



Amber Charter School II

2016-17 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

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By Dr. Vasthi R. Acosta

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INTRODUCTION

Dr. Vasthi R. Acosta, Executive Director, prepared this 2016-17 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	Secretary, Executive and Education Committee
Amador Centeno	Facilities Committee Chair
Chantel Frazier	Parent Representative, Education Committee
Elena Goldberg	Development Committee Chair
Beatriz Gonzalez Day	Member, Finance Committee
Anthony Harris	Member, Facilities Committee
Juvanee Bedminster	Teacher Representative, Education Committee
Jenna Pantel	Education Committee Chair, Development Committee
Francis Polanco	Parent Representative, [Dec.,2016-Feb.,2017]
Ann Wiener	Vice-Chair, Executive and Education Committees
Vasthi Acosta	Member, Ad hoc member of all board committees
Michael Stolper	General Counsel to the Board

Veronica Almedina has served as the school leader since 2016.

INTRODUCTION

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.

In 2016 Amber opened its second school location in CSD 6, Washington Heights. During the first year of operation Amber II served over 100 students in grades Kindergarten and First. Our students were approximately 12% African American, and 83% Latino, with 77% eligible for free and reduced lunch. There were 45% male and 55% female students.

In literacy the curriculum was *Journeys* from Houghton Mifflin Harcourt. In math the curriculum was *Go Math!* also from Houghton Mifflin Harcourt. Science and Social Studies instruction was provided using Inspire Science and Social Studies Core Curriculum from McGraw Hill for both grades. In addition, Amber II offered specialty classes in reading intervention, Spanish, visual arts, music, and physical education.

Amber II served the whole child by offering assemblies where students performed, the Bubble program that taught students and families about good nutrition, and the Broadway League, a program that offers families discounted tickets to Broadway shows. As the school grows more enrichment opportunities will be offered.

In this first year, Amber II was housed in a temporary facility at St. Elizabeth's parish annex. In an effort to find a permanent home for Amber II, the Trustees secured a building in the Kingsbridge section of the Bronx for the next school year. This facility held a charter school that was closing at the end of SY 2016-17. Therefore, it was a great location to house the school. In the coming year, Amber II will serve families from CSD 6 who chose to follow us to the new location as well as families from CSD 10. Amber II will serve grades K-2 in SY 2017-18.

INTRODUCTION

School Enrollment by Grade Level and School Year

School Year	K	1	Total
2016-17	75	42	117

School Enrollment by Gender

	K	1	Total	%
Male	37	16	53	45.3%
Female	38	26	64	54.7%
Total	75	42	117	

School Enrollment by Ethnicity

	K	1	Total	%
American Indian / Alaska Native	0	0	0	0.0%
Asian / Pacific Islander	0	0	0	0.0%
Hispanic / Latino	58	39	97	83.1%
Black / African American	11	3	14	12.7%
White	2	0	2	0.2%
Other / Unclassified	4	0	4	0.3%
Total	75	42	117	

GOAL 1: ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts: All students at Amber Charter School II will be proficient readers and will make strong yearly progress toward mastery of English-language reading skills.

BACKGROUND

Amber II used *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. . In addition, a phonics curriculum aligned with the common core standards and geared towards ENL learners, Super Kids, was implemented. Super Kids was created just for Kindergarten – Second Grades and it provides systematic and explicit instruction in phonics. Finally, a Literature Initiative was instituted that consists of daily read-aloud to encourage student love of reading and exploration of classic children's literature.

Professional development to the faculty was offered during Summer Institute as well as throughout the school year. During the summer of 2016, two full weeks of training was provided to the new faculty of Amber II. This was necessary to ensure that the new faculty was adequately prepared in the curriculum, routines, philosophy, and procedures of the new school. A professional development plan is designed every school year to address the individual needs of each faculty member and ensure their professional growth.

The NWEA Measure of Academic Progress assessment [MAP] was used to measure student performance. The MAP was conducted three times during the school year to measure student progress in Literacy and math in all grades, K and 1. 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. As a result of the MAP data an after school tutoring program was initiated to support students in first grade who needed remediation.

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 [X] through [Y] grade in April 2017. 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).

2016-17 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ¹				Total Enrolled
		IEP	ELL	Absent	Refused	
3						n/a
4						n/a
5						n/a
All						n/a

RESULTS

Amber II did not have any students eligible to take the New York State English language arts [ELA] examination during SY 2016-17 therefore, all NYS ELA exam tables cannot be completed.

Performance on 2016-17 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				n/a
4				n/a
5				n/a
All				n/a

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.

EVALUATION

Amber II did not have any students eligible to take the New York State English language arts [ELA] examination during SY 2016-17.

ADDITIONAL EVIDENCE

Amber II did not have any students eligible to take the New York State English language arts [ELA] examination during SY 2016-17 therefore, all NYS ELA exam tables cannot be completed.

ENGLISH LANGUAGE ARTS

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2014-15		2015-16		2016-17	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3					n/a	n/a
4					n/a	n/a
5					n/a	n/a
All					n/a	n/a

Goal 1: Absolute Measure

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

METHOD

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state’s learning standards in English language arts. To achieve this measure, all tested students must have a PLI value that equals or exceeds the 2016-17 English language arts AMO of **111**. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.²

RESULTS

Amber II did not have any students eligible to take the New York State English language arts [ELA] examination during SY 2016-17 therefore, all NYS ELA exam tables cannot be completed.

English Language Arts 2016-17 Performance Level Index

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	[?]	[?]	[?]	[?]

$$\begin{array}{ccccccccccc}
 \text{PI} & = & [?] & + & [?] & + & [?] & = & [?] \\
 & & & & [?] & + & [?] & = & [?] \\
 & & & & & & \text{PLI} & = & [n/a]
 \end{array}$$

EVALUATION

Amber II did not have any students eligible to take the New York State English language arts [ELA] examination during SY 2016-17 therefore, all NYS ELA exam tables cannot be completed.

² In contrast to SED’s Performance Index, the PLI does not account for year-to-year growth toward proficiency.

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.³

RESULTS

Amber II did not have any students eligible to take the New York State English language arts [ELA] examination during SY 2016-17 therefore, all NYS ELA exam tables cannot be completed.

2016-17 State English Language Arts Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3				n/a
4				n/a
5				n/a
All				n/a

EVALUATION

Amber II did not have any students eligible to take the New York State English language arts [ELA] examination during SY 2016-17 therefore, all NYS ELA exam tables cannot be completed.

ADDITIONAL EVIDENCE

Amber II did not have any students eligible to take the New York State English language arts [ELA] examination during SY 2016-17 therefore, all NYS ELA exam tables cannot be completed.

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

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

Grade	Percent of Students Enrolled in at Least their Second Year Scoring at or Above Proficiency Compared to District Students					
	2014-15		2015-16		2016-17	
	Charter School	District	Charter School	District	Charter School	District
3					n/a	
4					n/a	
5					n/a	
All					n/a	

Goal 1: Comparative Measure

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

METHOD

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

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

RESULTS

Amber II did not have any students eligible to take the New York State English language arts [ELA] examination during SY 2016-17 therefore, all NYS ELA exam tables cannot be completed.

ENGLISH LANGUAGE ARTS

2015-16 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						
4						
5						
All						

School's Overall Comparative Performance:

Not Applicable

EVALUATION

Amber II did not have any students eligible to take the New York State English language arts [ELA] examination during SY 2016-17 therefore, all NYS ELA exam tables cannot be completed.

ADDITIONAL EVIDENCE

Amber II did not have any students eligible to take the New York State English language arts [ELA] examination during SY 2016-17 therefore, all NYS ELA exam tables cannot be completed.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/ Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2013-14						n/a
2014-15						n/a
2015-16						n/a

Goal 1: Growth Measure⁴

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

METHOD

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2015-16 and also

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

ENGLISH LANGUAGE ARTS

have a state exam score from 2014-15 including students who were retained in the same grade. Students with the same 2014-15 score are ranked by their 2015-16 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state's release of Growth Model data, the 2015-16 analysis is not yet available. This report contains 2015-16 results, the most recent Growth Model data available.⁵

RESULTS

Amber II did not have any students eligible to take the New York State English language arts [ELA] examination during SY 2016-17 therefore, all NYS ELA exam tables cannot be completed.

2015-16 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
4	n/a	50.0
5	n/a	50.0
All	n/a	50.0

EVALUATION

Amber II did not have any students eligible to take the New York State English language arts [ELA] examination during SY 2016-17 therefore, all NYS ELA exam tables cannot be completed.

ADDITIONAL EVIDENCE

Amber II did not have any students eligible to take the New York State English language arts [ELA] examination during SY 2016-17 therefore, all NYS ELA exam tables cannot be completed.

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

Grade	Mean Growth Percentile			Statewide Median
	2013-14	2014-15	2015-16	
4			n/a	50.0
5			n/a	50.0
All			n/a	50.0

⁵ Schools can acquire these data from the NYSED's Business Portal: portal.nysed.gov.

ENGLISH LANGUAGE ARTS

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.

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 2014-15 and 2015-16. It includes students who repeated the grade. In addition, the school examines the aggregate of all cohorts to determine the growth of all students who took the exam in both years.

The norm referenced Terra Nova test was administered to grades Kindergarten to first in May, 2017.

Since this is the first cohort that has taken the Terra Nova for Amber II a cohort growth measure is not possible. Therefore, we will report the National Median Percentile for the two grades to show how the students performed.

RESULTS

Grade	Cohort Size	Percent Performing At or Above NCE of 50			Target Achieved
		2015-16	Target	2016-17	
K	75	N/A	50	59.5	YES
1	43	N/A	50	64.3	YES
All	118	N/A	50	61.9	YES

EVALUATION

Students in both Kindergarten and first grade scored above the target of 50 NCE.

ADDITIONAL EVIDENCE

This is the first year students at Amber II have taken the Terra Nova. Both Kindergarten and first grade cohorts met the target.

Cohort Performance on the Terra Nova (ELA) Test by school year

School Year	Cohort met target?
2016-17	YES

ENGLISH LANGUAGE ARTS

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

School Year	Cohort Grades	Number of Cohorts Meeting Target	Number of Cohorts
2016-17	K-1	2	2

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

Since Amber II is in its first operational year there were no New York State English language assessments required of the students who are in kindergarten and first grades. The English language arts assessment data presented was the National Median Percentile from the Terra Nova. This data showed that the students scored above the target of NCE 50. The kindergarten cohort scored 60% and the first grade cohort scored 64% in Reading.

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 applicable
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.	Not applicable
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 2015-16 results.)	Not applicable
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile. (Using 2015-16 results.)	Not applicable
Optional	Each year, on a national norm-referenced assessment, all grade-level cohorts of students (in grades K-3) will reduce by one half the gap between their average NCE in the previous year and an NCE of 50 in the current year. If a grade-level cohort exceeds an NCE of 50 in the previous year, the cohort is expected to show a positive gain in the current year.	Achieved

ACTION PLAN

In 2016-17, Amber II opened its doors to students and families in Washington Heights. The literacy curriculum used was Journeys from Houghton Mifflin Harcourt. *Journey's*, has an excellent balance of non-fiction and fiction texts, a balance and diversity of text genres, as well as a text complexity analysis for the main texts. Guided reading books are incorporated that can be used for ELL support/differentiation/small group instruction and they address a range of complexity levels

Professional development to the faculty is offered during Summer institute as well as throughout the school year. A professional development plan is designed that addresses individual teacher professional growth.

The NWEA Measure of Academic Progress assessment [MAP] will continue to be used. The MAP will be conducted three times during the school year to measure student progress in all grades, K-2. The data from this assessment will be examined by the classroom teachers, instructional leadership, and the board. The data will serve to drive instructional practice and academic interventions both in and outside the classroom. Academic Intervention will continue to be provided through the SETTS teacher, ENL teacher, classroom teachers and teacher assistants and After School Tutoring.

Additional academic interventions will be the following strategies: conducting weekly grades team meetings that will foster working together on planning and assessment data analysis; scheduling common preparation periods amongst grade teams and content areas; emphasize classroom questioning that challenges students to demonstrate Higher Order Thinking skills, check understanding, and communicate depth of knowledge.

GOAL 2: MATHEMATICS

Goal 2: Mathematics: All students at Amber Charter School II 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 Charter II. 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 was offered during Summer Institute as well as throughout the school year. During the summer of 2016, two full weeks of training was provided to the new faculty of Amber II. This was necessary to ensure that the new faculty was adequately prepared in the curriculum, routines, philosophy, and procedures of the new school. A professional development plan is designed every school year to address the individual needs of each faculty member and ensure their professional growth.

The NWEA Measure of Academic Progress assessment [MAP] was used to measure student performance. The MAP was conducted three times during the school year to measure student progress in Literacy and math in all grades, K and 1. 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. As a result of the MAP data and after school tutoring program was initiated to support students in first grade who needed remediation.

Academic Intervention was provided through the SETTS teacher, simulation tests and item analysis, and after school tutoring to provide targeted remediation.

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 [X] through [Y] grade in April 2017. 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.

MATHEMATICS

2016-17 State Mathematics Exam Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ⁶				Total Enrolled
		IEP	ELL	Absent	Refused	
3						n/a
4						n/a
5						n/a
All						n/a

RESULTS

Amber II did not have any students eligible to take the New York State Mathematics examination during SY 2016-17 therefore, all NYS Math exam tables cannot be completed.

Performance on 2016-17 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				n/a
4				n/a
5				n/a
All				n/a

EVALUATION

Amber II did not have any students eligible to take the New York State Mathematics examination during SY 2016-17 therefore, all NYS Math exam tables cannot be completed.

ADDITIONAL EVIDENCE

Amber II did not have any students eligible to take the New York State Mathematics examination during SY 2016-17 therefore, all NYS Math exam tables cannot be completed.

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

MATHEMATICS

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2014-15		2015-16		2016-17	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3						n/a
4						n/a
5						n/a
All						n/a

Goal 2: Absolute Measure

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

METHOD

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state’s learning standards in mathematics. To achieve this measure, all tested students must have a PLI value that equals or exceeds the 2016-17 mathematics AMO of **109**. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.⁷

RESULTS

Amber II did not have any students eligible to take the New York State Mathematics examination during SY 2016-17 therefore, all NYS Math exam tables cannot be completed.

Mathematics 2016-17 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	[?]	[?]	[?]	[?]

$$\begin{array}{ccccccc}
 \text{PI} & = & [?] & + & [?] & + & [?] \\
 & & & & [?] & + & [?] \\
 & & & & & & \text{PLI} \\
 & & & & & & = \\
 & & & & & & [?] \\
 & & & & & & [?] \\
 & & & & & & \text{n/a}
 \end{array}$$

EVALUATION

Amber II did not have any students eligible to take the New York State Mathematics examination during SY 2016-17 therefore, all NYS Math exam tables cannot be completed.

⁷ In contrast to NYSED’s Performance Index, the PLI does not account for year-to-year growth toward proficiency.

MATHEMATICS

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.⁸

RESULTS

Amber II did not have any students eligible to take the New York State Mathematics examination during SY 2016-17 therefore, all NYS Math exam tables cannot be completed.

2016-17 State Mathematics Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3				n/a
4				n/a
5				n/a
All				n/a

EVALUATION

Amber II did not have any students eligible to take the New York State Mathematics examination during SY 2016-17 therefore, all NYS Math exam tables cannot be completed.

ADDITIONAL EVIDENCE

Amber II did not have any students eligible to take the New York State Mathematics examination during SY 2016-17 therefore, all NYS Math exam tables cannot be completed.

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

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

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2014-15		2015-16		2016-17	
	Charter School	District	Charter School	District	Charter School	District
3					n/a	
4					n/a	
5					n/a	
All					n/a	

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 2016-17 analysis is not yet available. This report contains 2015-16 results, the most recent Comparative Performance Analysis available.

RESULTS

Amber II did not have any students eligible to take the New York State Mathematics examination during SY 2016-17 therefore, all NYS Math exam tables cannot be completed.

MATHEMATICS

2015-16 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3						
4						
5						
All						

School's Overall Comparative Performance:

Not Applicable

EVALUATION

Amber II did not have any students eligible to take the New York State Mathematics examination during SY 2016-17 therefore, all NYS Math exam tables cannot be completed.

ADDITIONAL EVIDENCE

Amber II did not have any students eligible to take the New York State Mathematics examination during SY 2016-17 therefore, all NYS Math exam tables cannot be completed.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/ Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2013-14						n/a
2014-15						n/a
2015-16						n/a

Goal 2: Growth Measure⁹

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

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 2015-16 and also

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

MATHEMATICS

have a state exam score in 2014-15 including students who were retained in the same grade. Students with the same 2014-15 scores are ranked by their 2015-16 scores and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

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

Amber II did not have any students eligible to take the New York State Mathematics examination during SY 2016-17 therefore, all NYS Math exam tables cannot be completed.

2015-16 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
4		50.0
5		50.0
All	n/a	50.0

EVALUATION

Amber II did not have any students eligible to take the New York State Mathematics examination during SY 2016-17 therefore, all NYS Math exam tables cannot be completed.

ADDITIONAL EVIDENCE

Amber II did not have any students eligible to take the New York State Mathematics examination during SY 2016-17 therefore, all NYS Math exam tables cannot be completed.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			Statewide Median
	2013-14	2015-16	2015-16	
4			n/a	50.0
5				50.0
All			n/a	50.0

¹⁰ Schools can acquire these data from the NYSED's business portal: portal.nysed.gov.

MATHEMATICS

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.

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 2015-16 and 2016-17. 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 and first in May, 2017.

Since this is the first cohort that has taken the Terra Nova for Amber II a cohort growth measure is not possible. Therefore, we will report the National Median Percentile for the two grades to show how the students performed.

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
		2015-16	Target	2016-17	
K	75	N/A	50	69.4	YES
1	43	N/A	50	60.2	YES
All	118	N/A	50	64.8	YES

EVALUATION

Students in both Kindergarten and first grade scored above the target of 50 NCE.

ADDITIONAL EVIDENCE

This is the first year students at Amber II have taken the Terra Nova. Both Kindergarten and first grade cohorts met the target.

Cohort Performance on the Terra Nova (Math) Test by School Year

School Year	Cohort met target?
2016-17	YES

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

School Year	Cohort Grades	Number of Cohorts Meeting Target	Number of Cohorts
2016-17	K-1	2	2

SUMMARY OF THE MATHEMATICS GOAL

Since Amber II is in its first operational year there were no New York State Mathematics assessments required of the students who are in kindergarten and first grades. The Mathematics assessment data presented was the National Median Percentile from the Terra Nova. This data showed that the students scored above the target of NCE 50. The kindergarten cohort scored 69% and the first grade cohort scored 60% 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 Applicable
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.	Not Applicable
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 2015-16 school district results.)	Not Applicable
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	Not Applicable
Optional	Each year, on a national norm-referenced assessment, all grade-level cohorts of students (in grades K-3) will reduce by one half the gap between their average NCE in the previous year and an NCE of 50 in the current year. If a grade-level cohort exceeds an NCE of 50 in the previous year, the cohort is expected to show a positive gain in the current year.	Achieved

ACTION PLAN

In 2016-17, Amber II opened its doors to students and families in Washington Heights. *Go Math!* from Houghton Mifflin Harcourt is the curriculum implemented at Amber Charter II. 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 that addresses individual teacher professional growth.

The NWEA Measure of Academic Progress assessment [MAP] will continue to be used. The MAP will be conducted three times during the school year to measure student progress in all grades, K-2. The data from this assessment will be examined by the classroom teachers, instructional leadership, and the board. The data will serve to drive instructional practice and academic interventions both in and outside the classroom. Academic Intervention will continue to be provided through the SETTS teacher, ENL teacher, classroom teachers and teacher assistants and After School Tutoring.

Additional academic interventions will be the following strategies: conducting weekly grades team meetings that will foster working together on planning and assessment data analysis; scheduling common preparation periods amongst grade teams and content areas; emphasize classroom questioning that challenges students to demonstrate Higher Order Thinking skills, check understanding, and communicate depth of knowledge.

GOAL 3: SCIENCE

Goal 3: Science: All students at Amber Charter II will become proficient in science and will make strong yearly progress toward mastery of scientific skills.

BACKGROUND

The science curriculum from McGraw Hill implemented at Amber Charter II, Inspire Science, is closely aligned with the New York State common core standards and the new NYS Science Standards. In Science students develop a foundational understanding of science at an early age through conceptual learning and hands-on activities/class experiments.

Inspire Science from McGraw Hill offers multiple inquiry activities and investigations at the module and lesson levels. Hands-on activities and performance tasks provide students the opportunity to expand content knowledge and demonstrate skills in science and engineering. Deeper conceptual understanding of science and engineering is also supported through digital simulations and game-based learning.

Inspire Science was designed to empower students to develop the critical thinking skills needed to address real-world problems. It addresses such current issues as next-generation smart-phone, breakthroughs in sustainable energy and advancing medical science. Through these issues students have practice in addressing challenges and developing solutions.

Goal 3: Absolute Measure

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

METHOD

Amber II did not have any students eligible to take the New York State Science examination during SY 2016-17 therefore, all NYS Science exam tables cannot be completed.

RESULTS

Amber II did not have any students eligible to take the New York State Science examination during SY 2016-17 therefore, all NYS Science exam tables cannot be completed.

Charter School Performance on 2016-17 State Science Exam
By All Students and Students Enrolled in At Least Their Second Year

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4				n/a
8				n/a
All				n/a

EVALUATION

Amber II did not have any students eligible to take the New York State Science examination during SY 2016-17 therefore, all NYS Science exam tables cannot be completed.

ADDITIONAL EVIDENCE

Amber II did not have any students eligible to take the New York State Science examination during SY 2016-17 therefore, all NYS Science exam tables cannot be completed.

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.

RESULTS

Amber II did not have any students eligible to take the New York State Science examination during SY 2016-17 therefore, all NYS Science exam tables cannot be completed.

2016-17 State Science Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4				n/a
All				n/a

EVALUATION

Amber II did not have any students eligible to take the New York State Science examination during SY 2016-17 therefore, all NYS Science exam tables cannot be completed.

SUMMARY OF THE SCIENCE GOAL

Since Amber II is in its first operational year there were no New York State Science assessments required of the students who are in kindergarten and first grades.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	Not Applicable
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.	Not Applicable

ACTION PLAN

In 2016-17, Amber II opened its doors to students and families in Washington Heights. Inspire Science from McGraw Hill, is closely aligned with the New York State common core standards and the new NYS Science Standards. In Science students develop a foundational understanding of science at an early age through conceptual learning and hands-on activities/class experiments.

Professional development to the faculty is offered during Summer Institute as well as throughout the school year. A professional development plan is designed that addresses individual teacher professional growth.

GOAL 5: NCLB

Goal 5: NCLB: Amber Charter II will be found in good standing under NCLB.

Goal 5: Absolute Measure

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

METHOD

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

RESULTS

In 2016-2017 Amber Charter II opened its doors to students and families for the first year of operation. Therefore, there has been no determination regarding the NCLB status.

EVALUATION

In 2016-2017 Amber Charter II opened its doors to students and families for the first year of operation. Therefore, there has been no determination regarding the NCLB status.

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:

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 2017 an in-house parent survey was distributed to all parents at Amber Charter II.

RESULTS

The in house parent survey response rate was 79%.

2016-17 Parent Satisfaction Survey Response Rate

Number of Responses	Number of Families	Response Rate
92	117	78.6%

2016-17 Parent Satisfaction on Key Survey Results

Item	Percent of Respondents Satisfied
Communication with my Child's Teacher	100%
Access to Administration	99%
My child's academic progress	10%
My child's homework	100%
How the school keeps parents informed	99%
How my child feels about the school	99%
My child's safety at Amber	100%
How Amber handles discipline issues	99%
The Teachers at Amber	100%
The school's enrichment program	99%
The school's welcoming environment	98%

EVALUATION

With almost 80% of Amber II parents responding in the first year of operation it is remarkable to get such high satisfaction rates on every area. The lowest score was 98% in the school has a welcoming environment. It is clear that Amber II established a strong connection with the families of the students served. Our goal is to continue to build on that strong foundation.

ADDITIONAL EVIDENCE

The results of the NYC DOE Learning Survey reflect a high rate of parent satisfaction with Amber II. The results are out of a high score of 5, see Table below. The rate of response for this survey was 100% of the parents.

Parent Survey element scores on NYC DOE Learning Survey

Key Area	2016-17
Rigorous Instruction	4.11
Supportive Environment	4.67
Collaborative Teachers	4.87
Effective School Leadership	4.35
Strong Family-Community Ties	3.00
Trust	4.25

The results of the above table clearly indicate that over two-thirds of our parents are satisfied with the school. No score was below 3.00 and most were above 4.00. We are proud that Amber II scored high in the area of collaborative teachers and supportive environment. In the coming year when the school will be in a new location and community, special attention will be given to the family-community ties to strengthen this piece.

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 compared to the total number of students who returned in September, 2017 to determine the retention rate.

RESULTS

The full enrollment for Amber Charter II in its first operational year was 117. Of these students, 91 returned September 2017 with a retention rate of 77%.

2016-17 Student Retention Rate

2015-16 Enrollment	Number of Students Who Graduated in 2015-16	Number of Students Who Returned in 2016-17	Retention Rate 2016-17 Re-enrollment ÷ (2015-16 Enrollment – Graduates)
117	0	91	77%

EVALUATION

Amber Charter II opened its doors to serve students and families in a temporary location in Washington Heights in 2016-17. A permanent home was found for the school in a different borough and different Community School District. The move from one location to the other in one year presented the real possibility that Amber II would lose a large portion of their families. Instead we are proud to report that a large majority of our students, 77%, followed us to the new location and new CSD. This is a strong indicator of parent satisfaction and interest after just one year of operation. It is a testament to the true commitment Amber II has to establish strong ties with families and maintain parent engagement.

Goal S: Absolute Measure

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

METHOD

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

RESULTS

In this the first year of operations, Amber II reached 95% attendance rate.

2016-17 Attendance

Grade	Average Daily Attendance Rate
K	95.15%
1	95.13%
Overall	95.14%

EVALUATION

Amber II in its first year of operation met the goal of 95% attendance rate.

Legal Compliance

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

Measure:

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

Amber II has established, and refined effective systems, policies, and procedures ensuring that all legal and charter requirements are met. Amber II 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 II 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.