AMBER CHARTER SCHOOL

**Amber East Harlem
Charter School**

**2017-18 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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Dr. Vasthi R. Acosta, Executive Director, prepared this 2017-18 Accountability Progress Report on behalf of the school's board of trustees:

Sashemani Elliott has served as the school leader since 2014.

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 480 students in 2017 – 2018 in grades K-5. Our students were approximately 30% African American, 60% Latino, and 10% White/Asian/Multi-racial with 85% eligible for free and reduced lunch. There were 49% male and 51% female students.

This year we had 21 classes in grades K-5. The final student body count was 484 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. A new curriculum was rolled out for science instruction, *Fusion Science.* Social studies instruction continued 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 [we won the league championship!], assemblies where students perform, 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 Black Fem, a program that teaches students financial literacy, and our students 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, Trevor Day 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
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
2016-17	111	88	92	76	64	59	490
2017-18	96	100	87	78	69	55	485

School Enrollment by Gender

	K	1	2	3	4	5	Total	%
Male	51	51	41	36	33	26	238	49
Female	45	49	44	44	36	29	247	51
Total	96	100	85	80	69	55	485	

School Enrollment by Grade Level and School Year

	K	1	2	3	4	5	Total	%
American Indian / Alaska Native	0	0	2	0	0	0	2	0.4
Asian / Pacific Islander	3	4	0	2	1	0	10	0.2
Hispanic / Latino	58	52	46	59	44	34	293	60
Black / African American	19	32	32	19	23	21	146	30
White	1	0	2	0	0	0	3	0.6
Other / Unclassified	15	12	3	0	1	0	31	0.6
Total	96	100	85	80	69	55	485	*

- PERCENTAGES MAY NOT TOTAL TO 100 BECAUSE OF ROUNDING.

GOAL 1: 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.

BACKGROUND

Amber uses *Journeys* from Houghton Mifflin Harcourt as the literacy curriculum. *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 is offered during Summer Institute as well as throughout the school year. A professional development plan is designed every school year to address the individual needs of each faculty member and ensure their professional growth.

In 2015-16, the NWEA Measure of Academic Progress assessment [MAP] was used for the first time at Amber to measure student performance. The MAP is conducted three times during the school year to measure student progress in literacy and math in all grades, K-5. The data from this assessment is examined by the classroom teachers, instructional leadership, and the board. The data serves 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 3rd through 5th grade in April 2018. 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).

		2017-18 State English Language Arts Exam Number of Students Tested and Not Tested				
Grade	Total Tested	IEP	ELL	Absent	Refused	Total Enrolled
3	79	0	0	0	0	79
4	69	0	0	0	0	69
5	55	0	0	0	0	55
All	203	0	0	0	0	203

RESULTS AND EVALUATION

All of the students tested were in their second year at Amber. Eighty eight percent of the third graders, 45% of fourth graders, and 60% of fifth graders scored proficient in the English Language Arts Exam. The overall average in the NYS ELA exam was 66% proficient.

	Performance on 2017-18 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	88.6%	79	88.6%	79	
4	44.9%	69	44.9%	69	
5	60.0%	55	60.0%	55	
All	66.0%	203	66.0%	203	

ADDITIONAL EVIDENCE

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

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[1] 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.

In 2016-17, Amber continued its steady growth in the proficiency rate overall, from 46% to 53%. Third grade did not do as well as the third grade cohort of the previous year but scored above 50%. The fourth grade cohort improved on their proficiency rate from last year and increased by 3% to meet the required 75% proficiency rate. Fifth grade was a cohort we were concerned with because of their history struggling with this assessment, but they increased by 11% their performance from the year before.

In 2017-18, Amber continued its steady growth in the proficiency rate overall, from 53% to 66%, a rise of over 10%. Third grade had the most significant growth at 88.6%, an increase of 36%. Fourth grade had a decrease from 74% to 44%, a dip of 30% which is significant. Yet, fifth grade had a significant growth at 60%, an increase of 30%.

ELA Performance by Grade Level and Year						
Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2015-16		2016-17		2017-18	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	72.0%	75	52.6%	76	88.6%	79
4	20.0%	70	74.6%	63	44.9%	69
5	41.9%	43	30.5%	59	60.0%	55
All	45.7%	188	53.0%	198	66.0%	203

Goal 1: Absolute Measure

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

METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the English language arts test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2017-18 English language arts MIP for all students. The state plans to calculate and disseminate the MIP in summer 2018. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

RESULTS AND EVALUATION

In level 3 and 4 a total of 66% of Amber students tested at performance level. In Level 2 a total of 26.6% of Amber students scored and 7.4% scored at level 1. Amber East Harlem's PI is 167.7.

English Language Arts 2017-18 Performance Index				
Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
203	7.4%	26.6%	47.8%	18.2%

PI	=	26.6	+	47.8	+	18.2	=	92.6
				47.8	+	18.2	=	66.0
					+	(.5)*18.2	=	9.1
						PI	=	167.7

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 school district of comparison.

METHOD

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.[2]

RESULTS

Amber outperformed both CSD 4 in all grades. In third grade Amber had 89% of students at proficiency while CSD 4 had 47%. In fourth grade Amber had 45% of students at proficiency while CSD 4 had 39%. In fifth grade Amber had 60% students at proficiency while CSD 4 had 34 Overall, Amber outperformed CSD 4 by 26%.

EVALUATION

Goal met. Amber exceeded the aggregate district performance for CSD 4. In third grade, Amber students scored 42% higher than CSD 4. In fourth grade, Amber students scored 6% higher than CSD 4. In fifth grade Amber students scored 26% higher than CSD 4. Overall, Amber scored 66% in ELA proficiency which is 26% higher than CSD 4.

	2017-18 State English Language Arts Exam Charter School and District Performance by Grade Level			
Grade	Charter School Students In At Least 2nd Year		All District 4 Students	
	Percent	Number Tested	Percent	Number Tested
3	88.6%	79	47%	
4	44.9%	69	39%	
5	60.0%	55	34%	
All	66.0%	203	40%	

ADDITIONAL EVIDENCE

Once again Amber has outperformed CSD 4 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%, in 2015-2016 by 11%, in 2016 -17 by 29%, and this year 2017-18 by 26%.

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[2] 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.

Grade	2015-16			2016-17			2017-18	
	Charter School	District 4	District 5	Charter School	District 4	District 5	Charter School	District 4
3	72.0%	38.2%	20.8%	52.6%	35.9%	23.4%	88.6%	47%
4	20.0%	34.3%	21.2%	74.6%	35.1%	24.2%	44.9%	39%
5	41.9%	29.9%	15.8%	30.5%	30.1%	20.8%	60.0%	34%
All	45.7%	31.8%	21.5%	53%	33.1%	24.1%	66.0%	40%

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

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 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Comparative Performance Analysis available.

RESULTS

In 2016-17 the school's overall comparative performance in ELA was 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 3 - 5. Grade 3 had an effect size of 1.27; fourth grade had an effect size of 2.53, and fifth grade had an effect size of 0.65. The overall effect size was 1.49 with 1.19 points above the 0.30 required.

			2016-17 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	86.8	76	53	30.4	22.6	1.27
4	85.7	63	75	28.7	46.3	2.53
5	88.3	59	31	21.9	9.1	0.65
All	86.9	198	53.4	27.3	26.1	1.49

School's Overall Comparative Performance:
Higher than expected to a large degree.

ADDITIONAL EVIDENCE

In the last years the effect size has increased every year in ELA. The increase in 2016-2017, where the effect size was 1.49, a full 1.19 points higher than the 0.30 required. The increase in 2015-2016, where the effect size was 1.07, a full 77 points higher than the 0.30 required was one point higher than 2014- 2015 where the effect size was 1.06, 76 points higher than the required 0.30. Amber has met this goal consistently.

			English Language Arts Comparative Performance by School Year			
School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2014-15	3-5	84.1	200	33.4	19.7	1.06
2015-16	3-5	86.8	188	45.8	26.9	1.07
2016-17	3-5	86.9	198	53.4	27.3	1.49

Goal 1: Growth Measure[3]

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.

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 2016-17 and also have a state exam score from 2015-16 including students who were retained in the same grade. Students with the same 2015-16 score are ranked by their 2016-17 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 target for this measure, it must have a mean growth percentile greater than 50.

Given the timing of the state's release of Growth Model data, the 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Growth Model data available.[4]

RESULTS

Goal met. Amber's overall ELA adjusted mean growth percentile for 2016-17 is 58.5 percentile. In fourth grade the mean growth percentile for 2016-2017 was 52 and in fifth grade, 65.

EVALUATION

Amber's overall ELA mean growth percentile of 58.5 percentile is greater than the state median of 50th percentile. Fourth grade has a higher percentile than the state median at 52 percentile, and fifth grade met the state median of 50 percentile by scoring higher at 65 percentile.

2016-17 English Language Arts Adjusted Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	52.0	50.0
5	65.0	50.0
All	**58.5**	50.0

ADDITIONAL EVIDENCE

In 2014-2015, Amber's Unadjusted Mean Growth Percentile was 52, two points higher than the 50 statewide mean. In 2015-2016, the fourth grade Unadjusted Mean Growth Percentile dropped to 32 percentile, but the fifth grade Unadjusted Mean Growth Percentile rose to 55. In 2016-2017, Amber's Adjusted Mean Growth Percentile rose to 58.5, with the fourth grade at 52 and the fifth grade at 65.

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

Grade	Mean Growth Percentile			
	2014-15	2015-16	2016-17	Target
4	56.5	33.0	52.0	50.0
5	51.0	55.0	65.0	50.0
All	53.5	41.5	**58.5**	50.0

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[3] See Guidelines for Creating a SUNY Accountability Plan for an explanation.

[4] Schools can acquire these data from the NYSED's Business Portal: portal.nysed.gov.

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 English language arts 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 will examine 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 2016-17 and 2017-18. 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 K to fifth in May, 2018.

RESULTS

Grade	Cohort Size	Percent Performing At or Above Mean NCE of 50			Target Achieved
		2016-17	Target	2017-18	
K	96	*	50	54.5	YES
1	99	53.2	50	54.6	YES
2	85	57	50	57.1	YES
3	78	60.6	50	65.3	YES
4	69	59.8	50	59.9	YES
5	54	65.5	50	62.9	NO
All	481	59.2	50	59.1	YES

EVALUATION

Every grade met their target except 5th grade who missed it by 2.6 points.

ADDITIONAL EVIDENCE

Cohort Performance on Terra Nova (ELA) Test by School Year

School Year	Cohort Grades	Number of Cohorts Meeting Target	Number of Cohorts
2014-15	K-5	6	6
2015-16	K-5	6	6
2016-17	K-5	6	6
2017-18	K-5	5	6

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

Amber met many of the ELA measures. 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 4 and 5, but third grade did meet the 75% proficiency rate. Amber met the comparative goal by exceeding the percent of students who performed at or above Level 3 compared to CSD 4. Amber met the comparative goal of the predicted level of performance in 2016-17 by a higher than expected to a

large degree effect size. Amber met the adjusted growth measure goal by having a higher than the state mean growth percentile of 58.5. Amber met the growth goal overall on the norm-referenced Terra Nova Exam.

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.	Not Achieved
Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	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 school district of comparison.	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 2016-17 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 target of 50. (Using 2016-17 results.)	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

Amber uses *Journeys* from Houghton Mifflin Harcourt as the literacy curriculum. *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.

For the past four years, we have implemented station learning. Teachers begin instruction with a quick mini-lesson and then student's transition to stations where the work is tailored to their small groups' needs. Children are able to apply skills at their level and the teacher can adjust the stations accordingly if a student needs to be challenged or brought up to speed.

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. Focal points include: alignment with curriculum, other standardized assessments, comparison of in-class performance to the MAP, and the validity of MAP's ability to predict New York State assessment student performance.

 Academic Intervention will continue to be provided through Title One Reading Specialist, the SETSS teacher, and After School tutoring. Part-time tutors continue 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 of reading and discussion of literature also continues.

The DRA, Developmental Reading Assessment, provides strong data for literacy student interventions. Therefore, we use this assessment to provide determine intervention needs for students in first, second and third grade.

The academic interventions and MAP assessments will continue in the new school year with the addition of the following strategies: departmentalization only in 5th grade to promote collaboration on planning and assessment data analysis; scheduling common preparation periods amongst grade teams and content areas; early release of all students on Thursday to promote more focused data conversations among teachers, continue the use of the diagnostic testing format that focuses on checking for understanding and growth, strengthening the use of teacher assistants and tutors in the classroom to deliver more focused instruction and the use of Study Island as a tool to remediate students who need a refresher on a particular standard and/or skill.

Professional development continues to be offered during summer institute as well as throughout the school year. New staff receive a more in-depth training with the addition of two professional development days focusing on school culture and curriculum knowledge building. The content focused staff developers provide on-going, real time feedback to teachers to improve their instructional delivery.

GOAL 2: 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

Amber delivers *Go Math!* from Houghton Mifflin Harcourt as the math curriculum. 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 is offered during Summer Institute as well as throughout the school year. A professional development plan is designed every school year to address the individual needs of each faculty member and ensure their professional growth.

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 SETSS teacher, diagnostic assessments, Saturday Academy, and After School. Part-time tutors are used in the upper grades to lower teacher student ratio and provide targeted remediation. Amber is in its second year of using Illuminate to track student data. This warehouse allows us to use item analyses, frequency analyses and other reports to quickly remediate standards of concern.

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. In addition, this past year, Minute Math was implemented during this time students practice math fluency exercises and one class is named champion per grade. The students love the competitive nature of the Minute Math and it provides them with the opportunity to hone their number sense skills.

> **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 3rd through 5th grade in April 2018. 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.

Grade	Total Tested	Not Tested[5]				Total Enrolled
		IEP	ELL	Absent	Refused	
3	79	0	0	0	0	79
4	69	0	0	0	0	69
5	55	0	0	0	0	55
All	203	0	0	0	0	203

2017-18 State Mathematics Exam — Number of Students Tested and Not Tested

RESULTS

All the students tested were in their second year at Amber. In third grade, 86% of the students tested scored proficient, in fourth grade, 50.7% of the students tested scored proficient, and in fifth grade, 49% scored proficient. Overall, 64% of Amber students scored proficient in Math.

Performance on 2017-18 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	86.1%	79	86.1%	79
4	50.7%	69	50.7%	69
5	49.1%	55	49.1%	55
All	64.0%	203	64.0%	203

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[5] 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.

EVALUATION

Goal not met. The overall proficiency average in Math increased this year again. Third grade did a good showing with a high of 86% proficiency.

ADDITIONAL EVIDENCE

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%.

In 2016-2017, third grade proficiency rate increased from 46% to 62%, an increase of 16%. In fourth grade proficiency increased from 34% to 39%, an increase of 5%. In fifth grade proficiency dropped from 40% to 31%, a drop of 9%. Overall, Amber students' rate of proficiency in math increased from 41% to 45%, an increase of 4%. It is encouraging to see that the pattern of dropping proficiency rates in math has been stemmed and although, it is a small increase, there is growth in proficiency.

In 2017-2018, third grade proficiency rate increased from 62% to 86%, an increase of 24%. In fourth grade proficiency increased from 39% to 50%, an increase of 11%. In fifth grade proficiency increased from 30% to 49%, an increase of 19%.

Mathematics Performance by Grade Level and School Year						
Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2015-16		2016-17		2017-18	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	48.0%	75	61.8%	76	86.1%	79
4	34.3%	70	39.7%	63	50.7%	69
5	39.5%	43	30.5%	59	49.1%	55
All	41.0%	188	45.5%	198	64.0%	203

Goal 2: Absolute Measure

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

METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the mathematics test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2017-18 mathematics MIP for all students. The state plans to calculate and disseminate the MIP in summer 2018. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

RESULTS AND EVALUATION

In level 3 and 4 a total of 86% of Amber students tested at performance level. In Level 2 a total of 12.7% of Amber students scored and 1.3% scored at level 1. Amber's PLI is 207.1.

Goal met. Amber's PLI is 207.1

Mathematics 2017-18 Performance Level Index (PI)			
Number in Cohort	Percent of Students at Each Performance Level		
	Level 1	Level 2	Level 3	Level 4
	1.3%	12.7%	41.8%	44.3%

PI	=	12.7	+	41.8	+	44.3	=	98.8
				41.8	+	44.3	=	86.1
					+	(.5)*44.3	=	22.2
						PI	=	207.1

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 school district of comparison.

METHOD

A school compares the performance of tested students enrolled in at least their second year to that of all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.[6]

RESULTS AND EVALUATION

Amber students outperformed students in CSD 4. Overall Amber students outperformed students in CSD 4 in math by 26%. In third grade, Amber had 86% of students at proficiency while CSD 4 had 45%. In fourth grade, Amber had 51% of students at proficiency while CSD 4 had 34%. In fifth grade, Amber had 49% students at proficiency while CSD 4 had 36%.

Grade	Charter School Students In At Least 2nd Year		All District 4 Students	
	Percent	Number Tested	Percent	Number Tested
3	86.1%	79	45%	
4	50.7%	69	34%	
5	49.1%	55	36%	
All	64.0%	203	**38%**	

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[6] 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.

Goal met. Amber students outperformed the students in CSD 4 by the largest margin in third grade. Amber third graders outperformed CSD 4 by 41%. Amber fourth graders outperformed CSD 4 by 17%. Amber fifth graders outperformed CSD 4 by 14%. Overall, 64% of Amber students scored proficient where only 38% of the students in CSD 4 scored proficient.

ADDITIONAL EVIDENCE

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

In 2015-2016, Amber outperformed CSD 4 by 13.2% and CSD 5 by 24.4%, in 2016 -17, CSD 4 by 15.7% and CSD 5 by 27.9%, and this year 2017-18, CSD 4 by 26%.

	Mathematics Performance of Charter School and Local District by Grade Level and School Year							
Grade	2015-16			2016-17			2017-18	
	Charter School	District 4	District 5	Charter School	District 4	District 5	Charter School	District 4
3	48.0%	37.2%	22.4%	61.8%	38.8%	24.7%	86.1%	45%
4	34.3%	33.0%	18.2%	39.1%	33.3%	18.3%	50.7%	34%
5	39.5%	32.0%	17.5%	30.5%	34.9%	21.0%	49.1%	36%
All	41.0%	27.8%	16.6%	45.2%	29.5%	17.3%	64.0%	38%

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 2017-18 analysis is not yet available. This report contains <u>2016-17</u> results, the most recent Comparative Performance Analysis available.

RESULTS

In 2016-17 the school's overall comparative performance in Math was higher than expected to a meaningful degree.

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	86.8	76	62	35.6	26.4	1.27
4	85.7	64	39	28.7	10.3	0.52
5	88.3	59	31	26.6	4.4	0.24
All	86.9	199	45.4	30.7	14.7	0.72

School's Overall Comparative Performance:
Higher than expected to a meaningful degree.

EVALUATION

In 2016-17, the overall effect size goal was met. Third grade had an effect size of 1.27; fourth grade had an effect size of 0.52, and fifth grade had an effect size of 0.24. The overall effect size was 0.72 with 0.42 points above the 0.30 required. Fifth grade was the only grade that did not meet the required 0.30 effect size with 0.24.

ADDITIONAL EVIDENCE

In the last four 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. In 2014-15 the effect size was 1.14, 0.84 higher; in 2015-16 the effect size was 0.53, 0.23 higher; and in 2016-17 the effect size was 0.72, 0.42 higher than the required 0.30.

Mathematics Comparative Performance by School Year						
School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2014-15	3-5	84.1	199	49.6	28.9	1.14
2015-16	3-5	86.6	188	41.0	29.9	0.53
2016-17	3-5	86.9	199	45.4	30.7	0.72

Goal 2: Growth Measure[7]

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.

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 2016-17 and also have a state exam score in 2015-16 including students who were retained in the same grade. Students with the same 2015-16 scores are ranked by their 2016-17 scores and assigned a percentile based on their relative growth in performance (student growth percentile). Students'

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[7] See Guidelines for Creating a SUNY Accountability Plan for an explanation.

growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to meet the measure, the school would have to achieve a mean growth percentile above the target of 50.

Given the timing of the state's release of Growth Model data, the 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Growth Model data available.[8]

RESULTS AND EVALUATION

The adjusted Math Mean Growth Percentile for 2016-17 for Amber was 45.

In 2016-17, Amber's Math adjusted mean growth percentile at 45 is lower than the state's average of 50%. Fourth grade's adjusted math mean growth percentile of 42 is lower than the state percentile by only 0.8 points. Fifth grade's adjusted math mean growth percentile of 48 is only 0.2 points away from the 50-percentile required.

2016-17 Mathematics Mean Growth Percentile by Grade Level		
Grade	Mean Growth Percentile	
	School	Target
4	42.0	50.0
5	48.0	50.0
All	45.0	50.0

ADDITIONAL EVIDENCE

In 2014-2015, Amber's Unadjusted Mathematics Mean Growth percentile of 40.5 did not meet the statewide median of 50. In 2015-2016, Amber's Unadjusted Mathematics Mean Growth percentile of 40.5 did not meet the statewide median of 50. In 2016-17, Amber's adjusted Mathematics Mean Growth percentile of 45 did not meet the statewide median of 50, but it is an improvement from the previous year since it is only 5 points from 50.

Mathematics Mean Growth Percentile by Grade Level and School Year				
Grade	Mean Growth Percentile			
	2014-15	2015-16	2016-17	Target
4	46.0	39.0	42.0	50.0
5	45.0	47.5	48.0	50.0
All	45.5	42.5	45.0	50.0

Goal 1: 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 English language arts 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.

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[8] Schools can acquire these data from the NYSED's business portal: portal.nysed.gov.

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 2016-17 and 2017-18. 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.

RESULTS

The norm referenced Terra Nova test was administered to grades Kindergarten to fifth grades in May, 2018.

		Cohort Growth on Terra Nova (Math) Test from Spring 2016 to Spring 2017			
Grade	Cohort Size	Percent Performing At or Above NCE of 50			Target Achieved
		2016-17	Target	2017-18	
K	96	*	50	73.8	YES
1	99	66	50	62.6	NO
2	85	61.1	50	65	NO
3	78	63.9	50	61.9	NO
4	69	61.6	50	67	YES
5	54	64	50	64.6	YES
All	481	63.6	50	65.8	YES

EVALUATION

Goal met. All the cohorts met the NCE of 50. Grades K, 4 and 5 showed an increase over the previous year.

ADDITIONAL EVIDENCE

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

SUMMARY OF THE MATHEMATICS GOAL

Amber met many of the Math measures. Amber did not meet the absolute measure of 75% proficient students with a proficiency of 64% which is only 11 points from the goal. Amber met the comparative goal by exceeding the percent of students who performed at or above proficiency compared to CSD 4. Amber met the comparative goal of the predicted level of performance in 2016-17 by a higher than expected to a meaningful degree effect size. Amber did not meet the adjusted math mean growth percentile goal. Amber met the growth goals 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.	Not Achieved
Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	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	Achieved

	exam will be greater than that of students in the same tested grades in the school district of comparison.	
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 2016-17 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 target of 50. (Using the 2016-17 results.)	Not 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

Go Math! from Houghton Mifflin Harcourt is the curriculum Amber uses for math. 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.

For the past four years, we have implemented station learning. Teachers begin instruction with a quick mini-lesson and then student's transition to stations where the work is tailored to their small groups' needs. Children are able to apply skills at their level and the teacher can adjust the stations accordingly if a student needs to be challenged or brought up to speed.

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. Focal points include: alignment with curriculum, other standardized assessments, and comparison of in-class performance to the MAP and the validity of MAP's New York State proficiency projections. To date, we have seen to clear alignment between MAP predictors and how our children perform on the state assessments. MAP continues to under predict.

Academic Intervention continues to be provided through the SETSS teacher, diagnostic assessments, state-mandated Academic Intervention Services and After School tutoring. Part-time tutors are used in the upper grades to lower teacher student ratio and provide targeted remediation. Amber is in its third year of using Illuminate to track student data. This warehouse allows us to use item analyses, frequency analyses and other reports to quickly remediate standards of concern. In addition, the NYC Department of Education item analyses will be used by the Data & Assessment Manager and Staff Developers to track the 4th & 5th grades' progress in each strand.

The small increase in proficiency levels indicates that this is still an area of concern. After careful review the following strategies will be implemented:

- · Focus on the use of the SOLVE computation strategy by NTN (National Training Network) in all grades
- · Designate teacher to become the in-house ambassador for the SOLVE method
- · Departmentalize only in 5th grade to allow for deeper data discussions and analyses in grades 3 and 4 within grade teams

Professional development to the faculty is offered during Summer Institute as well as throughout the school year. A professional development plan is designed every school year to address the individual needs of each faculty member and ensure their professional growth. The content focused staff developers provide on-going, real time feedback to teachers to improve their instructional delivery.

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 switched to use *Science Fusion* in 2017-18. **Science Fusion** offers students the opportunity to ask and answer questions, investigate and draw conclusions through textbook reading, digital lessons, and virtual labs. Units within each book are divided into lessons which are done weekly. Supplemental science materials used are trade books and other resources identified by the teachers to enhance the units of study covered by the curriculum. 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 focus 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 or above proficiency on the New York State science examination.

METHOD

The school administered the New York State Testing Program science assessment to students in 4th grade in spring 2018. 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 AND EVALUATION

Goal met. Amber 4th 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 reaching 100% proficiency.

	Charter School Performance on 2017-18 State Science Exam By All Students and Students Enrolled in At Least Their Second Year			
	Percent of Students at Proficiency			
Grade	Charter School Students In At Least 2nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	100%	69	*	*
All	100%	69	*	*

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 at 100%.

	Science Performance by Grade Level and School Year					
	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
Grade	2015-16		2016-17		2017-18	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4	100%	70	100%	63	100%	69
All	100%	70	100%	63	100%	69

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 school district of comparison.

METHOD

The school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year and the results for the respective grades in the school district of comparison. Given the timing of the state's release of district science data, the 2017-18 comparative data is not yet available. Schools should report comparison to the district's **2016-17** data.

RESULTS AND 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.

	2017-18 State Science 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[9]	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	100%	69	*	*
All	100%	69	*	*

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					
	2015-16		2016-17		2017-18	
	Charter School	District	Charter School	District	Charter School	District
4	100%	*	100%	*	100%	*
All	100%	*	100%	*	100%	*

SUMMARY OF THE SCIENCE GOAL

Amber has met the absolute measure goal in Science goals. It is impossible to know if Amber has met the comparative measure since district scores were not made public. Although, with 100% proficiency it is most likely that Amber met the comparative goal as well.

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

ACTION PLAN

Amber's high scores on the NYS Science exam demonstrate that the curriculum and teaching methodologies used are effective. Yet with the new Science standards published by the State, Amber researched a new curriculum for science to ensure our students learned these standards. Therefore, in 2017-18, Amber rolled out a new science curriculum, *Science Fusion,* by Houghton Mifflin. *Science Fusion* is a state-of-the-art science program designed for building inquiry and STEM skills and optimized for learning in the classroom or at home, on a laptop, tablet, or using a science textbook. The digital curriculum, virtual labs, hands-on activities, and

write-in science textbook develop important critical-thinking skills that prepare students for success in future science courses and in the workplace. Each classroom has:
- · Digital lessons, write-in Student Edition, and hands-on labs
- · Hands-on activities and virtual labs for every lesson or every day of the week
- · Leveled Readers and Video-based Projects to reinforce and enrich important concepts.

The in-house staff developer provides guidance on the implementation of the new science curriculum and supplemental resources. Going into the school year, we have revamped the pacing to strengthen our vertical alignment and better meet the needs of the 4th grade assessment based on a year of experience. Our goal is to continue to maintain the high proficiency Amber students have demonstrated in the past years.

GOAL 4: ESSA

Goal 4: ESSA

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

Goal 4: Absolute Measure

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

METHOD

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

RESULTS AND EVALUATION

Amber Charter School is a "School In Good Standing" as per the New York State Department of Education for the school year 2016-17.

Accountability Status by Year	
Year	Status
2015-16	Good Standing
2016-17	Good Standing
2017-18	Good Standing

APPENDIX A: OPTIONAL GOALS

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

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 2018 the NYC DOE learning environment survey was distributed to all parents at Amber.

RESULTS

The response rate this year was 92%, much higher than last year's response rate of 66%. The parent satisfaction on key survey items was very high.

2017-18 Parent Satisfaction Survey Response Rate		
Number of Responses	Number of Families	Response Rate
392	426	92%

2017-18 Parent Satisfaction on Key Survey Results

The results of the NYC DOE Learning Survey reflect a similar pattern of parent satisfaction with Amber. The response rate for this survey was 92%. In the key areas the results are high, see Table below.

Percent of parents who responded satisfied in NYC DOE Learning Survey

Key Area	2016-17	2017-18
Rigorous Instruction	91%	83%
Supportive Environment	91%	87%
Collaborative Teachers	88%	87%
Effective School Leadership	86%	91%
Strong Family-Community Ties	71%	94%
Trust	84%	95%

EVALUATION

Goal met. Every area was above 80% in parent satisfaction with the school. It is gratifying to see that the parents trust and are satisfied with the school. The results of the above table clearly indicate that over two-thirds of our parents are satisfied with the school. The scores in effective

school leadership, strong family-community ties and trust increased significantly, while the scores in rigorous instruction, supportive environment and collaborative teachers went down.

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 2016-17 school year is taken and the number of graduates, namely 5th 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

Goal met. Amber had a student retention rate of 90%.

2017-18 Student Retention Rate			
2016-17 Enrollment	Number of Students Who Graduated in 2016-17	Number of Students Who Returned in 2017-18	Retention Rate 2017-18 Re-enrollment ÷ (2016-17 Enrollment – Graduates)
490	59	389	90%

EVALUATION

Amber once again has a high retention rate for its students.

ADDITIONAL EVIDENCE

Year	Retention Rate
2015-16	88%
2016-17	92%
2017-18	90%

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

All grades maintained a high attendance rate between 93-95% this year.

2017-18 Attendance	
Grade	Average Daily Attendance Rate
K	94%
1	94%
2	94%
3	93%
4	94%
5	95%
Overall	94%

EVALUATION

Goal not met. Amber is one-point shy of the goal of 95%.

ADDITIONAL EVIDENCE

Year	Average Daily Attendance Rate
2015-16	93%
2016-17	95%
2017-18	94%

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 two requests 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.

Monthly, Amber's fiscal office produces financial statements for the current fiscal year. The financial statements are reviewed by the board treasurer and additional members of the board who serve on the finance committee. The financial statements are 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, 2018 representing the 2017-18 fiscal and school year, Amber Charter School Education Corporation demonstrates a balance between resources and expenses in their unaudited financial statements. Total revenue for 2017-2018 was $13,396,355 with total expenses at $12,294,250. The resulting $1,102,105 was added to our net assets. Net assets include revenue that will support operations and expansion 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 2016. 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.