



**AMBER
CHARTER SCHOOL**

**2013-14 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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Dr. Vasthi R. Acosta, Executive Director prepared this 2013-14 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
David Briggs	Chairman, Executive committee and Ad hoc member of all board committees
Soledad Hiciano	Vice-chairman, Executive committee and Chair of Education committee
Jessica Jimenez	Secretary, Executive committee
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Ann Weiner	Member, Education Program committee
Aileen Wilson	Member, Education Program committee
Kathleen McCann	Member, Education Program committee
Vasthi R. Acosta	Member, Ad hoc member of all board committees
Michael Stolper	General Counsel to the Board

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

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.

Amber served over 461 students in 2013 - 2014 in grades K-5. Our students were approximately 36% African American, 54 % Latino, 9% American Indian and 1% White/Asian/Multi-racial with 85% eligible for free and reduced lunch. There were 49% male and 51% female students.

This year we had 22 classes in grades K-5. An additional fourth grade class was added to accommodate the number of students moving into that grade. The final student body count was 461 students in June.

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

Amber continued to serve the whole child by offering swimming classes to all second graders, attendance at musical performances at the 92nd Street YMCA for all first and second graders, a basketball team for third to fifth graders, assemblies where students perform, student council, Honor Choir, Art Club, Ballroom Basix, National Elementary School Honor Society, and other enrichment opportunities. This year we added to these enrichment opportunities by offering the Bubble program, which teaches students and families about good nutrition, and participating 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 Prep, Riverdale Country, De La Salle, Young Women's Leadership and Esperanza. All of our students were admitted into great charter and district middle schools meeting our mission to have our students "prosper in the top middle schools".

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	Total
2010-11	87	98	76	66	58	34	419
2011-12	86	79	89	72	59	49	434
2012-13	104	91	76	80	58	49	458
2013-14	96	95	84	67	71	48	461

School Enrollment by Ethnicity

	K	1	2	3	4	5	Total	%
American Indian / Alaska Native	2	27	3	3	0	1	36	7.81%
Asian / Pacific Islander	1	1	1	0	2	0	5	1.08%
Hispanic / Latino	62	20	51	46	44	27	250	54.22%
Black / African American	29	44	29	18	25	20	165	35.79%
White	0	2	0	0	0	0	2	0.43%
Other / Unclassified	2	1	0	0	0	0	3	0.65%
Total	96	95	84	67	71	48	461	

School Enrollment by Gender

	K	1	2	3	4	5	Total	%
Male	50	47	41	32	36	22	228	49.46%
Female	46	48	43	35	35	26	233	50.54%
Total	96	95	84	67	71	48	461	

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

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

Background

In 2011-12, Amber began searching for a new literacy curriculum that would address the new common core state standards. The tri-state rubric was used to evaluate any literacy curricula that claimed to be aligned with the common core. Although many publishers claimed that their curriculum was aligned to the common core standards upon further analysis they actually were not. It wasn't until 2012-13, that Amber found a literacy curriculum that was aligned with the common core standards and would prepare the students appropriately.

This curriculum was *Journeys* from Houghton Mifflin Harcourt. *Journey's*, was found to have 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. The lessons are scripted for the teachers to follow which will help in the delivery of the curriculum. Guided reading books are incorporated that can be used for ELL support/differentiation/small group instruction and they address a range of complexity levels.

Professional development to the faculty began at the end of the 2012-13 school year, more was offered during summer institute of 2013, as well as throughout the 2013-14 school year. Monthly half days for professional development were identified in 2013-14 to support the roll out of this new curriculum and the teacher's learning of all its multiple components. A consultant expert in the curriculum was hired to support both the instructional leadership and the faculty, to ensure fidelity in delivery of the curriculum, and guide the understanding of the multiple components

Goal 1: 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 English language arts examination for grades 3-8.

Method

The school administered the New York State Testing Program English language arts assessment to students in 3 through 5 grade in April 2014. 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.

**2013-14 State English Language Arts Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ¹			Total Enrolled
		IEP	ELL	Absent	
3	67	0	0	0	67
4	70	0	0	1	71
5	48	0	0	0	48
All	185	0	0	1	186

Results

All of the students tested were in their second year at Amber. Only 30% of the third graders, 41% of fourth graders, and 13% of fifth graders scored proficient in the English Language Arts Exam. The overall average in the NYS ELA exam was 30% proficient.

**Performance on 2013-14 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	Number Tested	Percent	Number Tested
3	30%	67	30%	67
4	41%	70	41%	70
5	13%	48	13%	48
All	30%	186	30%	186

Evaluation

Although, none of the grades met the proficiency goal of 75%, it was encouraging to see growth in both third and fourth grades. The drop in fifth grade is of great concern. One possible reason for this drop is the roll out of a new curriculum and the steep learning curve these students needed to master to meet the higher standard and rigor demanded.

Additional Evidence

In 2012-13, with the state’s new testing program the drop in scores was significant. Third grade dropped by 11%, fourth grade by 40% and fifth grade by 28%. In 2013-14, some significant growth is seen in third and fourth grade over last year’s scores. In third grade there was a 2% increase in proficiency. In fourth grade a 17% increase in proficiency. In fifth grade there was a drop in

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.

proficiency of 12%. The overall proficiency rate for Amber students increased by 5% from the previous year, from 25% to 30%.

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2011-12		2012-13		2013-14	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	39%	72	28%	80	30%	66
4	62%	58	24%	58	41%	71
5	53%	49	25%	49	13%	48
All	51%	179	25%	187	30%	185

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 Performance Level Index (PLI) value that equals or exceeds the 2013-14 English language arts AMO of 89. 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

In level 3 and 4 a total of 30% of Amber students tested at performance level. In Level 2 a total of 47% of Amber students scored and 23% scored at level 1. Amber’s PLI is 106.48.

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

English Language Arts 2013-14 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
185	23.24	47.02	25.95	3.78

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 47.02 & + & 25.95 & + & 3.78 & = & 76.75 \\
 & & & & 25.95 & + & 3.78 & = & \underline{29.73} \\
 & & & & & & \text{PLI} & = & 106.48
 \end{array}$$

Evaluation

Amber’s PLI is 106.48 which surpassed the state’s AMO of 89 by 17.48. Amber has met the state’s Performance Level Index.

Goal 1: Comparative Measure

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

Method

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

Results

Amber outperformed both CSD 4 and CSD 5 in grades 3 and 4. In third grade Amber had 30% of students at proficiency while CSD 4 had 29% and CSD5 had 14%. In fourth grade Amber had 41% of students at proficiency while CSD 4 had 21% and CSD 5 had 16%. In fifth grade Amber had 13% students at proficiency which equaled the percent of CSD 5, but was lower than CSD 4 which had 24%. Overall, Amber outperformed both CSD 4 and 5 with 30% proficiency rate compared to CSD 4 29% and CSD 5 14%.

³ Schools can acquire these data when the New York State Education Department releases its Access 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](#).

**2013-14 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 2 nd Year		CSD 4 Students		CSD 5 Students	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	30	66	29	965	14	932
4	41	70	21	1016	16	899
5	13	48	24	1025	13	769
All	30	185	29	3006	14	2600

Evaluation

Goal met. Amber exceeded the aggregate district performance for both CSD 4 and 5. In third grade, Amber students scored 1% higher than CSD 4 and 16% higher than CSD 5. In fourth grade, Amber students scored 20% higher than CSD 4 and 25% higher than CSD 5. In fifth grade Amber students scored 11% lower than CSD 4 and equal to CSD 5. Overall, Amber scored 30% in ELA proficiency which is 1% higher than CSD 4 and 16% higher than CSD 5.

Additional Evidence

Once again Amber has outperformed both CSD 4 and CSD 5 as it has since 2008-2009. In 2010-2011 Amber outperformed CSD 4 by 17%, in 2011-2012 by 6%, in 2012-2013, by 5%, and this year by 1%. In 2010-2011, Amber outperformed CSD 5 by 31%, in 2011-2012, by 21%, in 2012-2013, by 14%, and this year, 2013-2014, by 16%.

**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 Who Are at Proficiency Compared to Local District Students								
	2011-12			2012-13			2013-14		
	Amber Charter	District 4	District 5	Amber Charter	District 4	District 5	Amber Charter	District 4	District 5
3	39%	48.60%	30.30%	27.50%	21.00%	13.40%	29.85%	29.00%	14.00%
4	62%	45.80%	29.10%	24.10%	20.10%	11.70%	41.43%	21.00%	16.00%
5	53%	42.80%	30.90%	24.50%	20.40%	10.70%	12.50%	24.00%	13.00%
All	51%	45.73%	30.10%	25.37%	20.50%	11.93%	29.73%	29.00%	14.00%

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 small degree)

according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.⁴

Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school’s performance to demographically similar public schools state-wide. 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 economically disadvantaged percentage. The difference between the schools’ 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 small 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 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Comparative Performance Analysis available.

Results

In 2012-13 the school’s overall comparative performance in ELA was higher than expected to a medium degree.

2012-13 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantage	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size	
			Actual	Predicted			
3		80	28	20.0	7.5	0.60	
4		58	24	19.1	5.0	0.42	
5		49	25	18.8	5.7	0.47	
6							
7							
8							
All		85.5	187	25	19.4	6.3	0.51

School’s Overall Comparative Performance:

Higher than expected to a medium degree.

⁴ The Institute will continue using *economically disadvantaged* instead of *eligibility for free lunch* as the demographic variable in 2013-14. Schools should report previous year’s results using reported free-lunch statistics.

Evaluation

The overall effect size goal was met. The individual grade effect size was met for all grades. Grade 3 had an effect size of 0.60; fourth grade had an effect size of 0.42, and fifth grade had an effect size of 0.47. The overall effect size was 0.51 with 0.21 points above the 0.30 required.

Goal 1: Growth Measure⁵

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 2012-13 and also have a state exam score from 2011-12 including students who were retained in the same grade. Students with the same 2011-12 score are ranked by their 2012-13 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 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Growth Model data available.⁶

Results

Amber’s overall ELA unadjusted mean growth percentile is 53.75.

2012-13 English Language Arts Unadjusted Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
4	61.5	50.0
5	46	50.0
All	53.75	50.0

Evaluation

Amber’s overall ELA mean growth percentile of 53.75 percentile is greater than the state median of the 50th percentile. Fourth grade has a greater percentile than the state median at 61 percentile. Fifth grade had a lower percentile than the state median at 46 percentile but only by 4 points.

Additional Evidence

This is the first year Amber has received an ELA unadjusted Mean Growth Percentile, therefore there is no data to compare.

⁵ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

⁶ Schools can acquire these data from the NYSED’s Business Portal: portal.nysed.gov.

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

Grade	Mean Growth Percentile			
	2010-11 ⁷	2011-12 ⁷	2012-13	Statewide Average
4			61.5	50.0
5			46	50.0
All			53.75	50.0

Goal 1: Optional Measure

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.

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 2012-13 and 2013-14. 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 5th in May, 2014.

Results

Cohort Growth on Terra Nova Reading Test from Spring 2013 to 2014

Grade	Cohort Size	Average NCE			Target Achieved
		2012-13	Target	2013-14	
K	96	*	50.00	63.70	ACHIEVED
1	95	68.30	50.00	77.50	ACHIEVED
2	84	62.80	50.00	70.00	ACHIEVED
3	67	56.00	50.00	68.50	ACHIEVED
4	71	55.00	50.00	79.00	ACHIEVED
5	48	65.70	50.00	69.00	ACHIEVED
All	461	61.56	50.00	71.28	ACHIEVED

⁷ Grade level results not available.

Evaluation

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

Additional Evidence

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

Cohort Performance on Terra Nova Reading Test by School Year

School Year	Cohort Grades	# Cohorts Meeting Target	# Cohorts
2011-12	1-4	4	4
2012-13	K-5	6	6
2013-14	K-5	6	6

Summary of the English Language Arts Goal

Amber met all of the ELA measures except for the absolute goal of the NYS ELA exam. Amber met the comparative goal by exceeding the percent of students who performed at or above Level 3 compared to CSD 4 and CSD 5. Amber met the comparative goal of the predicted level of performance in 2012-13 by a higher than expected to a medium degree effect size. Amber met the unadjusted growth measure goal by having a greater than the state mean growth percentile of 53. Amber also met the growth goal for every cohort on the norm-referenced Terra Nova Exam. Amber did not meet its absolute goal of 75% of all students performing at or above proficiency on the New York State ELA examination in grades 3- 5, but that is the only goal not met.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state English language arts exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2012-13 school district results.)	Achieved
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades	Achieved

	4-5 will be above the state’s unadjusted median growth percentile.	
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

A new Literacy curriculum was implemented this past year, *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. The lessons are scripted for the teachers to follow which will help in the delivery of the curriculum. Guided reading books are incorporated that can be used for ELL support/differentiation/small group instruction and they address a range of complexity levels.

Professional development to the faculty began at the end of the 2012-13 school year, more was offered during summer institute of 2013, as well as throughout the 2013-14 school year. Monthly half days for professional development were identified in 2013-14 to support the roll out of this new curriculum and the teacher’s learning of all its multiple components. A consultant expert in the curriculum was hired to support both the instructional leadership and the faculty, to ensure fidelity in delivery of the curriculum, and guide the understanding of the multiple components

Academic Intervention continued to be provided through Title One Reading Specialist, the SETTS teacher, Saturday Academy and After School. Part-time tutors continued to be used in the upper grades to assist with lowering teacher student ratio and provide targeted remediation. During the literacy small group instruction period the Title One Reading Specialist, SETSS teacher and technology teacher were assigned to a grade to provide additional intervention.

The benchmark assessments from the *Journey’s* curriculum were used to collect data on student progress and proficiency. This data was used to drive instruction and academic intervention. The continued use of the assessment data management system, INFORM, facilitated this process, as did the continuation of data analysis meetings between instructional leadership, teachers, and grade teams.

The academic interventions and benchmark assessments will continue in the new school year with the addition of the following strategies:

- A literacy consultant to support improved teacher instruction in literacy.
- A three-prong writing approach that includes writing through the literacy curriculum, *Journeys*; on-demand writing; and writing through the content areas.
- DEAL: drop everything and listen- daily read-alouds to encourage student love of reading and discussion of literature.

MATHEMATICS

Goal 2: Mathematics

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

Background

When a curriculum audit was conducted on the Literacy curriculum another audit was conducted on the math curriculum, *TERC Investigations*. With the decrease in math scores it was important to delve deep into the curriculum delivered to see if there were any gaps. It was found that TERC Investigations was not fully aligned with the common core standards and did not demand the rigor necessary. An exploration of other math curricula was conducted. The tri-state rubric was used to evaluate the math curricula that claimed to be aligned with the common core standards. After careful analysis a new math curriculum was selected for implementation in 2013-14. This curriculum was *Go Math!* from Houghton Mifflin Harcourt. In the evaluation of this curriculum a strong alignment to the common core standards was found. The materials and instructional pacing demonstrated focus. Overviews and lesson introductions promoted coherence and there were opportunities to support both fluency and deep understanding. The materials provided varied modes of curriculum-embedded assessments that are well-sequenced. The materials provided strong support for teachers in planning and providing an effective learning experience. They were comprehensive and seemed easy to use. Finally, the materials provided 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 on this curriculum was provided to the faculty at the end of the 2012-13 school year, during the summer institute, and throughout the school year. Monthly half days were identified to support the roll out of this new curriculum and the teacher's learning of all its multiple components. A consultant expert in the curriculum was hired to support both the instructional leadership and the faculty to ensure fidelity in delivery of the curriculum and understanding of the multiple parts.

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

The benchmark assessments from the *Go Math!* Curriculum were used to collect data on student progress and proficiency. This data was used to drive instruction and academic intervention. The continued use of the assessment data management system, INFORM, facilitated this process, as well as the continuation of data analysis meetings between instructional leadership, teachers, and grade teams.

For the fifth year, a Multiplication Marathon was conducted with students in grades 2-5. During this contest the student who successfully recited the multiplication tables from 2 - 12 without error won a prize.

The increase in student scores indicates that these strategies were successful.

Goal 2: Absolute Measure

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

Method

The school administered the New York State Testing Program mathematics assessment to students in 3 through 5 grade in April 2014. 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.

**2013-14 State Mathematics Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ⁸			Total Enrolled
		IEP	ELL	Absent	
3	67	0	0	0	67
4	71	0	0	0	71
5	48	0	0	0	48
All	186	0	0	0	186

Results

All the students tested were in their second year at Amber. In third grade 52% of the students tested scored proficient, in fourth grade 72% of the students tested scored proficient and in fifth grade 38% scored proficient. Overall, 56% of Amber students scored proficient in Math.

⁸ 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.

**Performance on 2013-14 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	Number Tested	Percent	Number Tested
3	52%	67	52%	67
4	72%	71	72%	71
5	38%	48	38%	48
All	56%	186	56%	186

Evaluation

None of Amber’s testing grades met the goal of 75% proficiency rate but fourth grade came very close with 72% proficiency rate.

Additional Evidence

In 2012-13, with the state’s new testing program the drop in scores was significant. The largest drop was in fifth grade with a decrease of 47%, followed by fourth grade with 29% decrease, and third grade with 21%. Overall, Amber’s math proficiency dropped from 73% to 41%. But in 2013-2014, Amber has made strides to increase the proficiency rate of its students. The proficiency rate in 2013-14, increased in third grade from 40% to 52%, an increase of 12%. In fourth grade the proficiency rate increased from 52% to 72%, an increase of 20%. In fifth grade the proficiency rate increased from 31% to 38%, an increase of 7%. Overall, Amber students’ rate of proficiency in math increased from 41% to 56%, an increase of 15%.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2011-12		2012-13		2013-14	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	61%	72	40%	80	52%	67
4	81%	59	52%	58	72%	71
5	78%	49	31%	49	38%	48
All	73.3%	180	41%	187	56%	186

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 Performance Level Index (PLI) value that equals or exceeds the 2013-14 mathematics AMO of 86. 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 200.⁹

Results

In level 3 and 4 a total of 56% of Amber students tested at performance level. In Level 2 a total of 32% of Amber students scored and 12% scored at level 1. Amber's PLI is 143.56.

Mathematics 2013-14 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	12.37	31.72	32.26	23.66

$$\begin{array}{rcccccccl} \text{PI} & = & 31.72 & + & 32.26 & + & 23.66 & = & 87.64 \\ & & & & 32.26 & + & 23.66 & = & \underline{55.92} \\ & & & & & & \text{PLI} & = & 143.56 \end{array}$$

Evaluation

Goal met. Amber's PLI is 143.56 which exceeds the 2013-14 mathematics AMO of 86.

Goal 2: Comparative Measure

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

Method

A school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.¹⁰

⁹ In contrast to NYSED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

¹⁰ Schools can acquire these data when the New York State Education Department releases its Access 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](#).

Results

Once again Amber students outperformed students in CSD 4 and 5. Amber students outperformed students in CSD 4 in overall scores by 19%, and students in CSD 5 by 39%. In third grade Amber had 52% of students at proficiency while CSD 4 had 37% and CSD5 had 17%. In fourth grade Amber had 72% of students at proficiency while CSD 4 had 26% and CSD 5 had 18%. In fifth grade Amber had 38% students at proficiency while CSD 4 had 33%, and CSD 5 had 15%.

2013-14 State Mathematics Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency					
	Amber Charter School Students In At Least 2 nd Year		CSD 4 Students		CSD 5 Students	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	52.24%	67	37.00%	981	17.00%	939
4	71.83%	71	26.00%	1026	18.00%	915
5	37.50%	48	33.00%	1035	15.00%	786
All	55.91%	186	37.00%	3042	17.00%	2640

Evaluation

Goal met. Amber students outperformed the students in CSD 4 and 5 by the largest margin in grade 4. Amber third graders outperformed CSD 4 by 15% and CSD 5 by 35%. Amber fourth graders outperformed CSD 4 by 46% and CSD 5 by 54%. Amber fifth graders outperformed CSD 4 by 5% and CSD 5 by 23%. Overall, 56% of Amber students scored proficient where only 37% of the students in CSD 4 and 17% of the students in CSD 5 scored proficient.

Additional Evidence

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

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

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students								
	2011-12			2012-13			2013-14		
	Amber Charter	District 4	District 5	Amber Charter	District 4	District 5	Amber Charter	District 4	District 5
3	61%	56%	37%	40%	25%	16%	52%	37%	17%
4	81%	63%	39%	52%	28%	15%	72%	26%	18%
5	78%	57%	41%	30%	22%	9%	38%	3%	15%
All	73%	59%	39%	41%	25%	13%	56%	37%	17%

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 small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.¹¹

Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school's performance to demographically similar public schools state-wide. 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 economically disadvantaged percentage. The difference between the schools' 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 small 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 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Comparative Performance Analysis available.

Results

In 2012-13 the school's overall comparative performance in Math was higher than expected to a large degree.

2012-13 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantage	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3		80	40.1	23.5	16.6	0.99
4		58	51.7	24.7	27.0	1.60
5		49	30.6	19.1	11.5	0.76
6						
7						
8						
All	85.5	187	41.2	22.7	18.5	1.12

School's Overall Comparative Performance:

Higher than expected to a large degree.

¹¹ The Institute will continue using *economically disadvantaged* instead of *eligibility for free lunch* as the demographic variable in 2013-14. Schools should report previous year's results using reported free-lunch statistics.

Evaluation

The overall effect size goal was met. The individual grade effect size was met for all grades. Grade 3 had an effect size of 0.99; fourth grade had an effect size of 1.60, and fifth grade had an effect size of 0.76. The overall effect size was 1.12 with 0.82 points above the 0.30 required.

Goal 2: Growth Measure¹²

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 2012-13 and also have a state exam score in 2011-12 including students who were retained in the same grade. Students with the same 2011-12 scores are ranked by their 2012-13 scores and assigned a percentile based on their relative growth in performance (mean 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 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Growth Model data available.¹³

Results

The unadjusted Math Mean Growth Percentile for Amber was 55.25.

2012-13 Mathematics Mean Growth Percentile by Grade Level

Grade	Unadjusted Mean Growth Percentile	
	School	Statewide Average
4	72	50.0
5	38.5	50.0
All	55.25	50.0

¹² See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

¹³ Schools can acquire these data from the NYSED's business portal: portal.nysed.gov.

Evaluation

Amber’s Math unadjusted mean growth percentile at 55.25 is greater than the state’s average of 50%. Fourth grade’s unadjusted math mean growth percentile of 72 is greater than the state percentile. Fifth grade’s unadjusted math mean growth percentile of 38.5 is lower than the state percentile.

Additional Evidence

This is the first year that Amber receives a Math adjusted mean growth percentile, therefore there is no other data to make a comparison.

Mathematics Unadjusted Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2010-11 ¹⁴	2011-12 ¹⁴	2012-13	Statewide Average
4			72	50.0
5			38.5	50.0
All			55.25	50.0

Goal 2: Optional Measure

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

Method

As per Charter Schools Institute: “If the plan contains a gap-closing outcome as a value-added measure, the results should be expressed as the extent to which cohorts are narrowing the difference between their scores in the previous spring and grade-level performance in the current spring. The school is expected to enable the cohorts to reduce the difference between the first year’s average NCE score and average NCE of 50, or above grade second year. (As per CSI guidelines, if a cohort scores above an NCE of 50 or above grade level in the first year, then it need only show *some* gain in the second year.)” The formula used to determine threshold is as follows:

$$\text{Target} = 50 + \left(\frac{(\text{2008} - \text{09 Average NCE}) - 50}{2} \right)$$

Results

Every cohort met the target growth measure.

¹⁴ Grade level results not available.

Cohort Growth on Terra Nova Math Test from Spring 2013 to 2014

Grade	Cohort Size	Average NCE			Target Achieved
		2012-13	Target	2013-14	
K	96	*	50.00	70.00	ACHIEVED
1	95	80.40	50.00	89.20	ACHIEVED
2	84	59.00	50.00	71.80	ACHIEVED
3	67	64.80	50.00	63.00	ACHIEVED
4	71	66.50	50.00	75.00	ACHIEVED
5	48	68.60	50.00	76.00	ACHIEVED
All	461	67.86	50.00	74.17	ACHIEVED

Evaluation

Goal met. Every grade from K-5 met and exceeded the target growth measure.

Additional Evidence

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

Cohort Performance on Terra Nova Mathematics Test by School Year

School Year	Cohort Grades	# Cohorts Meeting Target	# Cohorts
2011-12	1-4	4	4
2012-13	K-5	6	6
2013-14	K-5	6	6

Summary of the Mathematics Goal

Amber met all of the Math measures except for the absolute goal of the NYS Math exam. Amber met the comparative goal by exceeding the percent of students who performed at or above proficiency compared to CSD 4 and CSD 5. Amber met the comparative goal of the predicted level of performance in 2012-13 by a higher than expected to a large degree effect size. Amber met the unadjusted math mean growth percentile goal with a percentile of 55.25. Amber also met the growth goals for every cohort on the norm-referenced Terra Nova Exam. Amber did not meet its absolute goal of 75% of all students performing at or above the proficiency level on the New York State Math examination. Overall, Amber continues to meet the majority of the accountability goals in math.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state mathematics exam will meet that year's Annual Measurable Objective	Achieved

	(AMO) set forth in the state’s NCLB accountability system.	
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2012-13 school district results.)	Achieved
Growth	Each year, under the state’s Growth Model the school’s mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state’s unadjusted median growth percentile.	Achieved
Optional Growth Measure	Each year, on a national norm-referenced assessment, all grade-level cohorts of students (in grades K-3) will reduce by one half the gap between their average NCE in the previous year and an NCE of 50 in the current year. If a grade-level cohort exceeds an NCE of 50 in the previous year, the cohort is expected to show a positive gain in the current year.	Achieved

Action Plan

In 2013-14, a new math curriculum, *Go Math!* from Houghton Mifflin Harcourt was implemented. This curriculum has a strong alignment to the common core standards. Overviews and lesson introductions promoted coherence and there were opportunities to support both fluency and deep understanding within this curriculum. The materials provided varied modes of curriculum-embedded assessments that are well-sequenced, and strong support for teachers in planning and providing an effective learning experience. They were comprehensive and seemed easy to use. Finally, the materials provided 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 on this curriculum was provided to the faculty at the end of the 2012-13 school year, during the summer institute, and throughout the school year. Monthly half days were identified to support the roll out of this new curriculum and the teacher’s learning of all its multiple components. A consultant expert with the curriculum was hired to support both the instructional leadership and the faculty to ensure fidelity in delivery of the curriculum and understanding of the multiple parts.

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

The benchmark assessments from the *Go Math!* Curriculum were used to collect data on student progress and proficiency. This data will be used to drive instruction and academic intervention. The continued use of the assessment data management system, INFORM, will facilitate this process, as will the continuation of data analysis meetings between instructional leadership, teachers, and grade teams.

The academic interventions and benchmark assessments will continue this coming year as the 15% increase in scores on the NYS math assessment indicate these strategies were successful.

SCIENCE

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

Background

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

Goal 3: Absolute Measure
 Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State science examination.

Method

The school administered the New York State Testing Program science assessment to students in 4th grade in spring 2014. The school converted each student’s raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at proficiency.

Results

Amber’s 4th graders did extremely well on the Science Exam, 100% scored proficient. The majority of the students scored at level 4, 65%, and 35% scored at level 3.

**Charter School Performance on 2013-14 State Science Exam
 By All Students and Students Enrolled in At Least Their Second Year**

Grade	Population	Percent at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Level 3/4	
	All Students	0.00%	0.00%	35.21%	64.79%	100.00%	71
4	Students in At Least 2 nd Year	0.00%	0.00%	35.21%	64.79%	100.00%	71

Evaluation

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

Additional Evidence

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

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2011-12		2012-13		2013-14	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
4	96.43%	56	94.83%	58	100.00%	71
All	96.43%	56	94.83%	58	100.00%	71

Goal 3: Comparative Measure

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

Method

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

Results

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

2013-14 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		CSD 4 Students		CSD 5 Students	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
4	100.00%	71	*	*	*	*

Evaluation

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

Summary of the Science Goal

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

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

Action Plan

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

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

NCLB

Goal 4: NCLB

Goal 4: Absolute Measure

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

Method

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

Results

Amber Charter School is a "School In Good Standing" as per the New York State Department of Education for the school year 2013-14. Amber has held this designation since its inception in 2000.

Evaluation

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

NCLB Status by Year

Year	Status
2011-12	Good Standing
2012-13	Good Standing
2013-14	Good Standing

APPENDIX B: OPTIONAL GOALS

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

Goal S: Parent Satisfaction

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 2014 an in-house parent survey was distributed to all parents at Amber. This survey was the same survey used every year with a few additional questions targeted at the new initiatives.

Results

The response rate this year was higher at 85%, last year the response rate was 57%. The parent satisfaction on key survey items was very high ranging from 90% to 100%.

2013-14 Parent Satisfaction Survey Response Rate

Number of Responses	Number of Families	Response Rate
390	461	85%

2013-14 Parent Satisfaction on Key Survey Results

Item	Percent of Respondents Satisfied
Communication with my child's teacher	99%
Access to administration	90%
My child's academic progress	98%
My child's homework	98%
How the school keeps parents informed	96%
How my child feels about the school	98%
My child's safety at Amber	99%
How Amber handles discipline	94%
The teachers at Amber	93%
The school's special activities	90%

Evaluation

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

Additional Evidence

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

Percent of parents who responded satisfied in NYC DOE Learning Survey

Key Area	2010-11	2011-12	2012-13	2013-14
Academic Expectations	90	91	89	96%*
Communication	85	87	90	96%*
Engagement	84	87	85	95%*
Safety and Respect	93	93	91	95%*

*NYC DOE Learning Survey changed the categories to be: Instructional Core, Systems for Improvement, and School Culture. Engagement and Safety & Respect are included in the School Culture score.

The results of the above table clearly indicate that over two-thirds of our parents are satisfied with the school. Between 85 – 96% of parents were highly satisfied with Amber in the areas of academic expectations, communication, engagement, and safety and respect throughout the last four years.

Goal S: Absolute Measure

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

Method

All Amber parents receive “Intent to Return Form” in January. This form is completed by them to let the school know their plans for the coming school year as it relates to their child. The forms are collected and tabulated to ascertain the projected number of students per class and per grade. Based on these numbers the data for the chart below was tabulated.

Results

Amber had a student retention rate of 99%.

2013-14 Student Retention Rate

2012-13 Enrollment	Number of Students Who Graduated in 2012-13	Number of Students Who Returned in 2013-14	Retention Rate 2013-14 Re-enrollment ÷ (2012-13 Enrollment – Graduates)
458	49	410	99%

Evaluation

Goal met. This 99% is as high a retention rate as last year.

Additional Evidence

In the last three years, Amber has had a student retention rate in the ninetieth percentile. This speaks to high parent satisfaction with Amber.

Year	Retention Rate
2011-12	92%
2012-13	99%
2013-14	99%

Goal S: Absolute Measure

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

Method

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

Results

The attendance rate for 2012-13 was 93%.

2013-14 Attendance

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

Evaluation

Goal was not met, although once again Amber came very close to meeting the goal with an attendance rate of 93% for this school year, 2013-2014. Amber is proud of this attendance rate.

Additional Evidence

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

Year	Average Daily Attendance Rate
2011-12	93%
2012-13	94%
2013-14	93%

Legal Compliance

Goal: Amber will be in legal compliance

1. Measure:

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

Amber has complied with all federal, state, and municipal rules and regulations. Amber has posted meeting dates, time, and location on its web site, in mailings to parents, and staff have participated in appropriate workshops (e.g., Individuals with Disability Education Act training) to ensure compliance with all applicable laws, rules, and regulations. We received no request under the New York Freedom of Information Law (FOIL).

Measure:

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

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

Measure:

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

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

Fiscal Soundness

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

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

On a monthly basis, Amber’s fiscal office produces a balance sheet for the current fiscal year. The balance sheet is reviewed by the board treasurer and additional members of the board who serve on the finance committee. The balance sheet is filed quarterly with the Charter Schools Institute as well as additional agencies that oversee Amber’s fiscal matters, including La Raza Development Fund, which holds the mortgage for Amber’s building. In the year ending June 30, 2014 representing the 2013-14 fiscal and school year, Amber demonstrates a balance between resources and expenses. Total revenue for 2013-2014 was \$6,925,326 with total expenses at \$6,854,677. The resulting \$70,649 was added to our net assets. Net assets include revenue that will support operations in the subsequent fiscal year.

Amber continues to abide by GAAP, engages an external auditing firm to review its books, materials, resources, and procedures. An audit was conducted, completed and approved in 2013. 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.