



Amber Kingsbridge Charter School

2018-19 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 2018-19 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Soledad Hiciano	Board Chair, Executive Committee and Ad hoc member of all board committees
Frank Aldridge	Treasurer, Executive and Finance Committee Chair
John Gutierrez	Executive Committee, Vice Chair, Education Committee
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Shawnte Lorick	Parent Representative, Development Committee
Elena Goldberg	Development Committee Chair
Beatriz Gonzalez	Member, Finance Committee [resigned May, 2019]
Kelly Combs	Member, Facilities Committee
Brian Quillin	Teacher representative, Education Committee
Jenna Pantel	Education Committee Chair, Development committee
Jazmine Landa	Parent Representative, Development Committee [resigned June, 2019]
Miguelina Germán	Member, Education Committee
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.

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 Kingsbridge opened in CSD 6, Washington Heights. In 2017, Amber Kingsbridge moved to its permanent location in the Kingsbridge neighborhood of the Bronx. During the third year of operation Amber Kingsbridge served over 340 students in grades kindergarten to third. Our students were approximately 15% African American, and 73% Latino, and 12% White/Asian/Multi-racial with 77% eligible for free and reduced lunch. There were 50% male and 50% 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 all grades. In addition, Amber Kingsbridge offered specialty classes in reading intervention, Spanish, music, and physical education.

For the second time Amber Kingsbridge offered a half-day summer school program for rising third graders. This intervention strategy is used to help prepare students for their first state testing grade.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	Total
2016-17	75	42	n/a	n/a	117
2017-18	101	103	50	n/a	254
2018-19	100	103	96	41	340

School Enrollment by Gender

	K	1	2	3	Total	%
Male	49	55	47	19	170	50
Female	51	48	49	22	170	50
Total	100	103	96	41	340	

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 Kingsbridge uses *Journeys* from Houghton Mifflin Harcourt as the literacy curriculum. *Journey's*, has an excellent balance of non-fiction and fiction texts, a balance and diversity of text genres, as well as a text complexity analysis for the main texts. Guided reading books are incorporated that can be used for ELL support/differentiation/small group instruction and they address a range of complexity levels. 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 consisting of daily read-alouds using classic children's literature is conducted to encourage students' love of reading.

Professional development to the faculty was offered during Summer Institute as well as throughout the school year. During the summer, two full days of training was provided to the new faculty of Amber Kingsbridge. As the school grows it is necessary to ensure that the new faculty is adequately prepared in the curriculum, routines, philosophy, and procedures of the school. In addition, 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, 1,2 and 3. 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 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 3rd grade in April 2019. 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).

2018-19 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	39	0	0	0	2	41
All	39	0	0	0	2	41

RESULTS AND EVALUATION

These results are the first for Amber Kingsbridge for their founding cohort of students. The overall percent of students in at least their second year that achieved proficiency was 68%. The school missed meeting the measure by only 7 percent.

Performance on 2018-19 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	69	39	69	39
All	69	39	69	39

ADDITIONAL EVIDENCE

Year-to-year trends during the current Accountability Period² cannot be discussed because these are the first scores for Amber Kingsbridge.

ELA Performance by Grade Level and Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2016-17		2017-18		2018-19	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	n/a	n/a	n/a	n/a	69	39
4	n/a	n/a	n/a	n/a	n/a	n/a
5	n/a	n/a	n/a	n/a	n/a	n/a
All	n/a	n/a	n/a	n/a	69	39

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.

² A school's Accountability Period includes the final year of the previous charter term through the penultimate year of the current charter term. For schools in their initial charter, the Accountability Period includes the first year of operation through the fourth year of the charter term.

Goal 1: Absolute Measure

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

METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the English language arts test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2018-19 English language arts MIP for all students of 105. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

RESULTS AND EVALUATION

In level 3 and 4 a total of 70% of Amber students tested at performance level. In Level 2 a total of 31% of Amber students scored and none scored at level 1. Amber Kingsbridge PI is 171.5 which exceeds the state's 2018-19 English language arts MIP of 105 by 66.5%.

English Language Arts 2018-19 Performance Index

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
39	0	12	26	1

$$\begin{array}{rclclclclcl} 0 & = & 31 & + & 67 & + & 3 & = & 101 \\ & & & & 67 & + & 3 & = & 171 \\ & & & & & + & (.5)*0.5 & = & 171.5 \\ & & & & & & \text{PI} & = & 171.5 \end{array}$$

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 AND EVALUATION

Amber Kingsbridge students outperformed CSD 10 students in third grade by 30 %. In CSD 10 38 % of third graders were proficient while 68% of Amber students were proficient.

2018-19 State English Language Arts Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	69	39	38	3,833
All	69	39	38	3,833

ADDITIONAL EVIDENCE

Amber Kingsbridge students outperformed CSD 10 students in third grade by 30 %. In CSD 10 38 % of third graders were proficient while 68% of Amber students were proficient.

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					
	2016-17		2017-18		2018-19	
	Charter School	District	Charter School	District	Charter School	District
3	n/a	n/a	n/a	n/a	69	38
4	n/a	n/a	n/a	n/a	n/a	n/a
5	n/a	n/a	n/a	n/a	n/a	n/a
All	n/a	n/a	n/a	n/a	69	38

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.

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](#).

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 2018-19 analysis is not yet available. This report contains 2017-18 results, the most recent Comparative Performance Analysis available.

RESULTS AND EVALUATION

Amber Kingsbridge did not have any students eligible to take the New York State English language arts [ELA] examination during SY 2017-18 therefore, this comparative measure is not possible.

2017-18 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	n/a	n/a	n/a	n/a	n/a	n/a
All	n/a	n/a	n/a	n/a	n/a	n/a

School’s Overall Comparative Performance:

Not applicable for 2017-2018

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2015-16	n/a	n/a	n/a	n/a	n/a	n/a
2016-17	n/a	n/a	n/a	n/a	n/a	n/a
2017-18	n/a	n/a	n/a	n/a	n/a	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 target of 50.

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

METHOD

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2017-18 and also have a state exam score from 2016-17 including students who were retained in the same grade. Students with the same 2016-17 score are ranked by their 2017-18 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the target for this measure, it must have a mean growth percentile greater than 50.

Given the timing of the state's release of Growth Model data, the 2018-19 analysis is not yet available. This report contains 2017-18 results, the most recent Growth Model data available.⁵

RESULTS AND EVALUATION

Amber Kingsbridge did not have any students eligible to take the New York State English language arts [ELA] examination during SY 2017-18 therefore, this comparative measure is not possible.

2017-18 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	n/a	50.0
All	<u>n/a</u>	50.0

ADDITIONAL EVIDENCE

Amber Kingsbridge did not have any students eligible to take the New York State English language arts [ELA] examination during SY 2017-18 therefore, this comparative measure is not possible.

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

Grade	Mean Growth Percentile			
	2015-16	2016-17	2017-18	Target
4	n/a	n/a	n/a	50.0
5	n/a	n/a	n/a	50.0
All	n/a	n/a	n/a	50.0

Goal 1: Optional Measure: Each year, grade level cohorts of students will reduce by one-half the gap between their average NCE in the previous Spring on the Terra Nova, a nationally-normed English language arts test, and an NCE of 50 (i.e. grade level) in the current Spring. If a grade level cohort exceeds an NCE of 50 in the previous year, the cohort is expected to show at least an increase in the current year.

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

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 2017-18 and 2018-19. 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 third in May, 2019. This is the third year the Terra Nova has been taken at Amber Kingsbridge.

RESULTS

Grade	Cohort Size	Percent Performing At or Above NCE of 50			Target Achieved
		2017-18	Target	2018-19	
K	101	*	50	59	YES
1	103	68	50	71	YES
2	95	69	50	62	YES
3	41	66	50	81	YES
All	340	68	50	66	YES

EVALUATION

Goal met. Students in all grades scored above the target of 50 NCE.

ADDITIONAL EVIDENCE

This is the third year students at Amber Kingsbridge have taken the Terra Nova. All cohorts met the target.

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

School Year	Cohort met target?
2016-17	YES
2017-18	YES
2018-19	YES

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

Amber Kingsbridge just completed its third operational year therefore, this is the first English Language Arts testing results for the school. The founding cohort was only 6 percentage points shy of the absolute measure. Amber Kingsbridge students outperformed the local school district CSD 10 by almost 30 points meeting the comparative measure. Amber Kingsbridge also met the absolute measure of performance index as set forth in this year's state MIP. Finally, in the optional Terra Nova assessment all students scored above the target of NCE 50.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Not Achieved
Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the school district of comparison.	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 meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2017-18 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 target of 50. (Using 2017-18 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 the coming year Houghton Mifflin replaced *Journey's* with *Into Reading*. *HMH Into Reading™* is differentiated by design to offer a balanced approach to literacy instruction, support teachers in developing a culture of learning and growth, and help all learners believe in the power of "I can." A comprehensive library of trade books serves as a connection to each module topic and bridges reading and writing instruction. Culturally relevant and ethnically diverse text sets build cross-disciplinary knowledge and serve as a springboard for writing and discussion. Scaffolding in the program ensures students receive the initial support and practice that sets them on the best path to independence.

The Phonics curriculum is Super Kids from Zaner- Bloser for Kindergarten - 2nd grade. Super Kids provides phonetic elements through engaging decodable literacy and informational texts. This curriculum prepares students to master the linguistic understanding required to develop into a fully literate individual.

The NWEA Measure of Academic Progress assessment [MAP] will no longer be used. Instead the i-Ready assessments will be conducted three times during the school year to measure student progress in all grades, K-4. *i-Ready* integrates powerful assessments and rich insights with effective and engaging instruction in reading and mathematics to address students' individual needs; it empowers teachers every day to make more informed instructional decisions and motivates students with access to their own personalized path to growth. 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 SETSS teacher, Title 1 teacher, ENL teacher, classroom teachers and teacher assistants and After School Tutoring.

Additional academic interventions will include 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.

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 staff developer provides on-going, real time feedback to teachers daily to improve their instructional delivery.

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. 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 to 3. 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 who needed remediation.

Academic Intervention was provided through the SETSS teacher, Title One Teacher, baseline 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 third grade in April 2019. 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.

2018-19 State Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ⁶				Total Enrolled
		IEP	ELL	Absent	Refused	
3	39	0	0	0	2	41
All	39	0	0	0	2	41

RESULTS AND EVALUATION

These results are the first for Amber Kingsbridge for their founding cohort of students. The overall percent of students in at least their second year that achieved proficiency was 97%. The school exceeded the target measure by 22%.

Performance on 2018-19 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	97	39	97	39
All	97	39	97	39

Goal 2: Absolute Measure

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

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.

METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the mathematics test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2018-19 mathematics MIP for all students of 107. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

RESULTS AND EVALUATION

In level 3 and 4 a total of 98% of Amber students tested at performance level. In Level 2 a total of 3% of Amber students scored and none scored at level 1. Amber Kingsbridge PI is 230 which exceeds the state's 2018-19 Mathematics MIP of 107 by 123.

Mathematics 2017-18 Performance Level Index (PI)				
Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	0	12	14	24

PI	=	3	+	36	+	62	=	101
				36	+	62	=	98
					+	(.5)*31	=	31
						PI	=	230

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.⁷

RESULTS AND EVALUATION

Goal met. Amber Kingsbridge outperformed CSD 10 by 62% in third grade.

2018-19 State Mathematics Exam

⁷ 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](#).

Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	97	39	35	3,923
All	97	39	35	3,923

ADDITIONAL EVIDENCE

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					
	2016-17		2017-18		2018-19	
	Charter School	District	Charter School	District	Charter School	District
3	n/a	n/a	n/a	n/a	97	35
4	n/a	n/a	n/a	n/a	n/a	n/a
5	n/a	n/a	n/a	n/a	n/a	n/a
All	n/a	n/a	n/a	n/a	97	35

Goal 2: Comparative Measure

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

METHOD

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

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2017-18 analysis is not yet available. This report contains 2017-18 results, the most recent Comparative Performance Analysis available.

RESULTS AND EVALUATION

Amber Kingsbridge did not have any students eligible to take the New York State Mathematics examination during SY 2017-18 therefore, this comparative measure is not possible.

2017-18 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						
6						
7						
8						
All						

School's Overall Comparative Performance:

Not Applicable

ADDITIONAL EVIDENCE

Amber Kingsbridge did not have any students eligible to take the New York State Mathematics examination during SY 2017-18 therefore, this comparative measure is not possible.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2015-16						n/a
2016-17						n/a
2017-18						n/a

Goal 2: Growth Measure⁸

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

METHOD

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2017-18 and also

⁸ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

have a state exam score in 2016-17 including students who were retained in the same grade. Students with the same 2016-17 scores are ranked by their 2017-18 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 meet the measure, the school would have to achieve a mean growth percentile above the target of 50.

Given the timing of the state's release of Growth Model data, the 2018-19 analysis is not yet available. This report contains 2017-18 results, the most recent Growth Model data available.⁹

RESULTS AND EVALUATION

Amber Kingsbridge did not have any students eligible to take the New York State Mathematics examination during SY 2017-18 therefore, this comparative measure is not possible.

2017-18 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	n/a	50.0
5		50.0
6		50.0
7		50.0
8		50.0
All	<u>n/a</u>	50.0

Goal 1: Optional Measure: Each year, grade level cohorts of students will reduce by one-half the gap between their average NCE in the previous Spring on the Terra Nova, a nationally-normed English language arts test, and an NCE of 50 (i.e. grade level) in the current Spring. If a grade level cohort exceeds an NCE of 50 in the previous year, the cohort is expected to show at least an increase in the current year.

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 2017-18 and 2018-19. 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 through Third in May, 2019. This is the third cohort that has taken the Terra Nova for Amber Kingsbridge.

⁹ Schools can acquire these data from the NYSED's business portal: portal.nysed.gov.

Cohort Growth on Terra Nova (Math) Test from Spring 2018 to Spring 2019

Grade	Cohort Size	Percent Performing At or Above NCE of 50			Target Achieved
		2017-18	Target	2018-19	
K	101	*	50	59	YES
1	103	89	50	71	YES
2	95	69	50	62	YES
3	41	70	50	80	YES
All	340	77	50	68	YES

EVALUATION

All students in Kindergarten through third grade scored above the target of 50 NCE.

ADDITIONAL EVIDENCE

For the third year in row Amber Kingsbridge students in grades Kindergarten to third grades scored above the target on the Terra Nova exams.

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

School Year	Cohort met target?
2016-17	YES
2017-18	YES
2018-19	YES

SUMMARY OF THE MATHEMATICS GOAL

Amber Kingsbridge is in its third operational year therefore, it was the first testing year with the New York State Mathematics testing program. The third grade exceeded the absolute measure of 75 % of students at proficiency in mathematics. Amber Kingsbridge exceeded the absolute measure of the Performance Index. The comparative measure with the local district 10 was also achieved. The effect size measure could not be determined because there was no test scores last year for this measure. The optional measure with the Terra Nova was achieved with all students scoring above the target NCE.

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.	Achieved
Absolute	Each year, the school’s aggregate PI on the state’s English language arts exam will meet that year’s state MIP as set forth in the state’s ESSA accountability system.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing	Not Applicable

	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. (Using 2017-18 results.)	
Growth	Each year, under the state’s Growth Model the school’s mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50. (Using the 2017-18 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

Go Math! from Houghton Mifflin Harcourt is the curriculum implemented at Amber Kingsbridge. In the coming year Houghton Mifflin is rolling out a new math curriculum titled, *Into Math*, which will replace *Go Math!* *Into Math* will be used in the coming year at Kingsbridge. This curriculum has a strong alignment to the common core standards. It is a K-8 math solution, HMH *Into Math* helps students to learn the why behind the how with mathematics. The materials and instructional pacing are focused, the overviews and lessons promote coherence and opportunities for both fluency and deeper understanding. 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 not be used in the coming year. Instead i-Ready assessments will be used as the interim assessments. I-Ready 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 SETTTS 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 or above proficiency on the New York State science examination.

METHOD

The school did not administered the New York State Testing Program science assessment to students in 4th grade in spring 2019 because it does not have a 4th grade cohort yet. . The school converted each student's raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year to score at proficiency.

RESULTS AND EVALUATION

Amber Kingsbridge did not have any students eligible to take the New York State Science examination during SY 2018-19 therefore, all NYS Science exam tables cannot be completed.

Charter School Performance on 2018-19 State Science Exam
By All Students and Students Enrolled in At Least Their Second Year

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

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2016-17		2017-18		2018-19	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4						
8						
All	n/a	n/a	n/a	n/a	n/a	n/a

Goal 3: Comparative Measure

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

METHOD

The school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year and the results for the respective grades in the school district of comparison. Given the timing of the state’s release of district science data, the 2018-19 comparative data may not yet be available. If not, schools should report comparison to the district’s **2017-18** data.

RESULTS AND EVALUATION

Amber Kingsbridge did not have any students eligible to take the New York State Science examination during SY 2018-19 therefore, all NYS Science exam tables cannot be completed.

2018-19 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 ¹⁰	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4				
8				
All	n/a	n/a	n/a	n/a

¹⁰ This table uses the prior year’s results as 2018-19 district science scores are not yet available.

SUMMARY OF THE SCIENCE GOAL

Amber Kingsbridge did not have any students eligible to take the New York State Science examination during SY 2018-19 therefore, all NYS Science exam tables cannot be completed.

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

Inspire Science from McGraw Hill, is the curriculum used for science instruction at Amber Kingsbridge. *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.

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.

In the coming year, Amber Kingsbridge will have the first cohort of fourth graders who will take the New York State Science Exam. To prepare the students to take this test and perform well *Ready* materials will be used. Students will learn testing strategies, conduct experiments and practice testing tips

GOAL 4: ESSA

Goal 4: ESSA Amber Kingsbridge will be found in good standing.

Goal 4: Absolute Measure

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

METHOD

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

RESULTS AND EVALUATION

Amber Kingsbridge is in good standing.

ADDITIONAL EVIDENCE

Amber Kingsbridge has been in good standing throughout the school’s charter period.

Accountability Status by Year

Year	Status
2016-17	Good Standing
2017-18	Good Standing
2018-19	Good Standing

APPENDIX A: OPTIONAL GOALS

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

Goal S: Parent Satisfaction

Parent Satisfaction: **Amber will maintain strong enrollment and strong parent interest.**

METHOD

In the spring of 2019 the NYC DOE learning environment survey was distributed to all parents at Amber.

RESULTS

The response rate this year was 100%. The parent satisfaction on key survey items was very high.

2017-18 Parent Satisfaction Survey Response Rate

Number of Responses	Number of Families	Response Rate
310	341	91%

2017-18 Parent Satisfaction on Key Survey Results

Item	Rating 2018-19	Rating 2017-18	Rating 2016-17
Rigorous Instruction	3.28	4.18	4.11
Supportive Environment	*	3.98	4.67
Collaborative Teachers	3.90	4.33	4.87
Effective School Leadership	3.74	4.20	4.35
Strong Family- Community Ties	4.37	4.00	3.00
Trust	3.68	4.25	4.25

*RATING WAS NOT PROVIDED FOR THIS CATEGORY.

EVALUATION

Goal met. Every area was above 3.00 in parent satisfaction with the school. It is gratifying to see that the parents trust and are satisfied with the school. The results of the above table clearly indicate that over two-thirds of our parents are satisfied with the school.

The noticeable drop in parents' perception of rigorous instruction may indicate that the school has not adequately informed them of all the instructional strategies in place and the high

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

expectations placed on the students. This will be addresses in the coming year by increasing opportunities to communicate with parents on these areas and receive any feedback.

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 2017-18 school year is taken and compared to the total number of students who returned in September, 2018 to determine the retention rate.

RESULTS

The full enrollment for Amber Kingsbridge in its second operational year was 254 in September, 2018. Of these students, 215 were returning students resulting in a retention rate of 85%.

2018-19 Student Retention Rate

2017-18 Enrollment	Number of Students Who Graduated in 2017-18	Number of Students Who Returned in 2018-19	Retention Rate 2018-18 Re-enrollment ÷ (2017-18 Enrollment – Graduates)
254	0	215	85%

EVALUATION

Goal not met. Yet, a retention rate of 85% is only 5% away from the goal of 90%. This is a strong indicator of parent satisfaction and interest since it is an increase of 8% from the previous year. This increase is a testament that Amber Kingsbridge has established strong ties with families and maintained parent engagement.

ADDITIONAL EVIDENCE

Year	Retention Rate
2016-17	n/a
2017-18	77%
2018-19	85%

Goal S: Absolute Measure

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

METHOD

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

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

RESULTS

In the third year of operation, Amber Kingsbridge reached 95% attendance rate.

2018-19 Attendance

Grade	Average Daily Attendance Rate
K	94%
1	94%
2	95%
3	95%
Overall	95%

EVALUATION

Amber Kingsbridge in its third year of operation met the goal of 95% attendance rate.

ADDITIONAL EVIDENCE

Year	Average Daily Attendance Rate
2016-17	95%
2017-18	94%
2018-19	95%

Legal Compliance

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

Measure:

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

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

Fiscal Soundness

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

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

Monthly, Amber's fiscal office produces financial statements for the current fiscal year. The financial statements are reviewed by the board treasurer and additional members of the board who serve on the finance committee. The financial statements are filed quarterly with the Charter Schools Institute.

In the year ending June 30, 2019 representing the 2018-19 fiscal and school year, Amber Charter Schools Education Corporation demonstrates a balance between resources and expenses in their unaudited financial statements. Total revenue for 2018-2019 was \$15,819,181 with total expenses at \$13,899,873. The resulting \$1,919,308 was added to our net assets. Net assets include revenue that will support operations and expansion in the subsequent fiscal year.

Amber continues to abide by GAAP, engages an external auditing firm to review its books, materials, resources, and procedures. An audit was conducted, completed and approved in 2018. 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.

