



**Amber East Harlem
Charter School**

**2019-20 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

Dr. Vasthi R. Acosta prepared this 2019-20 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
John Gutierrez	Executive Committee, Vice Chair, Education Committee; Nominating Committee Chair
Amador Centeno	Executive Committee, Secretary, Facilities Committee Chair
Shawnte Lorick	Parent Representative, Development Committee [resigned August, 2020]
Elena Goldberg Velazquez	Member, Nominating Committee [resigned August, 2020]
Kelly Combs	Member, Facilities Committee
Brian Quillin	Teacher representative, Education Committee
Brad Olsen	Member, Finance Committee
Jenna Pantel	Education Committee Chair, Development committee
Mercedes Minaya	Parent Representative, Development Committee [resigned August, 2020]

Miguelina Germán	Member, Education Committee
Vasthi Acosta	Member, Ad hoc member of all board committees
Michael Stolper	General Counsel to the Board

Matthew Bull has served as the school leader since 2019.

SCHOOL OVERVIEW

Founded in 2000, Amber's mission reads:

Our mission - to provide our students with an academically rigorous and well-rounded education, along with strong character development, enabling them to prosper in future endeavors.

Amber served 497 students in 2019-2020 in grades K-5. Our students were approximately 30% African American, 65% Latino, and 5% White/Asian/Multi-racial and other, with 83% eligible for free and reduced lunch. There were 50% male and 50% female students.

This year we had 20 classes in grades K-5. The final student body count was 497 students in June.

In literacy the curriculum was *Journeys* from Houghton Mifflin Harcourt. In math the curriculum was *Go Math!* and for Science, *Fusion Science*--also from Houghton Mifflin Harcourt. The social studies curriculum entitled *New York Social Studies* is published by McGraw-Hill. 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 a basketball team for third to fifth graders, 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, 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, De La Salle, Young Women's Leadership, Trevor Day, Patrick Henry Preparatory School and Manhattan Arts and Sciences. They have also been accepted into preparation programs such as Prep for Prep. All our students were admitted into great charter and district middle schools meeting our mission to have our students "prosper in future endeavors".

2019 has been a year like no other in our long history. Amidst the heightened economic, mental and physical strain the COVID-19 pandemic has caused in the communities we serve, we strengthened our approach to psychosocial health, systematically gathering information from our families and staff members about their challenges and concerns. Fostering and maintaining connections between students, with families and amongst our staff was even more critical.

When the school shifted to remote learning in March 2019, Amber East Harlem immediately distributed all Chromebooks and hotspots to students in need. Families were directed to nearby food distribution resources. Teachers and students were learning virtually within three days. All teachers and students were well versed the i-Ready platform therefore that was the first platform used. Over time other platforms were added as teachers were trained to use them, namely, RAZ kids, and Google Classroom. Students still received enrichment classes, music, art, physical education, and Spanish virtually as well as intervention classes.

Family check-ins via phone calls and surveys were conducted to assess the needs of our students and provide needed support and resources. Weekly wellness newsletter and community calls were conducted to foster the health and connections within staff and faculty.

For the first time Amber East Harlem offered a virtual summer program, Springboard, for all students even those entering the school in the fall. This intervention strategy was used to help mitigate any learning loss from the school building closure and move to remote learning due to the spread of COVID-19.

Despite the complex challenges our schools, communities, city and country faced since March, and continue to endure, our leaders and teachers have learned, stretched and iterated in a variety of ways as we continue to strive to achieve our mission. We did this work daily, collaboratively, and with great intensity, throughout the spring. Over the summer, we sought to leverage what worked and address what did not. This has made Amber all the more prepared to serve more students, more effectively, and truly achieve our mission.

ENROLLMENT SUMMARY

In the table below, Amber East Harlem’s BEDS Day enrollment for each school year.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	Total
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
2018-19	110	101	89	80	68	63	511
2019-20	98	89	97	78	70	65	497

GOAL 1: ENGLISH LANGUAGE ARTS

ELEMENTARY ENGLISH LANGUAGE ARTS

Summary of changes to the Elementary ELA Goal due to the Covid-19 school closure:

- Schools will be unable to report state test proficiency rates, PIs, district comparisons, effect sizes, or mean growth scores.
- However, in the absence of state test results, schools should report relevant results from internally developed assessments, national norm-referenced tests, and/or any other

evaluation method below. When possible, schools report tabular data aligned to the narrative.

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 East Harlem uses *Journeys* from Houghton Mifflin Harcourt as the literacy curriculum. *Journeys*, 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. In addition, a phonics/word analysis curriculum aligned to the common core state standards *Open Court*, was implemented. Grades K-3 focuses mostly on phonics and other necessary foundations to build strong readers while our 4th and 5th graders explored word analysis. Finally, all grades take part in a literature initiative called DEAL--drop everything and listen. Teachers read to their students using classical literature and other books handpicked to expose our children to culturally relevant experiences.

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.

Fall 2019, Amber East Harlem began using i-Ready as a diagnostic assessment. This nationally normed diagnostic assessment was administered three time (Fall, Winter, Spring). The i-Ready suite of products includes online lessons which students began using in October as a complement to teacher-led instruction. During the closure of school buildings in March 2020, Amber continued to use i-Ready online lessons.

To increase student literacy skills RAZ kids, was rolled out in March 2020 during distance learning. RAZ kids is an online guided reading program with interactive ebooks, downloadable books, and reading quizzes. In addition, on Google classroom teachers provided lessons that addressed individual student needs as an intervention.

METHOD

Amber East Harlem used i-Ready, nationally normed diagnostic assessment. It was administered three times (Fall, Winter, Spring). With the shift to distance learning, usage of i-Ready increased.

RESULTS AND EVALUATION

After six weeks of distance learning, Amber conducted an internal study to determine the effectiveness of remote instruction. With 71% of students rated as highly engaged with online lessons (completing ELA lessons each day of the six-week study period), lesson pass rates were comparable or better than those pre-closure. Amber continued using i-Ready online lessons for the remainder of the distance learning, as evidenced in the table below.

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2019-2020 iReady Reading Lesson Pass Rate

Grade	Enrolled	Median Lesson Pass Rate	
		Pre-Closure	Post-Closure
K	93	67%	80%
1	88	78%	80%
2	94	73%	77%
3	79	59%	59%
4	70	58%	52%
5	63	52%	51%
All	487	66%	69%

Goal 1: Optional Measure: Each grade will meet 75% of their I-Ready annual typical growth measure from Fall to Spring in ELA.

METHOD

The i-Ready diagnostic nationally normed assessment is an adaptive, computer-based test. After completing the initial diagnostic, i-Ready generates a typical growth goal for each student, based on the average student growth at the same grade and placement level. Only students who completed both the initial and end year diagnostic are included in the table below.

RESULTS AND EVALUATION

Performance on 2019-2020 iReady Diagnostic Assessment English Language Arts Exam

Grade	Cohort Size	Percent Meeting Annual Typical Growth Goal		Target Achieved
		Target	2019-20	
K	93	75%	91.40%	Yes
1	88	75%	88.64%	Yes
2	94	75%	85.11%	Yes
3	79	75%	68.35%	No
4	70	75%	74.29%	Yes
5	63	75%	55.56%	No
All	487	75%	78.85%	Yes

SUMMARY OF THE ELEMENTARY ENGLISH LANGUAGE ARTS GOAL

Amber students gained in their ELA growth based on the i-Ready diagnostic assessment. All grades except third and fifth met the 75% growth measure. Third grade missed the mark by only 7% and fifth grade missed it by 19%. Considering the stressful circumstances under which both students, families, and faculty were under this growth measure is commendable.

ACTION PLAN

Amber plans to use the updated Houghton Mifflin Harcourt literacy curriculum in the coming school year, *Into Reading and Writing*. This curriculum 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 five 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 can 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.

Amber will continue to use i-Ready as a diagnostic assessment. Testing will be conducted three times during the school year to measure student progress in all grades, K-5. The data from this assessment will be examined by the classroom teachers, instructional leadership, and the board. The data will drive instructional practice and academic interventions. Focal points include alignment with curriculum, other standardized assessments, comparison of in-class performance to the i-Ready assessments, and the validity of i-Ready's ability to prepare students for New York State assessment student performance.

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

Academic Intervention will continue to be provided through Title One Reading Specialist, two SETSS teachers, one more than years' prior, 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. DEAL: drop everything and listen, a daily read-aloud, to encourage student love of reading and discussion of literature also continues. Common preparation periods amongst grade teams and content areas; and focused data conversations among teachers are other methods we will use in the upcoming school year to drive student achievement.

Over the summer, we sought to leverage what worked and address what did not. We are ready to launch the year with the necessary resources, with plans to develop the skills and knowledge of our teachers and with a framework to guide us. First and foremost, we aim to improve teaching and learning, both virtually and in-person, in a manner that will afford us the flexibility to be responsive to these uncertain, changing circumstances.

In August, we made the difficult decision to begin the school year 100% remotely for all students, with the hope that we can shift to offer a hybrid (50% remote and 50% in person, on alternating weeks) option to our families sometime during the fall months.

All students will learn English language arts, mathematics, science, and social studies grade level content on a daily basis, whether in school or remote. Specialized instruction will be offered remotely, which includes art, music, physical education, technology, and Spanish.

Revised pacing calendars of major and additional standards and lessons will be provided to teachers for English language arts. Adhering to these calendars for both remote and hybrid learners will allow for synchronous daily ELA lessons, which will be streamed live and recorded and posted, as well as daily monitoring and planning adjustments to instruction informed by data trends. Our daily synchronous ELA lessons, as well as all assessments, are embedded into these pacing calendars. Aligned pacing for hybrid and remote learners prepares our schools for the uncertainties of the year ahead, given the chance that our schools are likely to offer a hybrid option at some point, and may be further required (or a number of students will choose) to shift back to 100% remote learning.

The design of the school day will have students begin each morning with a predictable routine, and then a teacher-directed ELA mini-lesson, which will include the presentation of a learning standard, modeling and “we do.” Students will then work independently or in small groups, initially focused on the ELA learning target and then transitioning to targeted ELA station learning, interventions, i-Ready and IEP-mandated and ELL services. The scheduling of this time will be crafted based on the construction of the classes and pods and the needs of students within these pods.

If and when we provide instruction in the building, SETSS, ESL and AIS teachers will push into distinct pods, rather than pulling students out and intermixing them, and they will also schedule individual or small group remote video meetings with hybrid students on remote weeks and with 100% remote learners.

A schedule will be developed that affords students working remotely the additional support and guidance they may need from teacher assistants, tutors and interventionists, such as SETSS and AIS teachers. As needed, this time may also be utilized to provide IEP-mandated services to students, if the number of learning sessions required cannot be implemented during the ELA blocks.

GOAL 2: MATHEMATICS

ELEMENTARY MATHEMATICS

Summary of changes to the Elementary Mathematics Goal due to the Covid-19 school closure:

- Schools will be unable to report state test proficiency rates, PIs, district comparisons, effect sizes, or mean growth scores.
- However, in the absence of state test results, schools should report results from internally developed assessments, national norm-referenced tests, and/or any other evaluation method below. When possible, schools report tabular data aligned to the narrative.

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

Go Math! from Houghton Mifflin Harcourt is the curriculum implemented at Amber East Harlem. 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.

Amber East Harlem continues to partner with the National Training Network to provide professional development to teachers around best practices in mathematics instruction.

Professional development to the faculty was 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.

For the 2019-20 school year, Amber adopted the i-Ready diagnostic assessment for the first time. Testing 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 drove instructional practice and academic interventions. Focal points included alignment with curriculum, other standardized assessments, comparison of in-class performance to the i-Ready assessments, and the validity of i-Ready's ability to prepare students for New York State assessment student performance. During the closure of school buildings in March 2020, Amber continued to use i-Ready online lessons.

METHOD

Amber East Harlem used i-Ready, nationally normed diagnostic assessment. It was administered three times (Fall, Winter, Spring). With the shift to distance learning, usage of i-Ready increased.

RESULTS AND EVALUATION

After six weeks of distance learning, Amber conducted an internal study to determine the effectiveness of remote instruction. With 62% of students rated as highly engaged with online

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lessons (completing Math lessons each day of the six-week study period), lesson pass rates were comparable or better than those pre-closure. Amber continued using i-Ready online lessons for the remainder of the distance learning, as evidenced in the table below.

2019-2020 iReady Mathematics Lesson Pass Rate

Grade	Enrolled	Median Lesson Pass Rate	
		Pre-Closure	Post-Closure
K	93	85%	93%
1	88	94%	89%
2	94	91%	89%
3	79	85%	81%
4	70	76%	72%
5	63	69%	54%
All	487	87%	84%

The sharp increase in Kindergarten pass rates in the second half of the year was attributed to greater technological proficiency over time. Notably, many of the fifth graders were working beyond grade-level material later in the year contributing to a dip in pass rate.

ADDITIONAL EVIDENCE

Goal 1: Optional Measure: Each grade will meet 75% of their I-Ready annual typical growth measure from Fall to Spring in Mathematics.

METHOD

The i-Ready diagnostic nationally normed assessment is an adaptive, computer-based test. After completing the initial diagnostic, i-Ready generates a typical growth goal for each student, based on the average student growth at the same grade and placement level. Only students who completed both the initial and end year diagnostic are included in the table below.

RESULTS AND EVALUATION

Performance on 2019-2020 iReady Diagnostic Assessment Mathematics Exam

Grade	Cohort Size	Percent Meeting Annual Typical Growth Goal		Target Achieved
		Target	2019-20	
K	88	75	100.00%	Yes
1	86	75	93.02%	Yes

2	94	75	76.60%	Yes
3	78	75	51.28%	No
4	69	75	62.32%	No
5	61	75	65.57%	No
All	476	75	76.26%	Yes

SUMMARY OF THE ELEMENTARY MATHEMATICS GOAL

Overall Amber students did meet the 75% growth measure. Amber students in grades K-2 gained in their math growth based on the i-Ready diagnostic assessment. Grades third to fifth did not meet the 75% growth measure. Third grade missed the mark by 24%, fourth grade by 13% and fifth grade by 14%. Considering the stressful circumstances under which both students, families, and faculty were under some growth measure is commendable. Overall Amber students did meet the 75% growth measure.

ACTION PLAN

Amber plans to use the updated Houghton Mifflin Harcourt math curriculum in the coming school year, *Into Math*. This curriculum has a strong alignment to the common core standards. The materials and instructional pacing are focused, the overview and lessons promote coherence and opportunity for both fluency and deeper understanding. The materials are comprehensive and easy to use. They provide the proper level and type of scaffolding, differentiation, intervention, and support for a broad range of learners. In addition, response to intervention is embedded to support diverse learners.

For the past five 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 can 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.

Amber will continue to use i-Ready as a diagnostic assessment. Testing will be conducted three times during the school year to measure student progress in all grades, K-5. The data from this assessment will be examined by the classroom teachers, instructional leadership, and the board. The data will drive instructional practice and academic interventions. Focal points include alignment with curriculum, other standardized assessments, comparison of in-class performance to the i-Ready assessments, and the validity of i-Ready’s ability to prepare students for New York State assessment student performance.

Academic Intervention will continue to be provided through two SETSS teachers, one more than years’ prior, 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. Common preparation periods amongst grade teams and content areas; and focused data conversations among teachers are other methods we will use in the upcoming school year to drive student achievement.

Over the summer, we sought to leverage what worked and address what did not. We are ready to launch the year with the necessary resources, with plans to develop the skills and knowledge of our teachers and with a framework to guide us. First and foremost, we aim to improve teaching and learning, both virtually and in-person, in a manner that will afford us the flexibility to be responsive to these uncertain, changing circumstances.

In August, we made the difficult decision to begin the school year 100% remotely for all students, with the hope that we can shift to offer a hybrid (50% remote and 50% in person, on alternating weeks) option to our families sometime during the fall months.

All students will learn English language arts, mathematics, science, and social studies grade level content on a daily basis, whether in school or remote. Specialized instruction will be offered remotely, which includes art, music, physical education, technology, and Spanish.

Revised pacing calendars of major and additional standards and lessons will be provided to teachers for math. Adhering to these calendars for both remote and hybrid learners will allow for synchronous daily math lessons, which will be streamed live and recorded and posted, as well as daily monitoring and planning adjustments to instruction informed by data trends. Our daily synchronous math lessons, as well as all assessments, are embedded into these pacing calendars. Aligned pacing for hybrid and remote learners prepares our schools for the uncertainties of the year ahead, given the chance that our schools are likely to offer a hybrid option at some point, and may be further required (or a number of students will choose) to shift back to 100% remote learning.

The design of the school day will have students begin each morning with a predictable routine, and then a teacher-directed math mini-lesson, which will include the presentation of a learning standard, modeling and “we do.” Students will then work independently or in small groups, initially focused on the math learning target and then transitioning to targeted math station learning, interventions, i-Ready and IEP-mandated and ELL services. The scheduling of this time will be crafted based on the construction of the classes and pods and the needs of students within these pods.

If and when we provide instruction in the building, SETSS, ESL and AIS teachers will push into distinct pods, rather than pulling students out and intermixing them, and they will also schedule individual or small group remote video meetings with hybrid students on remote weeks and with 100% remote learners.

A schedule will be developed that affords students working remotely the additional support and guidance they may need from teacher assistants, tutors and interventionists, such as SETSS and AIS teachers. As needed, this time may also be utilized to provide IEP-mandated services to students, if the number of learning sessions required cannot be implemented during the math blocks.

GOAL 3: SCIENCE

ELEMENTARY SCIENCE

Summary of changes to the Elementary Science Goal due to the Covid-19 school closure:

- Schools will be unable to report state test proficiency rates or a district comparison.
- However, in the absence of state test results, schools should report results from internally developed assessments, national norm-referenced tests, and/or any other evaluation method below. When possible, schools report tabular data aligned to the narrative.

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 East Harlem 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.

During the spring months of building closure, Science instruction was embedded in the non-fiction texts assigned to students.

METHOD

No formal assessment was given for science.

RESULTS AND EVALUATION

No formal assessment was given for science.

SUMMARY OF THE ELEMENTARY SCIENCE GOAL

No formal assessment was given for science.

ACTION PLAN

Amber's high scores on the NYS Science exam in the past, 100% proficiency for the last few years, 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.

During the 2020-21 school year when instruction may be fully remote or hybrid, science, will be taught twice a week, teachers will plan lessons for in-person instruction, with additional guidance for our remote learners to enable them to learn and work independently. We may make adjustments to this approach based on grade level and content. Every afternoon, the final period will be designed as office hours for remote learners.

GOAL 4: ESSA

The 2019-20 ESSA Goal remains unchanged due to the Covid-19 school closure. The 2019-20 accountability status based on 2018-19 results and can be found by navigating to the school report card available [here](#).

Goal 7: 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 2019-20. Amber East Harlem has been in "good standing" for the entirety of its charter period.

Accountability Status by Year

Year	Status
2017-18	Good Standing
2018-19	Good Standing
2019-20	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 2020 the NYC DOE learning environment survey was distributed to all parents at Amber East Harlem. Unfortunately, NYC DOE did not release the results of this survey at the time of the writing of this report. Therefore, reported here are the results of an internal parent survey that is conducted annually.

RESULTS

The response rate this year was 71%.

This is a much lower response rate than we are accustomed, with the East Harlem community hit so strongly by the COVID-19 pandemic it was difficult to have families prioritize responding to the survey. Yet from the responses parent satisfaction on key survey items was very high.

2019-20 Parent Satisfaction Survey Response Rate

Number of Responses	Number of Families	Response Rate
345	488	71%

2019-20 Parent Satisfaction on Key Survey Results

Item	Percent of Respondents Satisfied
Are you satisfied with Amber Charter School?	97%
Would you recommend Amber Charter School?	96%
My child’s safety at Amber	95%
My child’s academic progress is satisfactory	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. The results of the above table clearly indicate that over two-thirds of our parents are satisfied with the school.

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 2018-19 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

Of the 511 students enrolled in 2018-19, 63 were graduates, and 399 students returned the following school year, 2019-20, resulting in a 89% retention rate.

2019-20 Student Retention Rate

2018-19 Enrollment	Number of Students Who Graduated in 2018-19	Number of Students Who Returned in 2019-20	Retention Rate 2019-20 Re-enrollment ÷ (2018-19 Enrollment – Graduates)
511	63	399	89.06%

EVALUATION

Goal met although barely.

ADDITIONAL EVIDENCE

Year	Retention Rate
2017-18	90%
2018-19	91%
2019-20	89%

Goal S: Absolute Measure

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

METHOD

Amber East Harlem 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 rates between 87%-94% this year. Overall attendance rate was 92%.

2019-20 Attendance

Grade	Average Daily Attendance Rate
K	87%
1	93%
2	92%
3	93%
4	92%
5	94%
Overall	92%

EVALUATION

Goal not met. Amber is three points shy of the goal of 95%. Considering the building closure in March 2020 and the great effort Amber took to locate and engage 100% of our students during this time, we are extremely proud of this goal.

ADDITIONAL EVIDENCE

Year	Average Daily Attendance Rate
2017-18	94%
2018-19	95%
2019-20	92%

Legal Compliance

Goal: Amber East Harlem 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 East Harlem has complied with all federal, state, and municipal rules and regulations. Amber East Harlem 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 East Harlem 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 East Harlem has maintained a relationship with independent legal counsel Michael Stolper, Esq. Mr. Stolper and his firm have contributed many 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 East Harlem 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.

In the year ending June 30, 2020, representing the 2019-20 fiscal and school year, Amber Charter Schools Education Corporation demonstrates a balance between resources and expenses in their unaudited financial statements. Total revenue for 2019-2020 was \$17,160,103 with total expenses at \$15,502,359. The resulting \$1,657,744 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 2019. 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.