson activities purposefully align with stated learning targets (21 out of 24 classrooms observed); however, most lesson plans do not identify the standards addressed by the learning target. In instances where multiple teachers occupy a classroom, it is clear that each teacher has a specific role for supporting student learning. Specifically, consultant teachers and teaching assistants support teachers and students through working with small groups or circulating and conferencing with students to drive learning processes.
- Some teachers effectively use techniques to check for student understanding (10 out of 24 classrooms observed). In one notable example of a classroom with a high level of student engagement and effective checks, a second grade teacher appropriately facilitates and questions students as the move about the classroom and select tools to measure a variety of objects. Due to proper monitoring and questioning techniques by the teacher, students are able to collect and compare their data during a lesson that directly addresses a grade-level appropriate learning target about measurement.
- Few teachers include opportunities in their lessons to challenge students with questions that develop depth of understanding and encourage higher order thinking (6 out of 24 classrooms observed). Across the school, many learning targets provide opportunities for higher-order thought, such as examining factors contributing to the establishment of the Underground Railroad through the reading of slave narratives in a history class. However,

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lesson activities and facilitation fail to support students in deeply analyzing and synthesizing lesson objectives.

- The vast majority of Tapestry teachers establish a classroom environment with a focus on academic achievement (20 out of 24 classrooms observed). In 14 classrooms observed, teachers did not maximize learning time observed to be because of poor lesson and instructional pacing. For example, in one mathematics class, the teacher provided students with 15 minutes to respond to an assignment consisting of four questions. Given the level of the students and the low level of the questions, learning and instructional time would have been better maximized by a more challenging closing assessment or additional use of time for instruction.

At-Risk Students. Tapestry effectively meets the educational needs of at-risk students. In contrast to previous years, the school has established a program for ELLs that supports them in meeting learning objectives and language acquisition goals.

- Tapestry uses clear procedures for identifying ELLs, students with disabilities and students who are generally at-risk of academic failure. Applicants to Tapestry complete the home language survey and an informal interview with the school's ELL coordinator and literacy specialist. The school administers the New York State Identification Test for English Language Learners ("NYSITELL") to students whose primary language is not English as identified by home language survey responses. The ELL coordinator oversees administration of the NYSITELL and the New York State English as a Second Language Achievement Test ("NYSESLAT") assessments, and collects and maintains the resulting data.
- General education teachers, special education teachers and literacy specialists meet weekly in kid talk meetings to discuss concerns about student learning needs. From these meetings the group determines which students require leveled interventions and develop strategies and goals to supplement student learning or develop behavioral intervention plans. Classroom teachers implement the interventions and provide updates during subsequent meetings, specifically after reviewing progress monitoring assessment data. Teachers refer students needing more intense supports to literacy specialists who implement pull-out services to develop students' foundational skills. Literacy specialists monitor and report intervention results to help determine which students the school refers to the district CSE and which students can revert to less intense interventions.
- Tapestry's tiered interventions, special education services and supports for ELLs are adequate to meet the specific learning needs of these students. About 56 percent of students in the middle grades requiring tier 3 interventions, tier 3 being the most intense intervention level, have made at least one full grade level of progress during this school year and 11 percent have made two full years of progress as measured by the SRI, which measures reading growth. Special education staff report that the school referred fewer students to the CSE this year and attribute this reduced need to increased effectiveness of the school's tiered interventions.
- The school's ELL coordinator provides learning supports for ELLs in a pull-out setting, monitors student progress toward proficiency on the NYSESLAT and monitors ELLs'

RENEWAL BENCHMARK CONCLUSIONS

progress toward passing the Regents exams required for high school graduation. The school's at-risk staff works with the upper academy counselor to monitor credit accumulation and student progress toward graduation. At-risk staff also informs teachers of students' progress in meeting Individualized Education Program ("IEP") and language acquisition goals and staff members provide teachers with full copies of students' IEPs and other necessary documents.

- The school's ongoing monitoring of assessment data across the school reflects general good practice, as does its use of that data to make instructional adjustments such as regrouping students for reading instruction. However, Tapestry leaders do not disaggregate the data in order to evaluate the effectiveness of its interventions. Beyond the "kid talk" meetings and grade level team meetings, the school offers limited professional development to bolster the general education teachers' ability to support at-risk students' learning needs.

NOTEWORTHY

According to school leaders, during the first six months of the 2014-15 school year, 49 of 95 students (56 percent) in the lower academy receiving tier 3 interventions made one full school year of gains in their reading comprehension level. At the time of the renewal visit, the school was in the process of removing 39 students from tiered interventions because they demonstrated goal attainment.

	2011-12	2012-13	2013-14
Enrollment (N) Receiving Mandated Academic Services	(94)	(101)	(103)
RESULTS			
Tested on State Exams (N)	(35)	(48)	(47)
Proficient on ELA Exam	28.6%	10.4%	8.5%
Proficient Statewide	15.2%	5.0%	5.2%

	2011-12	2012-13	2013-14
ELL Enrollment (N)	(8)	(11)	(16)
RESULTS			
Tested on NYSESLAT Exam (N)	(N/A)	(5)	(0)
'Proficient' or Making Progress ⁹ on NYSESLAT	N/A	s ¹⁰	N/A

⁹ Defined as moving up at least one level of proficiency. Student scores fall into four categories/proficiency levels: Beginning; Intermediate; Advanced; and, Proficient.

¹⁰ In order to comply with Family Educational Rights and Privacy Act regulations on reporting education outcome data, the Institute does not report assessment results for groups containing five or fewer students.

RENEWAL BENCHMARK CONCLUSIONS

IS THE SCHOOL AN EFFECTIVE, VIABLE ORGANIZATION?

Tapestry is an effective and viable organization. The board carries out its oversight responsibilities with a focus on student achievement. The school organization effectively supports the delivery of the educational program. During the current charter term, the board has generally abided by its by-laws and been in general and substantial compliance with the terms of its charter, code of ethics, applicable state and federal law, rules and regulations.

ORGANIZATIONAL STRUCTURE

Board Oversight. Tapestry's board continues to provide adequate oversight, allowing the school to come close to meeting its Accountability Plan goals. The board has developed and adopted a strategic plan that establishes long-range goals and expectations for Tapestry's academic, financial and organizational viability.

- Tapestry's board possesses a variety of skills and experiences – including development, special and higher education, legal and fiscal - that allow it to oversee the operations and leadership of the school adequately. Some members have other board governance experience. The board is actively seeking to expand its membership to up to 15 members including those with school facilities, fiscal and marketing and development experience.
- The executive director, and lower and upper academy principals, report to the board at each meeting about the school's academic and fiscal standing. These reports help keep the board aware of data such as recent graduation outcomes and student performance on state exams.
- The board developed a strategic plan that outlines the school's activities designed to increase enrollment, improve academic outcomes and improve its financial stability. The plan also includes benchmarks for tracking activities and outputs. The board adopted the plan this year and will monitor its implementation and revise it as necessary.
- The board has retained Tapestry's executive director since the school's founding. At the school, 30 of 78 teachers (38 percent) have taught for at least five years and more than 90 percent of last year's teachers returned to Tapestry this year. Until recently, the board has relied on the leaders' analysis of student performance and teacher accountability. This year, the board is requiring the school's leaders to report specific learning outcome data to support leaders' claims about student achievement and teacher effectiveness.
- The board is beginning to evaluate its own success in the context of the school's Accountability Plan goals. At the time of the renewal visit, the board was implementing a self-evaluation system where it will review and evaluate the contributions of individual members and establish clear expectations for participation and performance.

Organizational Capacity. Tapestry's organization adequately supports the implementation of the educational program.

- Tapestry has established an administrative structure, including academic and operational supports, which allows instructional leaders to focus on the academic program. The school operates with a culture of transparency at each level, allowing staff to have a clear

RENEWAL BENCHMARK CONCLUSIONS

understanding of the school's systems, in addition to lines of accountability and roles and responsibilities of staff members across the school.

- As has been the case throughout the charter term, Tapestry puts a strong emphasis on promoting positive cultural norms and behavior amongst students. The school emphasizes these behavioral expectations through the use of Habits of Work ("HOW") scores teachers give students in each class and subject reflecting students' level of engagement and overall behavioral performance. These HOW scores often determine student rewards and consequences such as admittance or rejection to school dances or sporting activities.
- Positive culture norms extend to Tapestry's staff, having high retention amongst leaders and teachers. However, cultural fit appears to be a stronger factor in rehiring decisions than instructional quality. One school leader reports Tapestry has elected not to rehire teachers deemed to be a poor fit but does not make systemic use of student achievement as the basis of those decisions.
- The school allocates sufficient resources, including materials for expeditions and the hiring of teacher associates, to support the school in achieving its goals.
- Tapestry also continues to maintain strong enrollment with the school serving 793 students and reporting a significant waitlist of 1,135 students at the time of the renewal visit.
- Leaders at the school monitor its progress in meeting enrollment and retention targets of students with disabilities, ELLs and economically disadvantaged students. Both instructional and operational leaders assist with this task in such ways as forming partnerships with refugee organizations to help with ELL recruitment and distributing school literature at meetings held by the CSE.
- Tapestry recognizes the need to improve the use of data in informing programmatic changes and is putting in place a strategic plan to adjust the way it monitors and evaluates its programs. The upper academy leaders report meeting monthly during spring and summer months with its teacher leadership council in order to decide what changes to the curriculum and expeditions should be made in the next school year. As the lower academy leaders are new to their roles, they continue to adjust procedures to address programmatic gaps.

FAITHFULNESS TO CHARTER & PARENT SATISFACTION

As part of their initial applications and their Applications for Charter Renewal, schools identify the Key Design Elements that reflect their missions and distinguish the schools. The table below reflects the intended Key Design Elements and indicates for each if the school is implementing the element as included in the school's charter.

RENEWAL BENCHMARK CONCLUSIONS

Key Design Elements	Evident?
For Grades K-8	
A school culture of caring;	+
Progressive teaching techniques based on differentiated instruction;	+
Weaving together humanities, sciences, arts and social responsibility;	+
Family and community engagement; and	+
Ongoing professional development for faculty and staff.	+
For Grades 9-12	
Physical and emotional fitness;	+
Knowledge and understanding of the arts;	+
Social responsibility;	+
Family and community engagement; and,	+
Ongoing professional development for faculty and staff.	+
For Grades K-12	
Expeditionary Learning School (ELS) emphasizing high achievement through active learning, character growth and teamwork.	+

Parent Satisfaction. Parents and students are satisfied with the Tapestry program. The Institute compiled data from parent surveys administered by the school. The survey response rate is high enough that it is useful in framing the results as representative of the school community. Tapestry had not administered the 2014-15 survey to parents of lower academy students as of the date of application submission. The chart below reflects parent responses regarding the upper academy, which are consistent with previous data.¹¹

2014-15
Response Rate: 76%
Overall satisfaction: 99%
Academics: 99%
Communication: 98%

Persistence in Enrollment. The Institute derived the following statistical information from its database. No comparative data from the New York State Education Department (“NYSED”) is available to the Institute to provide either district wide or by CSD context. As such, the information is presented for information purposes but does not allow for comparative analysis.

¹¹ Source: Application for Charter Renewal.

RENEWAL BENCHMARK CONCLUSIONS

	2012-13	2013-14	2014-15
Eligible Students Returning From Previous Year	85%	90%	89%

COMPLIANCE

Governance. In material respects, the Tapestry board has implemented and abided by adequate and appropriate systems, processes, policies and procedures to ensure the effective governance and oversight of the school. The board demonstrates a thorough understanding of its role in holding the school leadership accountable for both academic results and fiscal soundness.

- The board has avoided creating conflicts of interest.
- The board has materially complied with the terms of its by-laws and code of ethics, although it has changed its committee structure from that stated in the by-laws.
- The board has a functioning finance/audit committee.
- The board receives consistent reports on fiscal and academic performance keeping close tabs on the school's overall academic and fiscal health.
- As evidenced by a number of small compliance issues and policies in need of update, the board has not conducted thorough compliance or legal reviews of systems and policies.
- The board has engaged in extensive board training and planning.

Legal Requirements. The education corporation generally and substantially complies with applicable state and federal laws, rules and regulations and the provisions of its charter. The Institute did find, however, some minor issues in need of updating that are identified below. The Institute is working with the school to ensure these issues are appropriately updated.

- **FOIL.** The school's Freedom of Information Law ("FOIL") documents including its FOIL regulations and document list were in need of update/revision. Tapestry also needs to update its website in certain respects to be compliant with FOIL.
- **Personnel Policies.** These policies were in need of legal review. For example, the policies did not include a provision for the distribution and acknowledgment of receipt of the education corporation's code of ethics.
- **Other Policy Updates.** Being an older school, several of Tapestry's policies date back many years and were in need of update/revision in general or for specific changes in the law including the code of ethics, by-laws, Family Educational Rights and Privacy Act, complaint and student discipline. Notwithstanding the foregoing, the school has an extensive website that provides significant information to parents, the public and applicants, and demonstrates the school's commitment to transparency.
- **Complaints.** The Institute received only one formal and one informal complaint during the current charter term. The formal complaint was related to the amount of instructional time in certain grades. The Institute determined the complaint was founded and made Tapestry add the small amount of instructional time onto the school calendar the following year for the affected grades. The Institute did not need to take any action on the informal complaint.

RENEWAL BENCHMARK CONCLUSIONS

IS THE EDUCATION CORPORATION FISCALLY SOUND?

Based on evidence collected in the renewal review, Tapestry is fiscally sound. The education corporation has successfully managed strong enrollment numbers and cash flow, creating adequate financial resources to ensure stable operations. The education corporation engages in effective budgeting practices and routinely conducts monitoring of revenues and expenses, making appropriate adjustments when necessary. The SUNY Fiscal Dashboard, a multi-year financial data and analysis for SUNY authorized charter schools, appears below in the Appendix.

Budgeting & Long-Range Planning. Throughout the charter term, Tapestry has maintained fiscal soundness by implementing effective budgeting practices and routine monitoring of revenues and expenses. Net assets have remained consistent over the charter term, as of June 30, 2014, the audited financial statements reflect net assets of approximately \$1.6 million.

- The education corporation's development of annual budgets includes input and analysis from the leadership team, an independent accounting firm and evaluation from the board's finance committee. Accountants routinely analyze budget variances and discuss material variances with the school leader and the board finance/audit committee.
- The accounting firm prepares monthly financial reports that include a current balance sheet and budget to actual comparison of revenues and expenses. The board's finance/audit committee subsequently reviews and analyzes the budget with school leaders prior to presentation to and consideration by, the full board. For the entire charter term, the education corporation has enlisted help from an independent, certified public accountant to provide ongoing financial services and oversight.
- Since Tapestry's last renewal in 2011, SUNY charter agreements now include a requirement regarding the potential closure and/or dissolution of a school. The education corporation must create a dissolution reserve fund for purposes of school closure and/or dissolution by setting aside seventy-five thousand dollars (\$75,000) to be funded, at a minimum, by reserving twenty-five thousand dollars (\$25,000) per year during the first three years of the charter term. The fund must be held separately and identified in financial statements as a separate reserve. Tapestry will have to fund this reserve during the next charter term.
- The education corporation provided a projected five year budget along with an enrollment chart and staffing plan that reflects the fiscal stability of the school as it moves into the next phase of development and growth.

Internal Controls. The education corporation has established and maintains a set of fiscal policies, procedures and controls. The Institute recommended that the education corporation further develop its financial policy and procedures manual to strengthen written internal controls around key issues including sales tax exemption on purchases with vendors and the utilization of the school's credit card for purchasing.

- Independent audits have found that the education corporation has accurately recorded and appropriately documented transactions in accordance with established policies.

RENEWAL BENCHMARK CONCLUSIONS

- The education corporation's most recent audit reports of internal controls related to financial reporting and compliance with laws, regulations and grants. It disclosed no material weaknesses or instances of non-compliance.
- In November 2013, the New York State Comptroller issued an audit report on Internal Controls over Credit and Debit Cards July 1, 2011 – August 16, 2013 (2013M-271). The audit found that there were 18 credit cards issued to 12 individuals during the audit period and that there was a combined credit limit and cash advance limit on those cards of \$87,000 and \$15,000, respectively. No cash advances had been accessed during the audit period but, according to the Comptroller, it did expose the education corporation to undue risk. The education corporation quickly responded to the audit findings by eliminating a number of the credit cards, reducing the credit limits and formally prohibiting any cash advances.
- The education corporation further strengthened internal controls around the use of credit cards and the elimination of debit cards and has worked with credit card providers to block certain types of vendors or purchases through the use of merchant category codes.
- The Institute found that the financial policy and procedures did not address the sales tax exemption issue on purchases. It was verified that the education corporation is tax exempt for sales tax purposes and that tax exemption forms are utilized for purchasing. However, the written policy and procedures did not specifically address the sales tax exemption procedures.

Financial Reporting. The education corporation has complied with financial reporting requirements by providing the SUNY Trustees and NYSED with required financial reports.

- The education corporation presents its annual financial statements in accordance with generally accepted accounting principles (“GAAP”). The independent audits of those statements have received unqualified opinions.
- The education corporation has generally filed key reports timely and accurately including: audit reports, budgets, cash-flow statements, un-audited reports of revenues, expenses and enrollment and grant expenditure reports.

Financial Condition. The education corporation maintains adequate financial resources to ensure stable operations.

- The education corporation has posted mixed results, from “fiscally strong,” decreasing to “fiscally needs monitoring” and improving to “fiscally adequate” composite-score ratings on the SUNY Fiscal Dashboard, indicating some financial struggles from 2010 – 2013.¹²
- In 2009, Tapestry incurred \$5.7 million in leasehold improvements for the upper academy portion of the facility. As part of this proposal, the developer 1238 Group, LLC, leased the property from Tapestry for an annual rate of \$1 and leased it back to the education

¹² The composite score assists in measuring the financial health of an education corporation using a blended score that measures the school's performances on key financial indicators. The blended score offsets financial strengths against areas where there may be financial weaknesses.

RENEWAL BENCHMARK CONCLUSIONS

corporation; in turn, the developer/landlord made approximately \$5.7 million in leasehold improvements and subleased the property back to Tapestry under an absolute triple net lease. As part of the absolute triple net lease, Tapestry is responsible for all maintenance, insurance and upkeep of the facility. Also as part of the “initial” lease agreement, the mortgage note held with Allentown Properties in the amount of \$840,000 was assumed and paid off by the developer/landlord. The mortgage note was refinanced with a capital lease obligation and recorded at the carrying cost of the asset, plus the mortgage note assumed by the developer/landlord. In 2011, Tapestry entered into a lease amendment for phase II of the K-8 construction, which was completed for \$6.9 million. Under the lease agreement and lease amendment Tapestry has the option to buy out its leasehold interest and improvements in the property and building after October 2014. The buyout price will be equal to the sum of the amount due on the developer/landlord’s mortgage, plus the “Tapestry Buyout” pursuant to the lease agreement that represents the developer/landlord’s required equity contribution to the project, plus a 2.5% inflationary factor. In 2012, the education corporation purchased adjoining property that included approximately 7 acres of land and a building for \$900,000.

- As of June 30, 2014, the education corporation has approximately \$13.5 million in long-term debt.
- Looking ahead, in order to adequately house the additional students and staff that would be added under the enrollment model, showing a rectangular growth in the lower grades, and the plan to house those students in the current location, Tapestry is in conversations with the district and the City of Buffalo to arrange a long-term lease or sale of an empty school building for the use of the upper academy.
- The education corporation maintains adequate cash flow and on average 1.7 months of cash reserves to cover current bills and those due in the near future. The most recent fiscal year ended with 78 days of cash on hand. The recommended cash reserve would be a one month reserve; therefore the SUNY Fiscal Dashboard reflects a medium overall risk in this category.
- The education corporation primarily maintains its operations from the district per pupil revenues without depending on contributions or fundraising.

The SUNY Fiscal Dashboard, provided in the Appendix, presents color coded tables and charts indicating that Tapestry has demonstrated fiscal soundness over the course of its charter term.¹³

¹³ The U.S. Department of Education has established fiscal criteria for certain ratios or information with high – medium – low categories, represented in the table as green – gray – red. The categories generally correspond to levels of fiscal risk, but must be viewed in the context of each education corporation and the general type or category of school.

RENEWAL BENCHMARK CONCLUSIONS

IF THE SUNY TRUSTEES RENEW THE EDUCATION CORPORATION'S AUTHORITY TO OPERATE THE SCHOOL, ARE ITS PLANS FOR THE SCHOOL REASONABLE, FEASIBLE AND ACHIEVABLE?

To the extent that Tapestry has come close to meeting its academic Accountability Plan goals, has in place a strong and effective educational program that supports achieving those goals, operates as an effective and viable organization and the education corporation is fiscally sound, the plans to implement the educational program as proposed during the next charter term are reasonable, feasible and achievable.

Plans for the School's Structure. The education corporation has provided all of the key structural elements for a charter renewal and those elements are reasonable, feasible and achievable.

MISSION FOR THE NEXT CHARTER TERM

The mission of Tapestry Charter School will be to educate and inspire a diverse community of K-12 learners by engaging them in rigorous real-world learning experiences which prioritize intellectual, social and emotional growth.

Plans for the Educational Program. Tapestry has begun to make changes to its educational program that will continue into its next charter term in response to the shift in standards and expectations around student performance. At the lower academy, the school has begun moving from multi-grade to single-grade expedition instruction to allow teachers the opportunity to develop expertise with a single set of grade level standards. The school has also begun restructuring teacher assignments and adjusting the number and use of staff, such as AmeriCorps service members, in classrooms. At the lower academy, curriculum changes to ensure alignment with common core standards is also taking place. Tapestry plans to continue to implement the same core elements of Expeditionary Learning and its upper academy program that have helped the school come close to meeting its Accountability Plan goals during the current charter term.

	Current Charter Term	End of Next Charter Term
Enrollment	770	1070
Grade Span	K-12	K-12
Teaching Staff	90	106
Days of Instruction	174	178

Plans for Board Oversight & Governance. Board members express an interest in continuing to serve Tapestry in the next charter term and may add additional members in the future.

RENEWAL BENCHMARK CONCLUSIONS

Fiscal & Facility Plans. Tapestry is fiscally sound and plans to operate in its current private facility in the next charter term. As the school has plans to increase its enrollment, it is currently working with the district and the city of Buffalo to acquire an additional building to eventually house its upper academy grades.

The school's Application for Charter Renewal contains all necessary elements as required by the Act. The proposed school calendar allots an appropriate amount of instructional time to meet or exceed instructional time requirements, and taken together with other academic and key design elements, should be sufficient to allow the school to meet its proposed Accountability Plan goals. The school has amended or will amend other key aspects of the renewal application -- including by-laws and code of ethics -- to comply with various provisions of the New York Education Law, Not-for-Profit Corporation Law, Public Officers Law and the General Municipal Law, as appropriate.

APPENDIX: SCHOOL OVERVIEW

BOARD OF TRUSTEES

Board Member Name	Position
Dr. Thomas Ramming	Chair
Kevin Koch	Treasurer
Joshua Feinstein	Secretary
Richard Bryan	Trustee
Dr. Bobbie Dukarm	Trustee
Dr. Michele Marable	Trustee
C. Teo Balbach	Trustee
Timothy Sanders	Trustee
Dr. Nancy Wallace	Trustee

School Characteristics

School Year	Chartered Enrollment	Actual Enrollment ¹⁴	Chartered Grades	Actual Grades
2010-11	545	549	K-12	K-12
2011-12	670	677	K-12	K-12
2012-13	720	732	K-12	K-12
2013-14	770	791	K-12	K-12
2014-15	770	793	K-12	K-12

¹⁴ Source: The Institute's Official Enrollment Binder. (Figures may differ slightly from New York State Report Cards, depending on date of data collection.)

APPENDIX: SCHOOL OVERVIEW

Student Demographics

	2012-13		2013-14		2014-15 ¹⁵
	% of School Enrollment	% of Buffalo CSD Enrollment	% of School Enrollment	% of Buffalo CSD Enrollment	% of School Enrollment
Race/Ethnicity					
American Indian or Alaska Native	0	1	0	1	0
Black or African American	52	51	51	50	52
Hispanic	8	17	10	17	10
Asian, Native Hawaiian, or Pacific Islander	1	6	2	7	1
White	36	22	34	21	33
Multiracial	4	2	4	3	4
Special Populations					
Students with Disabilities	14	21	14	21	13
English Language Learners	1	12	2	13	2
Free/Reduced Lunch					
Eligible for Free Lunch	47	76	46	73	-- ¹⁶
Eligible for Reduced-Price Lunch	15	5	16	3	--
Economically Disadvantaged	57	82	63	76	65

School Leaders

School Year(s)	Name(s) and Title(s)
2001-02 to Present	Joy Pepper, Executive Director

¹⁵ The Institute derived the 2014-15 Students with Disabilities Students, ELL and Economically Disadvantaged statistics from the school's October 2014 student enrollment report to NYSED (2014-15 BEDS Report). District data are not yet available. Because NYSED releases data up to a full year after the conclusion of any one school year, the data presented in this table may differ from current information reported by the school and included in this report.

¹⁶ School FRPL enrollment data for 2014-15 and district Economically Disadvantaged enrollment data are not available.

APPENDIX: SCHOOL OVERVIEW

School Visit History

School Year	Visit Type	Evaluator (Institute/External)	Date
2001-02	First Year Visit	Institute	May 29, 2002
2002-03	Evaluation Visit	Institute	May 15, 2003
2003-04	Evaluation Visit	External	February 10-11, 2004
2005-06	Initial Renewal Visit	Institute	June 16-19, 2005
2008-09	Evaluation Visit	Institute	May 5, 2009
2009-10	Subsequent Renewal Visit	Institute	April 10, 2010
2011-12	Evaluation Visit	Institute	December 13-14, 2011
2014-15	Subsequent Renewal Visit	Institute	March 24-25, 2015

School Visit Team

Date(s) of Visit	Evaluation Team Member	Title
March 24-25, 2015	Aaron Campbell	Senior Analyst
	Jeff Wasbes	Executive Deputy Director for Accountability
	Jenn David-Lang	External Consultant

APPENDIX: FISCAL DASHBOARD



Tapestry Charter School

SCHOOL INFORMATION					
Opened 2001-02					
	2009-10	2010-11	2011-12	2012-13	2013-14
FINANCIAL POSITION					
Assets					
Current Assets					
Cash and Cash Equivalents - GRAPH 1	403,834	965,744	1,340,871	1,460,324	2,333,197
Grants and Contracts Receivable	-	111,667	96,448	143,387	143,102
Accounts Receivable	67,589	-	-	-	-
Prepaid Expenses	61,996	33,799	10,503	24,628	32,090
Contributions and Other Receivables	-	-	-	-	-
Total Current Assets - GRAPH 1	533,419	1,111,210	1,447,822	1,628,339	2,508,389
Property, Building and Equipment, net	2,289,319	7,930,238	14,798,644	15,267,195	14,771,672
Other Assets	1,300,432	19,705	45,956	15,175	24,096
Total Assets - GRAPH 1	4,123,170	9,061,153	16,292,422	16,910,709	17,304,157
Liabilities and Net Assets					
Current Liabilities					
Accounts Payable and Accrued Expenses	637,101	195,762	145,613	88,665	297,989
Accrued Payroll and Benefits	632,277	771,675	1,108,279	1,224,456	1,408,680
Deferred Revenue	4,550	1,550	750	2,380	6,917
Current Maturities of Long-Term Debt	169,258	219,709	256,495	340,864	372,801
Short Term Debt - Bonds, Notes Payable	12,179	-	19,804	10,916	18,907
Other	-	10,500	-	-	-
Total Current Liabilities - GRAPH 1	1,455,365	1,199,196	1,530,941	1,667,281	2,105,294
L-T Debt and Notes Payable, net current maturities	1,356,219	6,503,888	13,429,333	13,935,929	13,550,675
Total Liabilities - GRAPH 1	2,811,584	7,703,084	14,960,274	15,603,210	15,655,969
Net Assets					
Unrestricted	1,297,405	1,325,293	1,324,755	1,285,552	1,624,631
Temporarily restricted	14,181	32,776	7,393	21,947	23,557
Total Net Assets	1,311,586	1,358,069	1,332,148	1,307,499	1,648,188
Total Liabilities and Net Assets	4,123,170	9,061,153	16,292,422	16,910,709	17,304,157
ACTIVITIES					
Operating Revenue					
Resident Student Enrollment	5,283,361	6,567,014	8,062,383	8,745,761	9,454,519
Students with Disabilities	468,267	614,650	670,981	680,829	776,543
Grants and Contracts					
State and local	-	-	-	292,116	326,232
Federal - Title and IDEA	-	196,919	339,693	-	-
Federal - Other	-	-	-	-	-
Other	294,748	-	-	-	-
Food Service/Child Nutrition Program	140,044	-	223,524	238,722	250,174
Total Operating Revenue	6,186,420	7,378,583	9,296,581	9,957,428	10,807,468
Expenses					
Regular Education	3,880,948	4,428,497	6,184,008	6,720,216	6,985,363
SPED	413,633	425,107	591,703	639,739	721,966
Regular Education & SPED (combined)	-	-	-	-	-
Other	348,534	1,044,604	1,276,459	1,143,753	1,150,218
Total Program Services	4,643,115	5,898,208	8,052,170	8,503,708	8,857,547
Management and General	1,200,521	1,374,102	1,509,617	1,650,321	1,711,224
Fundraising	-	-	-	89,233	72,910
Total Expenses - GRAPHS 2, 3 & 4	5,843,636	7,272,310	9,561,787	10,243,262	10,641,681
Surplus / (Deficit) From School Operations	342,784	106,273	(265,206)	(285,834)	165,787
Support and Other Revenue					
Contributions	50,708	68,096	68,182	64,015	46,860
Fundraising	9,717	1,628	10,334	19,254	10,090
Miscellaneous Income	(305,876)	(129,514)	160,769	177,916	117,952
Net assets released from restriction	-	-	-	-	-
Total Support and Other Revenue	(245,451)	(59,790)	239,285	261,185	174,902
Total Unrestricted Revenue	5,953,005	7,300,198	9,561,249	10,204,059	10,980,760
Total Temporarily Restricted Revenue	(12,036)	18,595	(25,383)	14,554	1,610
Total Revenue - GRAPHS 2 & 3	5,940,969	7,318,793	9,535,866	10,218,613	10,982,370
Change in Net Assets					
Net Assets - Beginning of Year - GRAPH 2	1,214,253	1,311,586	1,358,069	1,332,148	1,307,499
Prior Year Adjustment(s)	-	-	-	-	-
Net Assets - End of Year - GRAPH 2	1,311,586	1,358,069	1,332,148	1,307,499	1,648,188

APPENDIX: FISCAL DASHBOARD



Tapestry Charter School

SCHOOL INFORMATION - (Continued)

Functional Expense Breakdown

	2009-10	2010-11	2011-12	2012-13	2013-14
Personnel Service					
Administrative Staff Personnel	642,693	765,265	821,486	925,770	905,547
Instructional Personnel	2,570,969	2,917,677	3,412,761	3,633,854	3,714,432
Non-Instructional Personnel	-	-	497,813	507,215	493,358
Personnel Services (Combined)	-	-	-	-	-
Total Salaries and Staff	3,213,662	3,682,942	4,732,060	5,066,839	5,113,337
Fringe Benefits & Payroll Taxes	544,602	616,547	778,508	849,158	862,722
Retirement	174,145	277,885	462,189	510,330	730,136
Management Company Fees	-	-	-	-	-
Building and Land Rent / Lease	374,533	311,692	11,250	-	-
Staff Development	106,874	122,405	110,327	71,871	57,390
Professional Fees, Consultant & Purchased Services	405,126	339,438	233,817	381,256	358,614
Marketing / Recruitment	-	14,016	13,579	11,918	-
Student Supplies, Materials & Services	253,822	327,707	464,519	332,028	285,016
Depreciation	118,872	413,361	706,000	760,446	754,533
Other	652,000	1,166,317	2,049,538	2,259,416	2,479,933
Total Expenses	5,843,636	7,272,310	9,561,787	10,243,262	10,641,681

SCHOOL ANALYSIS

ENROLLMENT

	2009-10	2010-11	2011-12	2012-13	2013-14
Chartered Enroll	480	545	670	720	770
Revised Enroll	-	-	-	-	-
Actual Enroll - GRAPH 4	507	549	677	732	791
Chartered Grades	K-12	K-12	K-12	K-12	K-12
Revised Grades	-	-	-	-	-

Primary School District: Buffalo

Per Pupil Funding (Weighted Avg of All Districts)	2009-10	2010-11	2011-12	2012-13	2013-14
Per Pupil Funding	10,429	12,005	12,005	12,005	11,947
Increase over prior year	0.0%	15.1%	0.0%	0.0%	-0.5%

PER STUDENT BREAKDOWN

	2009-10	2010-11	2011-12	2012-13	2013-14	Average - 5 Yrs. OR Charter Term
Revenue						
Operating	12,201	13,447	13,728	13,596	13,656	13,326
Other Revenue and Support	(484)	(109)	353	357	221	68
TOTAL - GRAPH 3	11,717	13,338	14,081	13,953	13,877	13,393
Expenses						
Program Services	9,158	10,749	11,891	11,611	11,192	10,920
Management and General, Fundraising	2,368	2,504	2,229	2,375	2,254	2,346
TOTAL - GRAPH 3	11,525	13,253	14,120	13,986	13,446	13,266
% of Program Services	79.5%	81.1%	84.2%	83.0%	83.2%	82.2%
% of Management and Other	20.5%	18.9%	15.8%	17.0%	16.8%	17.8%
% of Revenue Exceeding Expenses - GRAPH 5	1.7%	0.6%	-0.3%	-0.2%	3.2%	1.0%

Student to Faculty Ratio

2009-10	2010-11	2011-12	2012-13	2013-14
8.7	9.4	6.4	6.7	7.1

Faculty to Admin Ratio

2009-10	2010-11	2011-12	2012-13	2013-14
4.2	4.0	6.2	5.7	5.6

Financial Responsibility Composite Scores - GRAPH 6

Score	2009-10	2010-11	2011-12	2012-13	2013-14	Target
Score	1.5	0.7	0.5	0.5	1.1	0.8
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 / Fiscally Needs Monitoring < 1.0	Fiscally Strong	Fiscally Needs Monitoring	Fiscally Needs Monitoring	Fiscally Needs Monitoring	Fiscally Adequate	Fiscally Needs Monitoring

Working Capital - GRAPH 7

	2009-10	2010-11	2011-12	2012-13	2013-14	Target
Net Working Capital	(921,946)	(87,986)	(83,119)	(38,942)	403,095	(145,780)
As % of Unrestricted Revenue	-15.5%	-1.2%	-0.9%	-0.4%	3.7%	-2.9%
Working Capital (Current) Ratio Score	0.4	0.9	0.9	1.0	1.2	0.9
Risk (Low ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4)	HIGH	HIGH	HIGH	HIGH	HIGH	HIGH
Rating (Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)	Poor	Poor	Poor	Poor	Poor	Poor

Quick (Acid Test) Ratio

Score	2009-10	2010-11	2011-12	2012-13	2013-14	Target
Score	0.3	0.9	0.9	1.0	1.2	0.9
Risk (Low ≥ 2.5 / Medium 1.0 - 2.4 / High < 1.0)	HIGH	HIGH	HIGH	MEDIUM	MEDIUM	HIGH
Rating (Excellent ≥ 2.5 / Good 1.0 - 2.4 / Poor < 1.0)	Poor	Poor	Poor	Good	Good	Poor

Debt to Asset Ratio - GRAPH 7

Score	2009-10	2010-11	2011-12	2012-13	2013-14	Target
Score	0.7	0.9	0.9	0.9	0.9	0.9
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)	MEDIUM	MEDIUM	MEDIUM	MEDIUM	MEDIUM	MEDIUM
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)	Good	Good	Good	Good	Good	Good

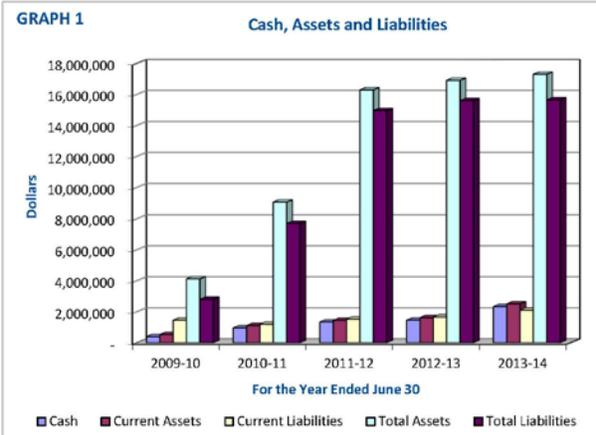
Months of Cash - GRAPH 8

Score	2009-10	2010-11	2011-12	2012-13	2013-14	Target
Score	0.8	1.6	1.7	1.7	2.6	1.7
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)	HIGH	MEDIUM	MEDIUM	MEDIUM	MEDIUM	MEDIUM
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)	Poor	Good	Good	Good	Good	Good

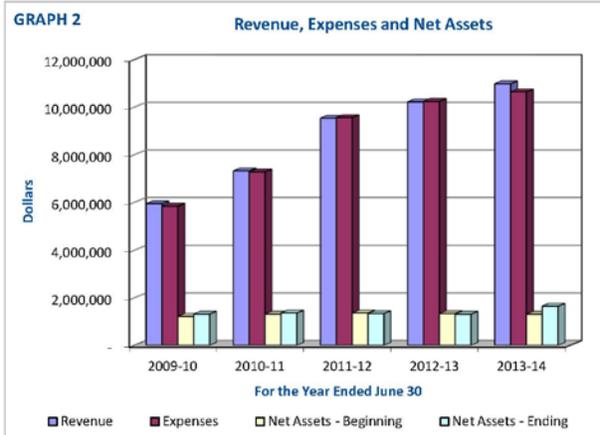
APPENDIX: FISCAL DASHBOARD



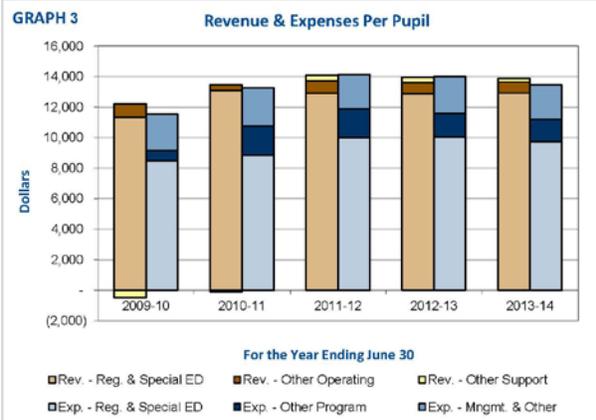
Tapestry Charter School



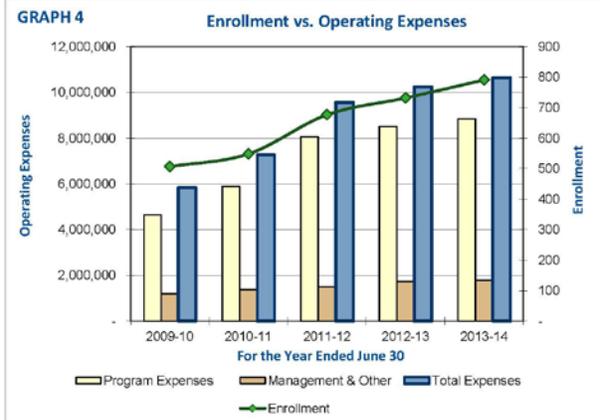
This chart illustrates the relationship between assets and liabilities and to what extent cash reserves makes up current assets. Ideally for each subset, subsets 2 thru 4, (i.e. current assets vs. current liabilities), the column on the left is taller than the immediate column on the right; and, generally speaking, the bigger that gap, the better.



This chart illustrates total revenue and expenses each year and the relationship those subsets have on the increase/decrease of net assets on a year-to-year basis. Ideally subset 1, revenue, will be taller than subset 2, expenses, and as a result subset 3, net assets - beginning, will increase each year building a more fiscally viable school.



This chart illustrates the breakdown of revenue and expenses on a per pupil basis. Caution should be exercised in making school-by-school comparisons since schools serving different missions or student populations are likely to have substantially different educational cost bases. Comparisons with similar schools with similar dynamics are most valid.



This chart illustrates to what extent the school's operating expenses have followed its student enrollment pattern. A baseline assumption that this data tests is that operating expenses increase with each additional student served. This chart also compares and contrasts growth trends of both, giving insight into what a reasonable expectation might be in terms of economies of scale.

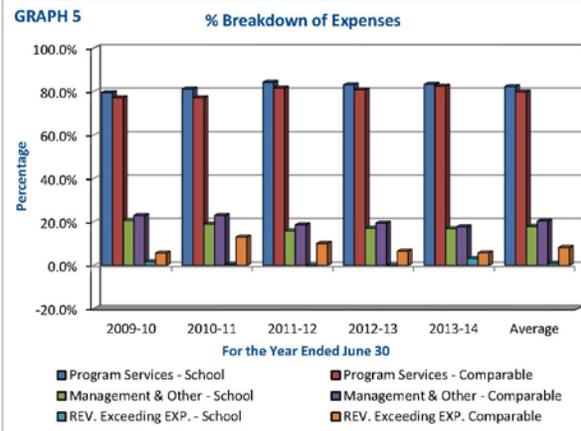
APPENDIX: FISCAL DASHBOARD



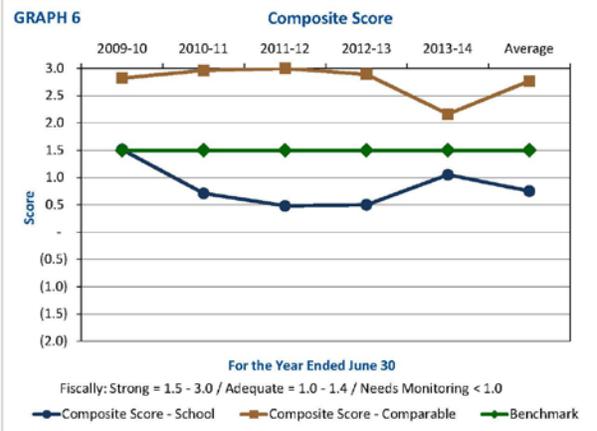
Tapestry Charter School

Comparable School, Region or Network: Western & Central NY Schools

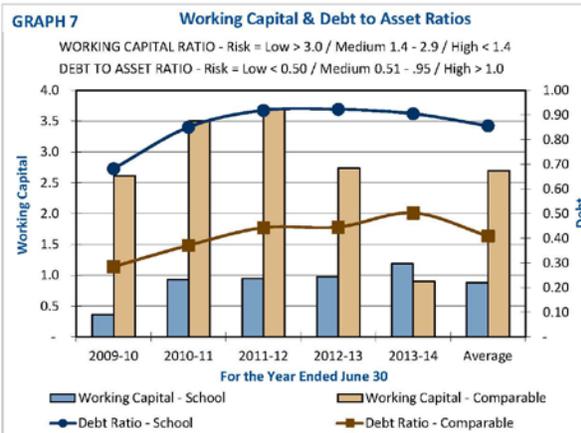
* Average = Average - 5 Yrs. OR Charter Term



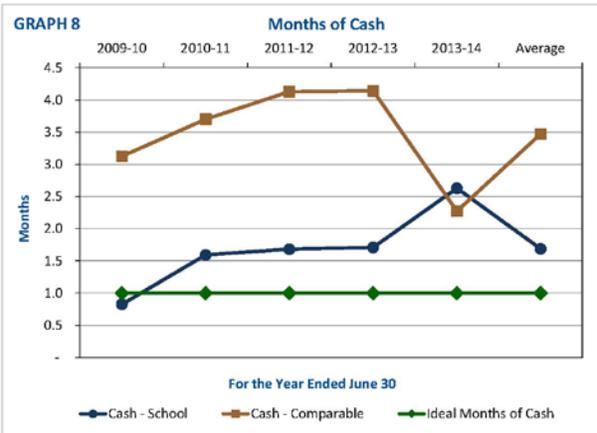
This chart illustrates the percentage expense breakdown between program services and management & others as well as the percentage of revenues exceeding expenses. Ideally the percentage expense for program services will far exceed that of the management & other expense. The percentage of revenues exceeding expenses should not be negative. Similar caution, as mentioned on GRAPH 3, should be used in comparing schools.



This chart illustrates a school's composite score based on the methodology developed by the United States Department of Education (USDOE) to determine whether private not-for-profit colleges and universities are financially strong enough to participate in federal loan programs. These scores can be valid for observing the fiscal trends of a particular school and used as a tool to compare the results of different schools.



This chart illustrates Working Capital and Debt to Asset Ratios. The Working Capital ratio indicates if a school has enough short-term assets to cover its immediate liabilities/short term debt. The Debt to Asset ratio indicates what proportion of debt a school has relative to its assets. The measure gives an idea to the leverage of the school along with the potential risks the school faces in terms of its debt-load.



This chart illustrates how many months of cash the school has in reserves. This metric is to measure solvency – the school's ability to pay debts and claims as they come due. This gives some idea of how long a school could continue its ongoing operating costs without tapping into some other, non-cash form of financing in the event that revenues were to cease flowing to the school.

APPENDIX: PERFORMANCE SUMMARIES

SCHOOL PERFORMANCE SUMMARY: English Language Arts Tapestry Charter School



	2011-12 Grades Served: K-12			MET	2012-13 Grades Served: K-12			MET	2013-14 Grades Served: K-12			MET			
	Grades	All Students	2+ Years Students		Grades	All Students	2+ Years Students		Grades	All Students	2+ Years Students				
		% (N)	% (N)			% (N)	% (N)			% (N)					
ABSOLUTE MEASURES 1. Each year 75 percent of students who are enrolled in at least their second year will perform at proficiency on the New York State exam.	3	61.5 (26)	60.0 (25)	NO	3	32.0 (50)	34.0 (47)	NA	3	24.5 (53)	26.5 (49)	NA			
	4	76.9 (26)	76.9 (26)		4	24.0 (25)	28.6 (21)		4	16.0 (50)	16.3 (43)				
	5	51.9 (52)	75.0 (20)		5	19.6 (51)	33.3 (18)		5	9.8 (51)	17.6 (17)				
	6	56.0 (50)	64.0 (25)		6	30.6 (49)	31.0 (42)		6	19.6 (46)	19.5 (41)				
	7	56.0 (25)	55.6 (18)		7	20.0 (50)	25.0 (36)		7	22.9 (48)	22.7 (44)				
	8	80.0 (25)	80.0 (25)		8	32.0 (25)	36.8 (19)		8	29.4 (51)	31.8 (44)				
	All	61.3 (204)	69.1 (139)		All	26.0 (250)	31.1 (183)		All	20.4 (299)	23.1 (238)				
2. Each year the school's aggregate Performance Level Index on the State exam will meet the Annual Measurable Objective set forth in the State's NCLB accountability system.	Grades	PI	AMO	YES	Grades	PLI	AMO	NO	Grades	PLI	AMO	NO			
	3-8	155	135		3-8	87	89								
COMPARATIVE MEASURES 3. Each year the percent of students enrolled in at least their second year and performing at proficiency will be greater than that of students in the same grades in the local district.	Comparison: Buffalo City Schools			YES	Comparison: Buffalo City Schools			YES	Comparison: Buffalo City Schools			YES			
	Grades	School	District		Grades	School	District		Grades	School	District				
	3-8	69.1	27.8		3-8	31.1	11.5		3-8	23.1	12.0				
4. Each year the school will exceed its predicted percent of students at proficiency on the state exam by at least a small Effect Size (at least 0.3) based on its percentage of Economically Disadvantaged students.	% FL	Actual	Predicted	Effect Size	NO	% ED	Actual	Predicted	Effect Size	NO	% ED	Actual	Predicted	Effect Size	NO
	35.0	61.3	59.6	0.12		56.5	26.0	28.7	-0.20		56.7	20.4	29.5	-0.65	
GROWTH MEASURE 5. Each year, the school's unadjusted mean growth percentile will meet or exceed the state's unadjusted median growth percentile.	Grades	School	State	YES	Grades	School	State	NO	Grades	School	State	YES			
	4				4	38.8			4	44.0					
	5				5	48.3			5	43.2					
	6				6	51.2			6	44.8					
	7				7	51.8			7	64.0					
	8				8	50.7			8	56.0					
	All	52.8	50.0		All	49.0	50.0		All	50.3	50.0				

APPENDIX: PERFORMANCE SUMMARIES

SCHOOL PERFORMANCE SUMMARY: Mathematics

Tapestry Charter School



	2011-12 Grades Served: K-12			MET	2012-13 Grades Served: K-12			MET	2013-14 Grades Served: K-12			MET			
	Grades	All Students	2+ Years Students		Grades	All Students	2+ Years Students		Grades	All Students	2+ Years Students				
		% (N)	% (N)			% (N)	% (N)			% (N)					
ABSOLUTE MEASURES 1. Each year 75 percent of students who are enrolled in at least their second year will perform at proficiency on the New York State exam.	3	46.2 (26)	44.0 (25)	NO	3	32.0 (50)	34.0 (47)	NA	3	35.8 (53)	38.8 (49)	NA			
	4	65.4 (26)	65.4 (26)		4	20.0 (25)	23.8 (21)		4	12.0 (50)	14.0 (43)				
	5	61.5 (52)	80.0 (20)		5	19.6 (51)	33.3 (18)		5	9.8 (51)	11.8 (17)				
	6	54.0 (50)	56.0 (25)		6	16.3 (49)	19.0 (42)		6	17.4 (46)	17.1 (41)				
	7	68.0 (25)	61.1 (18)		7	0.0 (50)	0.0 (36)		7	31.3 (48)	31.8 (44)				
	8	68.0 (25)	68.0 (25)		8	12.0 (25)	10.5 (19)		8	13.7 (51)	15.9 (44)				
	All	59.8 (204)	61.9 (139)		All	16.8 (250)	20.2 (183)		All	20.1 (299)	23.1 (238)				
2. Each year the school's aggregate Performance Level Index on the State exam will meet the Annual Measurable Objective set forth in the State's NCLB accountability system.	Grades	PI	AMO	YES	Grades	PLI	AMO	NO	Grades	PLI	AMO	NO			
	3-8	153	148		3-8	72	3-8		82	86					
COMPARATIVE MEASURES 3. Each year the percent of students enrolled in at least their second year and performing at proficiency will be greater than that of students in the same grades in the local district.	Comparison: Buffalo City Schools			YES	Comparison: Buffalo City Schools			YES	Comparison: Buffalo City Schools			YES			
	Grades	School	District		Grades	School	District		Grades	School	District				
	3-8	61.9	30.0		3-8	20.2	9.6		3-8	23.1	13.2				
4. Each year the school will exceed its predicted percent of students at proficiency on the State exam by at least a small Effect Size (at least 0.3) based on its percentage of Economically Disadvantaged students.	% FL	Actual	Predicted	Effect Size	NO	% ED	Actual	Predicted	Effect Size	NO	% ED	Actual	Predicted	Effect Size	NO
	35.0	59.8	68.2	-0.56		56.5	16.8	28.6	-0.69		56.7	20.1	34.8	-0.83	
GROWTH MEASURE 5. Each year, the school's unadjusted mean growth percentile will meet or exceed the state's unadjusted median growth percentile.	Grades	School	State	YES	Grades	School	State	NO	Grades	School	State	YES			
	4				4	40.2				4	33.6				
	5				5	55.0				5	53.2				
	6				6	45.1				6	44.3				
	7				7	53.1				7	73.8				
	8				8	53.1				8	68.6				
	All	51.4	50.0		All	49.9	50.0		All	54.7	50.0				

APPENDIX: PERFORMANCE SUMMARIES

SCHOOL PERFORMANCE SUMMARY Tapestry Charter High School



	2011-12				MET	2012-13				MET	2013-14				MET
	2008 Cohort N		%			2009 Cohort N		%			2010 Cohort N		%		
English Language Arts															
ABSOLUTE MEASURES															
1. Each year, 75 percent of students will score at least 65 on the Regents English exam.	77	92			YES	80	89			YES	71	87			YES
2. Each year, 75 percent of students who scored at Level 1 or 2 on their NYS 8 th grade ELA exam will score at least 65 on the Regents English exam.	Low Performing Entrants N		%			Low Performing Entrants N		%			Low Performing Entrants N		%		
	N	%				10	90			YES	46	87			YES
3. Each year, the Accountability Performance Level (APL) on the Regents English exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	PI		AMO		YES	APL		AMO		NO	APL		AMO		NO
	192	188				138	163				142	166			
COMPARATIVE MEASURE															
4. Each year, the percent of students passing the Regents English exam with a score of 65 or above will exceed that of students from the local school district.	Comparison: Buffalo City School District				YES	Comparison: Buffalo City School District				YES	Comparison: Buffalo City School District				YES
	92%	75%				89%	66%				87%	(66%)			
GROWTH MEASURES															
5. Each year, the group of students in their 2nd year of high school who have taken a norm-referenced literacy test for two years will reduce by one-half the difference between their previous year's average NCE and an NCE of 50.	2010 Cohort N Base Target Result				N/A	2011 Cohort N Base Target Result				N/A	2012 Cohort N Base Target Result				
Mathematics															
ABSOLUTE MEASURES															
1. Each year, 75 percent of students will score at least 65 on a NYS Regents mathematics exam.	77	95			YES	80	91			YES	71	96			YES
2. Each year, 75 percent of students who scored at Level 1 or 2 on their NYS 8th grade ELA exam will score at least 65 on the Regents English exam.	Low Performing Entrants N		%			Low Performing Entrants N		%			Low Performing Entrants N		%		
	N	%				5	100			YES	58	97			YES
3. Each year, the Performance Index (PI) on the Regents English exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	PI		AMO		YES	APL		AMO		NO	APL		AMO		NO
	195	186				111	142				109	148			
COMPARATIVE MEASURE															
4. Each year, the percent of students passing the Regents English exam with a score of 65 or above will exceed that of students from the local school district.	Comparison: Buffalo City School District				YES	Comparison: Buffalo City School District				YES	Comparison: Buffalo City School District				(YES)
	95%	45%				91%	49%				96	(49%)			
Growth Measure															
5. Each year, the group of students in their 2nd year of high school who have taken a norm-referenced mathematics test for two years will reduce by one-half the difference between their previous year's average NCE and an NCE of 50.	2010 Cohort N Base Target Result				N/A	2011 Cohort N Base Target Result				N/A	2012 Cohort N Base Target Result				

Data Sources: New York State and City data, workbooks submitted by schools and databases compiled by the Institute.

APPENDIX: PERFORMANCE SUMMARIES

SCHOOL PERFORMANCE SUMMARY Tapestry Charter High School



<u>High School Graduation</u>	2011-12			MET	2012-13			MET	2013-14			MET			
	Cohort	N	% promoted		Cohort	N	% promoted		Cohort	N	% promoted				
ABSOLUTE MEASURES															
1. Each year, 75 percent of students in each Graduation Cohort will pass their core academic subjects by the end of August and be promoted to the next grade.	2008	77	97	YES	2009	84	99	YES	2010	71	99	YES			
	2009	84	99	YES	2010	73	100	YES	2011	83	100	YES			
	2010	73	100	YES	2011	75	97	YES	2012	84	100	YES			
	2011	75	97	YES	2012	80	100	YES	2013	83	99	YES			
	All				All				All						
2. Each year, 75 percent of students will score at least 65 on at least three different Regents exams required for graduation by the completion of their second year in the cohort.	2010 Cohort N	% passing ≥ 3 Regents			2011 Cohort N	% passing ≥ 3 Regents			2012 Cohort N	% passing ≥ 3 Regents					
	73	70		NO	78	64		NO	84	67		NO			
3. Each year, 75 percent of students will graduate after the completion of their fourth year.	2008 Cohort N	%			2009 Cohort N	%			2010 Cohort N	%					
	81	90		YES	82	90		YES	71	96		YES			
4. Each year, 95 percent of students will graduate after the completion of their fifth year.	2007 Cohort N	% Graduating			2008 Cohort N	% Graduating			2009 Cohort N	% Graduating					
	76	93		NO	81	94		NO	82	91		NO			
COMPARATIVE MEASURE	Comparison: Buffalo City School District				Comparison: Buffalo City School District				Comparison: Buffalo City School District						
5. Each year, the percent of students graduating after the completion of their fourth year will exceed that of the local school district.	90%	54%		YES	90%	53%		YES	96%	53%		YES			
<u>College Preparation</u>															
COMPARATIVE MEASURES		N	School	State			N	School	State			N	School	State	
1. Each year, the average performance of students in the 10th grade will exceed the state average on the PSAT tests in Critical Reading and Mathematics.	Reading	83	36	41	NO	Reading	71	36	42	NO	Reading	70	35	41	NO
	Math	83	34	42	NO	Math	71	34	42	NO	Math	70	33	43	NO
2. Each year, the average performance of students in the 12th grade will exceed the state average on the SAT or ACT tests in reading and mathematics.	Reading	65	416	485	NO	Reading	77	398	483	NO	Reading	57	403	485	NO
	Math	65	398	499	NO	Math	77	392	500	NO	Math	57	381	501	NO
SCHOOL DESIGNED MEASURES		N	%				N	%				N	%		
3. College Preparation Each year, 100 percent of students will visit at least two colleges and complete a Personal College Profile, as well as college applications to two- and/or four-year institutions of higher learning					N/A					N/A	68		100%	YES	
4. College Preparation Each year, 75 percent of students in the graduation cohort will be accepted into four-year institutions of higher learning.		N	%				N	%				N	%		
	73	75.3		YES	74	85%		YES	68	90%		YES			
5. College Attainment and Achievement Each Year, the school will demonstrate college attendance or achievement by tracking student enrollment in post secondary programs through June of the year following graduation. Seventy-five percent of graduates will be enrolled through the year.		N	%				N	%				N	%		
	73	80		YES	74	80		YES	Not yet available						

Data Sources: New York State and City data, workbooks submitted by schools and databases compiled by the Institute.