



# **AMBER CHARTER SCHOOL**

## **2015-16 ACCOUNTABILITY PLAN PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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By Dr. Vasthi R. Acosta

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## INTRODUCTION

**Dr. Vasthi R. Acosta, Executive Director**, prepared this 2015-16 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Soledad Hiciano	Board Chair, Executive committee and Ad hoc member of all board committees
Frank Aldridge	Treasurer, Executive and Finance committee Chair
Cecilia Castro	Parent representative, Executive Committee, Secretary
Amador Centeno	Facilities Committee Chair
Luis Genao	Member, Education Committee
Elena Goldberg	Development Committee Chair
Beatriz Gonzalez Day	Member, Finance committee
John Gutierrez	Member, Finance committee
Anthony Harris	Member, Member Facilities Committee
Ivey Mellman	Teacher representative, Education Committee
Manny Morales	Member, Facilities committee [Dec. 2015]
Jenna Pantel	Education Committee chair
James Serafino	Facilities Committee Chair [Dec. 2015]
Ann Wiener	Vice-chair, Executive and Education committees
Vasthi Acosta	Member, Ad hoc member of all board committees
Michael Stolper	General Counsel to the Board

**Dr. Vasthi R. Acosta has served as the school leader since 2008.**

Founded in 2000, Amber's mission reads:

*Our mission is to provide our students an academically rigorous and well-rounded education, along with strong character development, that will enable them to prosper in top middle schools and beyond.*

Amber served over 464 students in 2015 – 2016 in grades K-5. Our students were approximately 35% African American, 64% Latino, 0.6% American Indian and 0.4% White/Asian/Multi-racial with 85% eligible for free and reduced lunch. There were 49.8% male and 50.2% female students.

This year we had 21 classes in grades K-5. An additional third grade class was added to accommodate the number of students moving into that grade. The final student body count was 464 students in June.

In literacy the curriculum was *Journeys* from Houghton Mifflin Harcourt. In math the curriculum was *Go Math!* also from Houghton Mifflin Harcourt. Science instruction continued through *K12* and *Scott Foresman*, and social studies through an internally created curriculum aligned with the NYS Standards. In addition, Amber continued to offer specialty classes in reading intervention, technology, Spanish, visual arts, music, and physical education.

Amber continued to serve the whole child by offering swimming classes to all second graders, a basketball team for third to fifth graders, assemblies that highlight the five character traits of "The Amber Way", a student council, Honor Choir, Art Club, dance, National Elementary School Honor Society, instruction in playing the keyboard and recorder, and other enrichment opportunities. In addition, we offered the Bubble program, which teaches students and families about good nutrition, and participated in the Broadway League, a program that offers families discounted tickets to Broadway shows.

Amber students were accepted into top middle schools in the city, schools like East Harlem Exodus, Columbia Secondary School, Riverdale Country, De La Salle, Young Women's Leadership and Manhattan Arts and Sciences. All of our students were admitted into great charter and district middle schools meeting our mission to have our students "prosper in the top middle schools".

### School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	Total
2011-12	86	79	89	72	59	49	434
2012-13	104	91	76	80	58	49	458
2013-14	96	95	84	67	71	48	461
2014-15	105	89	90	79	59	63	485
2015-16	93	101	82	75	70	43	464

### School Enrollment by Gender

	K	1	2	3	4	5	Total	%
Male	50	46	39	38	35	23	231	49.8%
Female	43	55	43	37	35	20	233	50.2%
Total	93	101	82	75	70	43	464	

### School Enrollment by Ethnicity

	K	1	2	3	4	5	Total	%
American Indian / Alaska Native	0	0	0	0	1	1	2	0.4%
Asian / Pacific Islander	0	2	1	0	0	0	3	0.6%
Hispanic / Latino	51	72	55	42	44	32	296	63.8%
Black / African American	40	27	26	33	25	10	161	34.7%
White	2	0	0	0	0	0	2	0.4%
Other / Unclassified	0	0	0	0	0	0	0	0.0%
Total	93	101	82	75	70	43	464	

## ENGLISH LANGUAGE ARTS

### Goal 1: English Language Arts

All students at Amber Charter School will be proficient readers and will make strong yearly progress toward mastery of English-language reading skills.

In 2013-14, Amber rolled out a new literacy curriculum that was aligned with the common core standards. This curriculum was *Journeys* from Houghton Mifflin Harcourt. *Journey's*, has an excellent balance of non-fiction and fiction texts, a balance and diversity of text genres, as well as a text complexity analysis for the main texts. Guided reading books are incorporated that can be used for ELL support/differentiation/small group instruction and they address a range of complexity levels.

Professional development to the faculty began at the end of the 2012-13 school year, more was offered during summer institute of 2013, as well as throughout the 2013-14 school year. Refresher workshops have been offered in Summer Institute 2014, 2015, and 2016.

In 2015-16, the NWEA Measure of Academic Progress assessment [MAP] was used for the first time. The MAP was conducted three times during the school year to measure student progress in all grades, K-5. The data from this assessment was examined by the classroom teachers, instructional leadership, and the board. The data served to drive instructional practice and academic interventions.

### Goal 1: Absolute Measure

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

## METHOD

The school administered the New York State Testing Program English language arts ("ELA") assessment to students in 3 through 5 grade in April 2016. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

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

## ENGLISH LANGUAGE ARTS

2015-16 State English Language Arts Exam  
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested <sup>1</sup>				Total Enrolled
		IEP	ELL	Absent	Refused	
3	75	0	0	0	0	75
4	70	0	0	0	0	70
5	43	0	0	0	0	43
All	188	29	2	0	0	188

### RESULTS

All of the students tested were in their second year at Amber. Of the third graders 72% scored proficient, 20% of fourth graders, and 42% of fifth graders scored proficient in the English Language Arts Exam. The overall average in the NYS ELA exam was 46% proficient.

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

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	72.0%	75	72.0%	75
4	20.0%	70	20.0%	70
5	41.9%	43	41.9%	43
All	45.7%	188	45.7%	188

### EVALUATION

Third grade made a huge increase in their proficiency missing the goal of 75% by only 3 percentage points. Although, fourth and fifth grades did not meet the proficiency goal of 75%, it was encouraging to see growth in fifth grades. The drop in fourth grade is of great concern. The instructional team has had concerns about the great needs this particular cohort, 4<sup>th</sup> grade, since second grade. It was because of this cohort that Amber began offering summer school the summer of 2014.

### ADDITIONAL EVIDENCE

In 2013-14, some significant growth was seen in third and fourth grade over the previous year's scores. In third grade there was a 2% increase in proficiency. In fourth grade a 17% increase in proficiency. In fifth grade there was a drop in proficiency of 12%. The overall proficiency rate for Amber students increased by 5% from the previous year, from 25% to 30%.

<sup>1</sup> Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

## ENGLISH LANGUAGE ARTS

In 2014-15, again Amber saw growth in the proficiency rate overall, from 30% to 34%. Third grade maintained the level of proficiency from the previous year. Fourth grade had a drop of 12% but fifth grade had an increase of 30%.

In 2015-16, Amber achieved growth again in the proficiency rate overall, from 34% to 46%. Third grade had the most significant growth with 12%, fourth grade had a drop of 8%, but fifth grade maintained its proficiency rate with a slight dip of 1%.

### English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2013-14		2014-15		2015-16	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	29.9%	66	29.5%	78	72.0%	75
4	41.4%	71	28.8%	59	20.0%	70
5	12.5%	48	42.9%	63	41.9%	43
All	29.7%	185	33.5%	200	45.7%	188

#### Goal 1: Absolute Measure

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

#### METHOD

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

#### RESULTS

In level 3 and 4 a total of 46% of Amber students tested at performance level. In Level 2 a total of 44% of Amber students scored and 10% scored at level 1. Amber's PLI is 135.70.

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

English Language Arts 2015-16 Performance Level Index

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
188	10.10	44.10	39.90	5.90

$$\begin{array}{rclclcl}
 \text{PI} & = & 44.10 & + & 39.90 & + & 5.90 & = & 89.90 \\
 & & & & 39.90 & + & 5.90 & = & \underline{45.80} \\
 & & & & & & \text{PLI} & = & 135.70
 \end{array}$$

## EVALUATION

Amber’s PLI is 135.70 which surpassed the state’s AMO of 104 by 31.70. Amber has met the state’s Performance Level Index.

### Goal 1: Comparative Measure

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

## METHOD

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

## RESULTS

Amber outperformed both CSD 4 and CSD 5 in grades 3 & 5. In third grade Amber had 72% of students at proficiency while CSD 4 had 38% and CSD5 had 21%. In fourth grade Amber had 20% of students at proficiency while CSD 4 had 34% and CSD 5 had 21%. In fifth grade Amber had 42% students at proficiency while CSD 4 had 30% and CSD 5 had 16%. Overall, Amber outperformed CSD 4 by 11% and CSD 5 by 26%. Although Amber outperformed both CSD 4 & 5 overall, the fourth grade did not.

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



## ENGLISH LANGUAGE ARTS

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

Grade	Percent of Students at Proficiency					
	Charter School Students In At Least 2nd Year		All District Students (District 4)		All District Students (District 5)	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	72.0%	75	38.2%	922	20.8%	773
4	20.0%	70	34.3%	954	21.2%	865
5	41.9%	43	29.9%	953	15.8%	850
All	44.6%	188	34.1%	2,829	19.3%	2,488

### EVALUATION

Goal met. Amber exceeded the aggregate district performance for both CSD 4 and 5. In third grade, Amber students scored 34% higher than CSD 4 and 51% higher than CSD 5. In fourth grade, Amber students scored 14% lower than CSD 4 and 1% lower than CSD 5. In fifth grade Amber students scored 12% higher than CSD 4 and 25% higher than CSD 5. Overall, Amber scored 45% in ELA proficiency which is 11% higher than CSD 4 and 26% higher than CSD 5. These numbers are unweighted averages to compare with the district.

### ADDITIONAL EVIDENCE

Once again Amber has outperformed both CSD 4 and CSD 5 as it has since 2008-2009. In 2010-2011 Amber outperformed CSD 4 by 17%, in 2011-2012 by 6%, in 2012-2013, by 5%, in 2013 -2014, by 6%, in 2014-2015, by 9% and this year by 11%.

In 2010-2011, Amber outperformed CSD 5 by 31%, in 2011-2012, by 21%, in 2012-2013, by 14%, in 2013-2014, by 16%, in 2014-2015, by 20% and this year, by 25%.

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

Grade	Percent of Students Enrolled in at Least their Second Year Scoring at or Above Proficiency Compared to Local District Students								
	2013-14			2014-15			2015-16		
	Amber	CSD 4	CSD 5	Amber	CSD 4	CSD 5	Amber	CSD 4	CSD 5
3	29.9%	28.6%	13.5%	29.5%	28.0%	16.2%	72.0%	38.2%	20.8%
4	41.4%	20.8%	16.0%	28.8%	25.4%	13.0%	20.0%	34.3%	21.2%
5	12.5%	23.2%	13.0%	42.9%	22.3%	11.4%	41.9%	29.9%	15.8%
All	29.73%	24.20%	14.17%	33.73%	25.23%	13.53%	44.63%	34.13%	19.27%

## ENGLISH LANGUAGE ARTS

### Goal 1: Comparative Measure

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

### METHOD

The SUNY Charter Schools Institute (“Institute”) conducts a Comparative Performance Analysis, which compares the school’s performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school’s actual performance to the predicted performance of public schools with a similar concentration of economically disadvantaged students. The difference between the school’s actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the requirement for achieving this measure.

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

### RESULTS

In 2014-15 the school’s overall comparative performance in ELA was higher than expected to a large degree.

*2014-15 English Language Arts Comparative Performance by Grade Level*

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	<b>90</b>	<b>78</b>	<b>29</b>	<b>18.6</b>	<b>10.4</b>	<b>0.79</b>
4	<b>76.3</b>	<b>59</b>	<b>29</b>	<b>23.6</b>	<b>5.4</b>	<b>0.41</b>
5	<b>84.1</b>	<b>63</b>	<b>43</b>	<b>17.4</b>	<b>25.6</b>	<b>1.99</b>
All	<b>84.1</b>	<b>200</b>	<b>33.4</b>	<b>19.7</b>	<b>13.7</b>	<b>1.06</b>

**School’s Overall Comparative Performance:**

**Higher than expected to a large degree.**

### EVALUATION

The overall effect size goal was met. The individual grade effect size was met for all grades. Grade 3 had an effect size of 0.79; fourth grade had an effect size of 0.41, and fifth grade had an effect size of 1.99. The overall effect size was 1.06 with 0.76 points above the 0.30 required.

## ADDITIONAL EVIDENCE

In the last three years the effect size has increased every year in ELA. The most significant increase was in 2014-2015 where the effect size was 1.06, a full 76 points higher than the 0.30 required. Amber has met this goal consistently.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/ Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2012-13	3-5	85.5	187	25	19.4	0.51
2013-14	3-5	82.0	185	29.9	22.0	0.52
2014-15	3-5	84.1	200	33.4	19.7	1.06

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

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

## METHOD

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

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

## RESULTS

Amber’s overall ELA unadjusted mean growth percentile for 2014-15 is 52.25. In fourth grade the mean growth percentile for 2014-2015 is 54 and in fifth grade, 50.

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

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

## ENGLISH LANGUAGE ARTS

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

Grade	Mean Growth Percentile	
	School	Statewide Median
4	54.0	50.0
5	50.5	50.0
All	52.25	50.0

### EVALUATION

Amber's overall ELA mean growth percentile of 52.25 percentile is greater than the state median of the 50<sup>th</sup> percentile. Fourth grade has a greater percentile than the state median at 54 percentile. Fifth grade meets the state median at 50 percentile.

### ADDITIONAL EVIDENCE

In 2013-2014, Amber's Unadjusted Mean Growth Percentile was 53.75, 3.75 points higher than the 50 statewide mean. In 2014-2015, Amber's Unadjusted Mean Growth Percentile was 52, two points higher than the 50 statewide mean. In fourth grade the Unadjusted Mean Growth Percentile in 2013-2014, 61.5, dropped in 2014-2015, to 54. In fifth grade the Unadjusted Mean Growth Percentile in 2013-2014, 43, rose in 2014-2015, to 50.5.

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

Grade	Unadjusted Mean Growth Percentile		Statewide Median
	2013-14	2014-15	
4	61.5	54.0	50.0
5	43.0	50.5	50.0
All	53.75	52.0	50.0

#### Goal 1: Optional Growth Measure (national norm-referenced assessment)

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

If the school has administered a norm referenced test, e.g. Terra Nova, ITBS, Stanford 10, it should report cohort growth results in a similar fashion to the growth measure based on state tests.

### METHOD

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

## ENGLISH LANGUAGE ARTS

The norm referenced Terra Nova test was administered to grades Kindergarten to 5<sup>th</sup> in May, 2016.

### RESULTS

#### Cohort Growth on Terra Nova Test from Spring 2014 to Spring 2015

Grade	Cohort Size	Percent Performing At or Above NCE of 50			Target Achieved
		2014-15	Target	2015-16	
K	93	*	50.0	67.0	YES
1	101	72.24	50.0	71.5	YES
2	82	71.95	50.0	58.2	YES
3	73	60.53	50.0	64.3	YES
4	70	61.61	50.0	57.8	YES
5	43	64.15	50.0	57.9	YES
All	462	66.10	50.0	62.78	YES

### EVALUATION

Goal met. All of the cohorts achieved their targets. Every grade not only met their target but surpassed the target of NCE 50.

### ADDITIONAL EVIDENCE

The table below demonstrates that in the last three years every cohort has met their target.

#### Cohort Performance on Terra Nova Test by School Year

School Year	Cohort Grades	Number of Cohorts Meeting Target	Number of Cohorts
2012-13	K-5	6	6
2013-14	K-5	6	6
2014-15	K-5	6	6
2015-16	K-5	6	6

### SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

Amber met all of the ELA measures except for the absolute goal of the NYS ELA exam. Amber met the comparative goal by exceeding the percent of students who performed at or above Level 3 compared to CSD 4 and CSD 5. Amber met the comparative goal of the predicted level of performance in 2014-15 by a higher than expected to a large degree effect size. Amber met the unadjusted growth measure goal by having a greater than the state mean growth percentile of 52. Amber also met the growth goal for every cohort on the norm-referenced Terra Nova Exam. Amber did not meet its absolute goal of 75% of all students performing at or above proficiency on the New York State ELA examination in grades 3- 5, but that is the only goal not met.

## ENGLISH LANGUAGE ARTS

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state English language arts exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2013-14 school district results.)	Achieved
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	Achieved
Optional	Each year, on a national norm-referenced assessment, all grade-level cohorts of students (in grades K-3) will reduce by one half the gap between their average NCE in the previous year and an NCE of 50 in the current year. If a grade-level cohort exceeds an NCE of 50 in the previous year, the cohort is expected to show a positive gain in the current year.	Achieved

### ACTION PLAN

In 2013-14, Amber rolled out a new literacy curriculum that was aligned with the common core standards. This curriculum was *Journeys* from Houghton Mifflin Harcourt. *Journey's*, has an excellent balance of non-fiction and fiction texts, a balance and diversity of text genres, as well as a text complexity analysis for the main texts. Guided reading books are incorporated that can be used for ELL support/differentiation/small group instruction and they address a range of complexity levels.

Professional development to the faculty began at the end of the 2012-13 school year, more was offered during summer institute of 2013, as well as throughout the 2013-14 school year. Refresher workshops have been offered in Summer Institute 2014, 2015, and 2016.

In 2015-16, the NWEA Measure of Academic Progress assessment [MAP] was used for the first time. The MAP was conducted three times during the school year to measure student progress in all grades, K-5. The data from this assessment was examined by the classroom teachers, instructional leadership, and the board. The data served to drive instructional practice and academic interventions.

Academic Intervention continued to be provided through Title One Reading Specialist, the SETTS teacher, Saturday Academy and After School. Part-time tutors continued to be used in the upper grades to assist with lowering teacher student ratio and provide targeted remediation. The DEAL: drop everything and listen, daily read-alouds to encourage student love

## ENGLISH LANGUAGE ARTS

of reading and discussion of literature will also continue.

The academic interventions and MAP assessments will continue in the new school year with the addition of the following strategies: combining 4<sup>th</sup> and 5<sup>th</sup> grades teams to work together on planning and assessment data analysis; scheduling common preparation periods amongst grade teams and content areas; introduce new diagnostic testing format that focuses on checking for understanding.

## MATHEMATICS

### Goal 2: Mathematics

All students at Amber Charter School will become proficient in math and will make strong yearly progress toward mastery of mathematical skills.

### BACKGROUND

In 2013-14 a new curriculum was implemented, *Go Math!* from Houghton Mifflin Harcourt. This curriculum has a strong alignment to the common core standards. The materials and instructional pacing are focused, the overviews and lessons promote coherence and opportunities for both fluency and deeper understanding. The materials are also comprehensive and easy to use. They provide the appropriate level and type of scaffolding, differentiation, intervention and support for a broad range of learners. In addition, response to intervention is embedded in the program to support diverse learners.

Professional development to the faculty began at the end of the 2012-13 school year, more was offered during summer institute of 2013, as well as throughout the 2013-14 school year. Refresher workshops have been offered in Summer Institute 2014, 2015, and 2016.

In 2015-16, the NWEA Measure of Academic Progress assessment [MAP] was used for the first time. The MAP was conducted three times during the school year to measure student progress in all grades, K-5. The data from this assessment was examined by the classroom teachers, instructional leadership, and the board. The data served to drive instructional practice and academic interventions.

Academic Intervention continued to be provided through the SETTS teacher, simulation tests and item analysis, Saturday Academy, and After School. Part-time tutors were used in the upper grades to lower teacher student ratio and provide targeted remediation.

A Multiplication Marathon continues to be conducted with students in grades 2-5. During this contest the student who successfully recites the multiplication tables from 2 - 12 without error wins a prize.

# MATHEMATICS

## Goal 2: Absolute Measure

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

## METHOD

The school administered the New York State Testing Program mathematics assessment to students in 3 through 5 grade in April 2016. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

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

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

Grade	Total Tested	Not Tested <sup>6</sup>				Total Enrolled
		IEP	ELL	Absent	Refused	
3	75	0	0	0	0	75
4	70	0	0	0	0	70
5	43	0	0	0	0	43
All	188	0	0	0	0	188

## RESULTS

All the students tested were in their second year at Amber. In third grade 48% of the students tested scored proficient, in fourth grade 34% of the students tested scored proficient and in fifth grade 40% scored proficient. Overall, 41% of Amber students scored proficient in Math.

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

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	48.0%	75	48.0%	75
4	34.3%	70	34.3%	70
5	39.5%	43	39.5%	43
All	41.0%	188	41.0%	188

<sup>6</sup> Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.



# MATHEMATICS

## EVALUATION

None of Amber's testing grades met the goal of 75% proficiency rate.

## ADDITIONAL EVIDENCE

The proficiency rate in 2013-14, increased in third grade from 40% to 52%, an increase of 12%. In fourth grade the proficiency rate increased from 52% to 72%, an increase of 20%. In fifth grade the proficiency rate increased from 31% to 38%, an increase of 7%. Overall, Amber students' rate of proficiency in math increased from 41% to 56%, an increase of 15%.

In 2014-2015, third grade proficiency rate dropped 7%, from 52% to 46%, in fourth grade proficiency dropped 21%, from 72% to 51%. In fifth grade proficiency increased 16%, from 36% to 54%. Overall, Amber students' rate of proficiency in math decreased from 56% to 50%, a decrease of 6%.

In 2015- 2016, third grade proficiency rate increased from 46% to 48%, an increase of 2%. In fourth grade proficiency dropped from 51% to 34%, a 16.5% drop. In fifth grade proficiency decreased from 54% to 40%, a 14% drop. Overall, Amber students' rate of proficiency in math decreased from 50% to 41%, a decrease of 9%.

The decrease in proficiency levels in math scores in the last two years indicates a need to reassess the curriculum and instructional delivery. Strategies are outlined in the action plan portion of this report.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2013-14		2014-15		2015-16	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	52.2%	67	45.5%	77	48.0%	75
4	71.8%	71	50.8%	59	34.3%	70
5	37.5%	48	54.0%	63	39.5%	43
All	55.9%	186	49.7%	199	41.0%	188

# MATHEMATICS

## Goal 2: Absolute Measure

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

## METHOD

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in mathematics. To achieve this measure, all tested students must have a PLI value that equals or exceeds the 2015-16 mathematics AMO of 101. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.<sup>7</sup>

## RESULTS

In level 3 and 4 a total of 41% of Amber students tested at performance level. In Level 2 a total of 44% of Amber students scored and 15% scored at level 1. Amber's PLI is 125.90.

Mathematics 2015-16 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
188	14.9	44.1	25.5	15.4

$$\begin{array}{rcccccccl} \text{PI} & = & 44.1 & + & 25.5 & + & 15.4 & = & 85.0 \\ & & & & 25.5 & + & 15.4 & = & \underline{40.9} \\ & & & & & & \text{PLI} & = & 125.9 \end{array}$$

## EVALUATION

Goal met. Amber's PLI is 125.9 which exceeds the 2015-16 mathematics AMO of 101 by 24.9.

## Goal 2: Comparative Measure

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

## METHOD

A school compares the performance of tested students enrolled in at least their second year to that of all tested students in the surrounding public school district. Comparisons are between the

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

## MATHEMATICS

results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.<sup>8</sup>

### RESULTS

Once again Amber students outperformed students in CSD 4 and 5. Amber students outperformed students in CSD 4 in overall scores by 7%, and students in CSD 5 by 21%. In third grade Amber had 48% of students at proficiency while CSD 4 had 37% and CSD 5 had 22%. In fourth grade Amber had 34% of students at proficiency while CSD 4 had 33% and CSD 5 had 18%. In fifth grade Amber had 40% students at proficiency while CSD 4 had 32% and CSD 5 had 18%.

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

Grade	Percent of Students at Proficiency					
	Charter School Students In At Least 2nd Year		CSD 4 Students		CSD 5 Students	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	48.0%	75	37.2%	931	22.4%	785
4	34.3%	70	33.0%	961	18.2%	876
5	39.5%	43	32.0%	968	17.5%	864
All	40.6%	188	34.07%	2,860	19.37%	2,525

### EVALUATION

Goal met. Amber students outperformed the students in CSD 4 and 5 by the largest margin in grade three. Amber third graders outperformed CSD 4 by 11% and CSD 5 by 26%. Amber fourth graders outperformed CSD 4 by 1% and CSD 5 by 16%. Amber fifth graders outperformed CSD 4 by 8% and CSD 5 by 22%. Overall, 40% of Amber students scored proficient where only 34% of the students in CSD 4 and 19% of the students in CSD 5 scored proficient. These numbers are the unweighted averages to compare with the CSDs.

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

# MATHEMATICS

## ADDITIONAL EVIDENCE

The Table below provides evidence of how Amber has outperformed CSD 4 and CSD 5 in the last three years at every grade.

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

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students								
	2013-14			2014-15			2015-16		
	Amber	CSD 4	CSD 5	Amber	CSD 4	CSD 5	Amber	CSD 4	CSD 5
3	52.2%	36.6%	17.3%	45.5%	35.4%	19.9%	48.0%	37.2%	22.4%
4	71.8%	26.5%	18.4%	50.8%	32.0%	17.4%	34.3%	33.0%	18.2%
5	37.5%	32.0%	14.1%	54.0%	27.4%	13.8%	39.5%	32.0%	17.5%
All	53.83%	31.70%	16.60%	50.10%	31.60%	17.03%	40.6%	34.07%	19.37%

### Goal 2: Comparative Measure

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

## METHOD

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school's actual performance to the predicted performance of public schools with a similar concentration of economically disadvantaged students. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the requirement for achieving this measure.

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

## RESULTS

In 2014-15 the school's overall comparative performance in Math was higher than expected to a large degree.

# MATHEMATICS

## 2014-15 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	90.0	77	45	27.1	17.9	1.00
4	76.3	59	51	33.0	18	1.00
5	84.1	63	54	27.2	26.8	1.45
All	84.1	199	49.6	28.9	20.8	1.14

### School's Overall Comparative Performance:

Higher than expected to a large degree

## EVALUATION

The overall effect size goal was met. The individual grade effect size was met for all grades. Third Grade had an effect size of 1.00; fourth grade had an effect size of 1.00, and fifth grade had an effect size of 1.45. The overall effect size was 1.14 with 0.84 points above the 0.30 required.

## ADDITIONAL EVIDENCE

In the last three years Amber has met the required effect size in math. The most significant increase was in 2013-2014 where the effect size was 1.31, a full 1.01 points higher than the 0.30 required. Amber has met this goal consistently.

## Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/ Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2012-13	3-5	85.5	187	41.2	22.7	1.12
2013-14	3-5	82.0	186	55.8	30.6	1.31
2014-15	3-5	84.1	199	49.6	28.9	1.14

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

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

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

## METHOD

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

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

The Unadjusted Math Mean Growth Percentile for Amber was 40.5.

2014-15 Mathematics Unadjusted Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
4	42.5	50.0
5	38.5	50.0
All	40.5	50.0

## EVALUATION

Amber's Math unadjusted mean growth percentile at 40.0 is lower than the state's average of 50%. Fourth grade's unadjusted math mean growth percentile of 42.5 is lower than the state percentile. Fifth grade's unadjusted math mean growth percentile of 38.5 is lower than the state percentile.

## ADDITIONAL EVIDENCE

In 2013-2014 Amber's Unadjusted Mathematics Mean Growth percentile met the statewide median of 50% with a mean of 55.25. In 2014-2015 Amber's Unadjusted Mathematics Mean Growth percentile of 40.5 did not meet the statewide median of 50.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	2013-14	2014-15	Statewide Median
	4	72.0	
5	38.5	38.5	50.0
All	55.25	40.5	50.0

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

## MATHEMATICS

### Goal 2: Optional Measure

Each year, grade level cohorts of students will reduce by one-half the gap between their average NCE in the previous Spring on the Terra Nova, a nationally-normed math test, and an NCE of 50 (i.e. grade level) in the current Spring. If a grade level cohort exceeds an NCE of 50 in the previous year, the cohort is expected to show at least an increase in the current year.

### METHOD

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

The norm referenced Terra Nova test was administered to grades Kindergarten to 5<sup>th</sup> in May, 2016.

### RESULTS

#### Cohort Growth on Terra Nova Test from Spring 2014 to Spring 2015

Grade	Cohort Size	Percent Performing At or Above NCE of 50			Target Achieved
		2014-15	Target	2015-16	
K	93	*	50.0	73.3	YES
1	101	84.88	50.0	72.3	YES
2	82	73.38	50.0	61.2	YES
3	73	69.32	50.0	65.7	YES
4	70	73.61	50.0	63.8	YES
5	43	77.22	50.0	61.9	YES
All	462	75.7	50	66.37	YES

### EVALUATION

Goal met. Every grade from K-5 met the NCE of 50.

### ADDITIONAL EVIDENCE

All the cohorts have met the target in the last three years in math on the Terra Nova exam.

#### Cohort Performance on Terra Nova Test by School Year

School Year	Cohort Grades	Number of Cohorts Meeting Target	Number of Cohorts
2013-14	K-5	6	6
2014-15	K-5	6	6
2015-16	K-5	6	6
2015-16	K-5	6	6

## SUMMARY OF THE MATHEMATICS GOAL

Amber met four of the six Math measures. Amber did not meet the absolute measure of 75% proficient students with a proficiency of 41%. Amber met the comparative goal by exceeding the percent of students who performed at or above proficiency compared to CSD 4 and CSD 5. Amber met the comparative goal of the predicted level of performance in 2014-15 by a higher than expected to a large degree effect size. Amber did not meet the unadjusted math mean growth percentile goal. Amber met the growth goals for every cohort on the norm-referenced Terra Nova Exam. Overall, Amber continues to meet the majority of the accountability goals in math.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state mathematics exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2013-14 school district results.)	Achieved
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	Did Not Achieve
Optional	Each year, on a national norm-referenced assessment, all grade-level cohorts of students (in grades K-3) will reduce by one half the gap between their average NCE in the previous year and an NCE of 50 in the current year. If a grade-level cohort exceeds an NCE of 50 in the previous year, the cohort is expected to show a positive gain in the current year.	Achieved

## ACTION PLAN

In 2013-14 a new curriculum was implemented, *Go Math!* from Houghton Mifflin Harcourt. This curriculum has a strong alignment to the common core standards. The materials and instructional pacing are focused, the overviews and lessons promote coherence and opportunities for both fluency and deeper understanding. The materials are also comprehensive and easy to use. They provide the appropriate level and type of scaffolding, differentiation, intervention and support for a broad range of learners. In addition, response to intervention is embedded in the program to support diverse learners.



Professional development to the faculty began at the end of the 2012-13 school year, more was offered during summer institute of 2013, as well as throughout the 2013-14 school year. Refresher workshops have been offered in Summer Institute 2014, 2015, and 2016.

In 2015-16, the NWEA Measure of Academic Progress assessment [MAP] was used for the first time. The MAP was conducted three times during the school year to measure student progress in all grades, K-5. The data from this assessment was examined by the classroom teachers, instructional leadership, and the board. The data served to drive instructional practice and academic interventions.

Academic Intervention continues to be provided through the SETTS teacher, simulation tests and item analysis, Saturday Academy, and After School. Part-time tutors are used in the upper grades to lower teacher student ratio and provide targeted remediation.

The decrease in proficiency levels in math scores in the last two years indicates a need to reassess the curriculum and instructional delivery. After careful review the following strategies will be implemented:

- Re-introduction of *Everyday Math* morning meeting instruction to ensure daily math fact drills.
- Re-introduction of number fluency daily exercises as well as number facts.
- Reassignment of teachers to impact fourth grade.
- Combining 4<sup>th</sup> and 5<sup>th</sup> grades teams to work together on planning and assessment data analysis.
- Schedule common preparation periods amongst grade teams and content areas.
- Introduce new diagnostic testing format that focuses on checking for understanding.

## SCIENCE

### Goal 3: Science

#### Goal 3: Science

All students at Amber Charter will become proficient in science and will make strong yearly progress toward mastery of scientific skills.

### BACKGROUND

Amber continued to use Scott Foresman for grades 4 and 5, and K12 Solutions for grades K to 3. Supplemental science materials used are trade books and other resources identified by the teachers to teach the units of study not covered by the Scott Foresman and K12 curricula. The in-house staff developer provides guidance on the implementation of the science curriculum and supplemental resources. The After School program offers academies that often focused on science content to support the remediation and expansion of science learning.

#### Goal 3: Absolute Measure

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

### METHOD

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

### RESULTS

Amber’s 4<sup>th</sup> graders did extremely well on the Science Exam, 100% scored proficient.

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

Grade	Percent of Students at Proficiency			
	All Students		Charter School Students In At Least 2 <sup>nd</sup> Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	100%	70	100%	70
All	100%	70	100%	70

### EVALUATION

Goal met. Amber 4<sup>th</sup> grade students did extremely well on the NYS Science test with a majority scoring at the highest level. The students exceed the goal of 75% by 25%.

ADDITIONAL EVIDENCE

Amber is maintaining a high level of performance in Science. Each of the last three years the percent of students scoring proficient has been in the 100 or 90 percentile with this year at 100%.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2013-14		2014-15		2015-16	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4	100%	71	96.6%	59	100%	70
All	100%	71	96.6%	59	100%	70

Goal 3: Comparative Measure

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

METHOD

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

RESULTS

\*The results of the NYS Science exam in the local public school district are not available to us therefore, it is impossible to compare Amber to the district.

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

Grade	Percent of Students at Proficiency					
	Charter School Students In At Least 2 <sup>nd</sup> Year		CSD 4		CSD 5	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	100%	70	*	*	*	*
All	100%	70	*	*	*	*

EVALUATION

\*The results of the NYS Science exam in the local public school district are not available to us therefore, it is impossible to compare Amber to the district.

ADDITIONAL EVIDENCE

District Science scores have not been made public therefore a comparison is not possible.

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

Grade	Percent of Charter School Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students					
	2013-14		2014-15		2015-16	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
4	100%	*	96.6%	*	100%	*
All	100%	*	96.6%	*	100%	*

SUMMARY OF THE SCIENCE GOAL

Amber met the accountability goal of attaining 75% or more of the students to score at or above proficiency. The percentage of students attaining proficiency was 100%, well above the required 75% benchmark. The absence of reported scores for the local public school district prevents us from comparing the school to the local district for this past year or the last three years. Yet, based on the information from the previous years where Amber students out-performed the students from both CSD 4 and 5, the comparative goal has been met.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	Achieved
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the local school district.	N/A

ACTION PLAN

Amber’s high scores on the NYS Science exam demonstrate that the curriculum and teaching methodology used are effective. Amber will continue to use both the K12 and Scott Foresman Science curricula. The in-house staff developer will continue to provide guidance on the implementation of the science curriculum and supplemental resources.

As a result of a grant from the National Council of La Raza [NCLR] Amber has participated in an after school science program in partnership with the American Museum of Natural History [AMNH]. This program includes an exploratory science curriculum for grades K-5 that is delivered to students in conjunction with a parent training program that helps parents use the museum as a lab for learning. It is exciting to partner with AMHN and work alongside parents to teach our after school students more science.

## NCLB

### Goal 4: NCLB

#### Goal 4: Absolute Measure

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

### METHOD

Because *all* students are expected to meet the state's learning standards, the federal No Child Left Behind legislation stipulates that various sub-populations and demographic categories of students among all tested students must meet state proficiency standards. New York, like all states, established a system for making these determinations for its public schools. Each year the state issues School Report Cards. The report cards indicate each school's status under the state's No Child Left Behind ("NCLB") accountability system.

### RESULTS

Amber Charter School is a "School In Good Standing" as per the New York State Department of Education for the school year 2015-16. Amber has held this designation since the inception of this measure.

### EVALUATION

Amber has held this designation, "Good Standing", since its inception in 2000. To be in compliance with the New York State Education Department/Title 1 requirements we publicize our good standing on our school's web site and in written communication.

NCLB Status by Year

Year	Status
2013-14	Good Standing
2014-15	Good Standing
2015-16	Good Standing

Choose an item.

## APPENDIX B: OPTIONAL GOALS

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

### Goal S: Parent Satisfaction

#### Goal S: Parent Satisfaction

Amber will maintain strong enrollment and strong parent interest.

### Goal S: Absolute Measure

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

## METHOD

In the spring of 2016 an in-house parent survey was distributed to all parents at Amber. This survey was the same survey used every year with a few additional questions targeted at the new initiatives.

## RESULTS

The response rate this year was higher at 87%, last year the response rate was 85%. The parent satisfaction on key survey items was very high ranging from 95% to 100%.

### 2015-16 Parent Satisfaction Survey Response Rate

Number of Responses	Number of Families	Response Rate
361	416	86.8%

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

Item	Percent of Respondents Satisfied
Communication with my child's teacher	99%
Access to administration	97%
My child's academic progress	99%
My child's homework	99%
How the school keeps parents informed	98%
How my child feels about the school	99%
My child's safety at Amber	100%
How Amber handles discipline issues	98%
The Teachers at Amber	99%
The school's special activities	95%

## EVALUATION

Goal met. Every area was above 90% in parent satisfaction with the school. It is gratifying to see that the parents trust and are satisfied with the school.

## ADDITIONAL EVIDENCE

The results of the NYC DOE Learning Survey reflect a similar pattern of parent satisfaction with Amber. In the key areas the results are high, see Table below.

**Percent of parents who responded satisfied in NYC DOE Learning Survey**

<b>Key Area</b>	<b>2014-15</b>	<b>2015-16</b>
Rigorous Instruction	94%	89%
Supportive Environment	98%	87%
Collaborative Teachers	95%	94%
Effective School Leadership	89%	94%
Strong Family-Community Ties	83%	91%
Trust	97%	96%

The results of the above table clearly indicate that over two-thirds of our parents are satisfied with the school. Between 87 – 96% of parents were highly satisfied with Amber. We are proud that Amber scores so high in the area of trust.

### **Goal S: Absolute Measure**

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

## METHOD

The final enrollment number of the 2014-15 school year is taken and the number of graduates, namely 5<sup>th</sup> graders, is subtracted from this number to get a total. This total is divided by the number of returning students in September of the next year to determine the retention rate.

## RESULTS

Amber had a student retention rate of 95%.

### **2015-16 Student Retention Rate**

2014-15 Enrollment	Number of Students Who Graduated in 2014-2015	Number of Students Who Returned in 2015-16	Retention Rate 2015-16 Re-enrollment ÷ (2014-15 Enrollment – Graduates)
486	63	400	95%



## EVALUATION

Goal met. Amber is proud that year after year families show their trust and commitment to the school by continuing to send their children.

## ADDITIONAL EVIDENCE

Year	Retention Rate
2013-14	99%
2014-15	95%
2015-16	95%

### Goal S: Absolute Measure

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

## METHOD

Amber uses PowerSchool student data management software to keep records of student attendance as well as other pertinent student demographics.

## RESULTS

Amber reached 93% attendance rate in 2015-16.

### 2015-16 Attendance

Grade	Average Daily Attendance Rate
K	91%
1	94%
2	94%
3	93%
4	93%
5	93%
Overall	93%

## EVALUATION

Goal was not met, although once again Amber came very close to meeting the goal with an attendance rate of 93% for this school year, 2015-2016. Amber is proud of this attendance rate.

## ADDITIONAL EVIDENCE

Amber has been close to meeting its goal of 95% attendance rate for the last three years. Amber will continue to strive to meet the goal.

Year	Average Daily Attendance Rate
2013-14	93%
2014-15	94%
2015-16	93%

### Legal Compliance

**Goal: Amber will be in legal compliance**

**1. Measure:**

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

Amber has complied with all federal, state, and municipal rules and regulations. Amber has posted meeting dates, time, and location on its web site, in mailings to parents, and staff have participated in appropriate workshops (e.g., Individuals with Disability Education Act training) to ensure compliance with all applicable laws, rules, and regulations. We received one request under the New York Freedom of Information Law (FOIL).

**Measure:**

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

Amber has established, and refined effective systems, policies, and procedures ensuring that all legal and charter requirements are met. Amber board members meet monthly, document all board meetings, and take an active role in creating and enforcing policies.

**Measure:**

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

Amber has maintained a relationship with independent legal counsel Michael Stolper, Esq. Mr. Stolper and his firm have contributed hundreds of hours *pro bono* in reviewing relevant policies, documents, incidents and have designed and made recommendations as needed. Mr. Stolper serves as counsel to the board.

## Fiscal Soundness

**Goal: Amber will make sound decisions, effective, and responsible use of financial resources to maximize student learning.**

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

On a monthly basis, Amber's fiscal office produces a balance sheet for the current fiscal year. The balance sheet is reviewed by the board treasurer and additional members of the board who serve on the finance committee. The balance sheet is filed quarterly with the Charter Schools Institute as well as additional agencies that oversee Amber's fiscal matters, including La Raza Development Fund, which holds the mortgage for Amber's building. In the year ending June 30, 2016 representing the 2015-16 fiscal and school year, Amber demonstrates a balance between resources and expenses. Total revenue for 2015-2016 was \$7,312,779 with total expenses at \$6,959,840. The resulting \$352,939 was added to our net assets. Net assets include revenue that will support operations in the subsequent fiscal year.

Amber continues to abide by GAAP, engages an external auditing firm to review its books, materials, resources, and procedures. An audit was conducted, completed and approved in 2015. This audit was delivered to the Charter School Institute.

**Measure—Financial Condition:**

**Beginning with the school's first operating year, at the end of each fiscal year, unrestricted net assets will be equal to or exceed two percent of the school's operating budget for the upcoming year.**

Amber's unrestricted net assets were equal to two percent of the school's operating budget for the upcoming year.

**Measure—Internal Controls and Compliance**

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

No corrective actions were needed to address internal controls or compliance deficiency.