

# THE SUNY CHARTER SCHOOLS INSTITUTE

*RENEWAL RECOMMENDATION REPORT  
AMBER CHARTER SCHOOLS'S AUTHORITY  
TO OPERATE:*

*AMBER CHARTER SCHOOL EAST HARLEM  
AMBER CHARTER SCHOOL INWOOD  
AMBER CHARTER SCHOOL KINGSBRIDGE*

*REPORT DATE: MARCH 31, 2026  
VISIT DATE: NOVEMBER 18-20, 2025*



**Charter Schools Institute**  
The State University of New York

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## EDUCATION CORPORATION BACKGROUND

# AMBER CHARTER SCHOOLS



### MISSION

*Amber Charter Schools provide our students with an academically rigorous and well-rounded education, along with strong character development, which will enable them to prosper in their future endeavors.*

### EDUCATION CORPORATION BACKGROUND

Over its 25 year history, Amber Charter Schools (“Amber Schools” or the “education corporation”) has grown from the flagship Amber Charter School East Harlem (“Amber East Harlem”) to serve students and families at two other schools: Amber Charter School Inwood (“Amber Inwood”) and Amber Charter School Kingsbridge (“Amber Kingsbridge”). A shared services team (“SST”) supports the three schools with financial management and oversight; talent management and recruiting; operations, leadership, and administration; education and instruction related services; communications; community relations; student recruitment; admissions; and, policies and procedures.

### CURRENT EDUCATION CORPORATION SNAPSHOT

*First School Opened:*  
2000

*Total Number of Charters:*  
3

*Number of Students Served:*  
1,435

### PROPOSED FUTURE EDUCATION CORPORATION SNAPSHOT

*Serves: Kindergarten – 8<sup>th</sup>*

*Total Number of Charters:*  
3

*Number of Students Served:*  
1,398

*Information about each charter is found on the following page.*

## EDUCATION CORPORATION BACKGROUND

### Amber Charter School East Harlem



Opening Year: 2000  
Current Enrollment/Grades: 385 | K-7  
Future Enrollment/Grades: 427 | K-8  
Amber Charter School East Harlem | 220 East 106<sup>th</sup> Street, New York, New York 10029 | CSD 4\* | K-7

### Amber Charter School Inwood



Opening Year: 2021  
Current Enrollment/Grades: 175 | K-4  
Future Enrollment/Grades: 185 | K-4  
Amber Charter School Inwood | 532 West 215<sup>th</sup> Street, New York, New York 10034 | CSD 6 | K-4

### Amber Charter School Kingsbridge



Opening Year: 2016  
Current Enrollment/Grades: 875 | K-8  
Future Enrollment/Grades: 786 | K-8  
Kingsbridge Elementary | 3120 Corlear Avenue, Bronx, New York 10463 | CSD 10 | K-4  
Kingsbridge Middle | 532 West 215<sup>th</sup> Street, New York, New York 10034 | CSD 6 | 5-8

\* New York City Community School District ("CSD")

Under the New York Charter Act of 1998 (as amended, the "Act"), each charter school may serve students in Kindergarten through 12<sup>th</sup> grade with authorizer approval. A charter school may operate multiple sites to serve its approved grade configuration. However, no charter school may serve students in the same grade level at more than one site.



# EDUCATION CORPORATION BACKGROUND

## AMBER CHARTER SCHOOLS BOARD OF TRUSTEES<sup>1</sup>

CHAIR	TRUSTEES
Dr. John Gutierrez	Timothy Day
VICE CHAIR	Robyn Epps
Soledad Hiciano	Li'Esha Garcia
SECRETARY	Lindsay Long
Dr. Miguelina German	Luina Munoz-BlueSpruce
	Bradley Olsen
	Khiera Pena
	Kim Ramos

## KEY DESIGN ELEMENTS

Literacy: At least 90 minutes of instruction per day with an additional 30 minutes of English language arts (“ELA”) response to intervention per week in Kindergarten – 3 <sup>rd</sup> grade	+
Mathematics: At least 90 minutes of mathematics instruction per day with an additional 20 minutes of mathematics fluency/routines per day and 30 minutes of mathematics response to intervention per week in Kindergarten – 3 <sup>rd</sup> grade	+
Science: 135 minutes of science instruction per week in Kindergarten – 3 <sup>rd</sup> grade and at least 180 minutes per week in 4 <sup>th</sup> – 8 <sup>th</sup> grade	+
Social Studies: 120 minutes of social studies instruction per week in Kindergarten – 3 <sup>rd</sup> grade and 135 minutes in 4 <sup>th</sup> – 8 <sup>th</sup> grade	+
Spanish as a Foreign Language: All students will learn Spanish language and culture	+
Enrichment: Opportunities to learn art, physical education, and Technology/STEAM. Academy Programs in the 8 <sup>th</sup> grade, where students can choose from one of four academies: Arts Academy, Innovators Academy, Explorers Academy, Athletics Academy	+
Social Emotional Learning: In Kindergarten – 4 <sup>th</sup> grade, at least 25 minutes per day during morning meeting and in 5 <sup>th</sup> – 8 <sup>th</sup> grade, at least 45 minutes per week during Advisory	+
School Culture: A strong culture of respect for learning is fostered through the infusion of the Amber Way throughout the student and adult culture	+
Service: Every student is required to complete a community service project every year	+

1. Source: The Institute’s board records at the time of report finalization.

“+” : This indicator is generally present.

“-” : This indicator is generally not present.

## EXECUTIVE SUMMARY

### FULL-TERM RENEWAL WITH CONDITIONS

**Renewal through 2030-31.** *The SUNY Charter Schools Institute (the “Institute”) recommends the SUNY Trustees’ Charter Schools Committee approve the three Applications for Charter Renewal:*

- *Amber Charter School East Harlem;*
- *Amber Charter School Inwood; and,*
- *Amber Charter School Kingsbridge.*

*If each school is renewed, Amber Schools will be granted the authority to continue to operate each charter through 2030-31 with the authority to provide instruction to students in such configuration as set forth in each charter’s Application for Renewal and subject to a set of conditions listed below. The Institute makes this recommendation based on each charter meeting the criteria for renewal set forth in the Policies for the Renewal of Not-for-Profit Charter School Education Corporations and Charter Schools Authorized by the Board of Trustees of the State University of New York (“SUNY Renewal Policies”).<sup>2</sup>*

*The Institute further recommends the SUNY Trustees renew for a full term of five years the provisional charter of Amber Schools, the New York not-for-profit charter school education corporation.*

### THE SCHOOL IS SUBJECT TO THE FOLLOWING CONDITIONS

By July 1, 2026, the education corporation must provide a Corrective Action Plan for Amber Kingsbridge, to be approved by the Institute, to come into compliance with teacher certification requirements under the “Act” inclusive of methods to assist uncertified teachers in obtaining certification, an identified system of monitoring certification status, and administrative or monetary supports offered to teachers. The education corporation must demonstrate significant improvement regarding compliance with teacher certification requirements at Amber Kingsbridge in accordance with the Act by the conclusion of the education corporation’s next proposed renewal term.

### EXECUTIVE SUMMARY

During the current charter term, Amber Schools marked the 25<sup>th</sup> anniversary of its founding by the Community Association of Progressive Dominicans (“ACDP”), a nonprofit organization serving Dominican immigrant communities in Upper Manhattan and the Bronx. The education corporation expanded grade spans and responsively navigated pandemic-related interrupted instruction, taking into account both student and teacher instructional needs as it strengthened coherence across curriculum, assessment, and instructional systems.

Amber Schools is deeply rooted in its communities and implements an academic program grounded in strong instructional leadership and shared cultural expectations. The “Amber Way” emphasizes achievement, community, responsibility, honesty, and respect while shaping school culture and supporting a consistent educational experience

<sup>2</sup>. *SUNY Renewal Policies (p. 14) are available on the Institute’s website.*

## EXECUTIVE SUMMARY

across campuses. Amber Schools' classrooms evidence strong culture characterized by consistently orderly routines and positive interactions between students and staff members that create classroom environments that support student learning.

### FINDINGS & INFORMATION

#### ***Is the education corporation an academic success?***

Amber Schools is an academic success. Amber East Harlem, Amber Kingsbridge, and Amber Inwood met or came close to meeting their key academic Accountability Plan goals in the majority of years, demonstrating strong comparative performance relative to their local districts. Amber Kingsbridge also achieved a 100% pass rate on the Algebra Regents exam in 2024-25, a significant milestone for a middle school program serving a large economically disadvantaged population.

Over the charter term, the schools strengthened coherence and consistency across academic systems. The education corporation aligned curricula and pacing across campuses to establish common instructional expectations and continuity for students. The schools increased instructional minutes and strengthened early literacy instruction through the implementation of Magnetic Reading Foundations, providing targeted foundational phonics and fluency support. The education corporation also secured grant funding to provide additional academic supports for students in need of intervention. To reinforce instructional effectiveness, Amber Schools standardized computer-based assessment practices across campuses, further supporting instructional continuity, data driven decision making, and readiness for state assessments. External literacy and mathematics consultants provided program review, feedback, and capacity building support for instructional staff. Together, these strategies reflect a system level approach to improving academic outcomes. The schools demonstrate success in the following ways:

- In 2024-25, Amber Schools posted an aggregate ELA proficiency rate for its tested students enrolled in at least their second year of 61%. This represents an 11 percentage point increase from 2021-22. The education corporation also posted an aggregate effect size above the target of 0.3 each year which indicates higher than expected performance compared to demographically similar schools.
- In 2024-25, Amber Schools posted an aggregate mathematics proficiency rate for its tested students enrolled in at least their second year of 58%. This represents a 26 percentage point increase from 2021-22. Notably, in 2024-25, Amber Kingsbridge posted a proficiency rate of 82% for its tested 3<sup>rd</sup> graders enrolled in at least their second year, exceeding the absolute target of 75% by seven percentage points.
- Amber Schools produced strong comparative achievement for its student with disabilities over the term. All three schools outperformed the local district results for students with disabilities in both ELA and mathematics in 2023-24 and 2024-25.

#### ***Is the education corporation an effective, viable organization?***

Amber Schools is an effective, viable organization. The education corporation operates under the oversight of its board of trustees and co-chief executive officers, with clear roles and accountability structures that support the delivery of the educational program. The board provides effective fiscal oversight and implements procedures that support long term sustainability, enabling the organization to manage enrollment fluctuations while maintaining programmatic stability.

## EXECUTIVE SUMMARY

The education corporation has taken deliberate steps to strengthen alignment across the schools' academic and operational systems. Strategic partnerships strengthen organizational capacity. Over the term, the schools leveraged grant funding to support tutoring initiatives and engaged external consultants to build instructional capacity. The Amber Education Fund, a nonprofit "friends of" organization, supports fundraising, facilities planning, and long range organizational sustainability. The education corporation possesses the leadership, systems, and resources necessary to operate effectively and support its schools in the next charter term.

### ***Is the education corporation fiscally sound<sup>3</sup>?***

Amber Schools is fiscally adequate based on the Institute's review of the renewal documentation. The education corporation established strong methods of budget creation that consider all departments of the education corporation. The finance team meets with the board monthly to present an enrollment report and discuss financial results. Amber Schools has not maintained 80% of its chartered enrollment throughout the current charter term. However, the 2024-25 annual financial audit did not present any significant deficiencies or material weaknesses. Amber Schools maintains a separate bank account with the established amounts for dissolution as required by the charter agreement.

Over the charter term, Amber Schools produced operating deficits across four years, an overall decrease in net assets, and a downward trend in its fiscal responsibility score. However, with net assets of \$8.3 million and 4.7 months of cash on hand, the education corporation is currently fiscally adequate. Despite the education corporation sustaining operating deficits, Amber Schools has maintained consistent outside fundraising and continually assessed its staffing to maintain programming while being responsive to its fiscal health. However, the Institute recognizes that Amber Schools must manage its financial performance to ensure the schools can continue to effectively deliver on their mission, and will continue to closely monitor the education corporation's financial outlook.

### ***If the SUNY Trustees renew each charter, are the education corporation's plans for each charter reasonable, feasible, and achievable?***

Amber Schools' plans for the next charter term are reasonable, feasible, and achievable. The education corporation intends to build on the academic and organizational systems established during the current term to continue improving outcomes and sustainability. Amber Schools' plans include maintaining aligned curricula, standardized assessment practices, and targeted academic interventions, particularly in early literacy and tutoring.

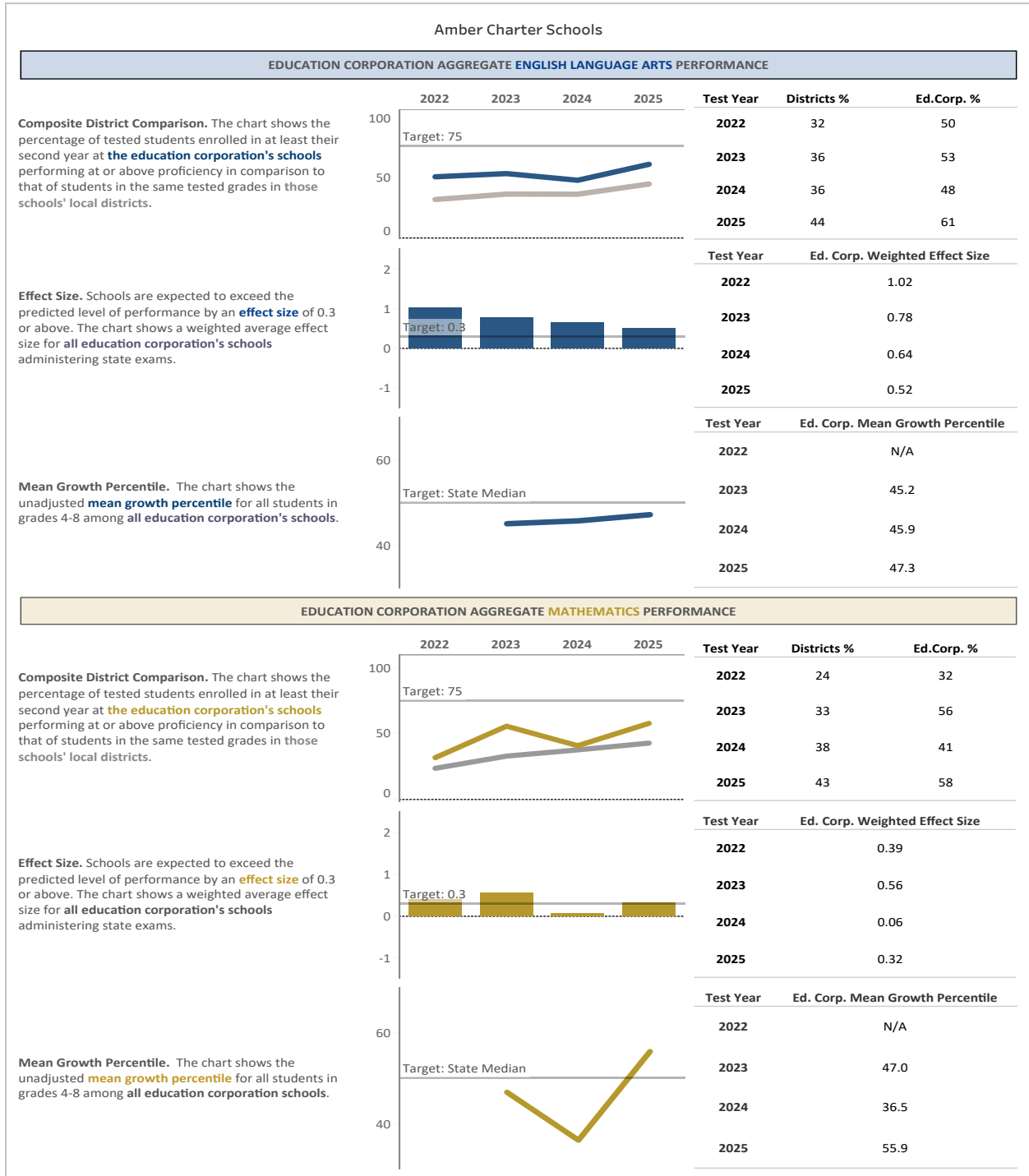
The board and the co-chief executive officers demonstrate a forward thinking approach to financial planning. Existing fiscal oversight practices, combined with long range planning and continued partnership with the Amber Education Fund, position the education corporation to manage future enrollment variability and facilities needs. The future budget provided in the renewal documentation contains reasonable revenue and expense projections for the proposed charter term. The education corporation owns one facility and leases the other two sites and plans to continue operating in the same locations during the proposed charter term.

3. The U.S. Department of Education has established fiscal criteria for certain ratios or information with high – medium – low categories, represented in the table as blue – gray – orange. The categories generally correspond to levels of fiscal risk, but must be viewed in the context of each education corporation and the general type or category of school.



# EDUCATION CORPORATION OVERVIEW

## AMBER CHARTER SCHOOLS: AGGREGATE ELA AND MATHEMATICS PERFORMANCE FOR ALL SCHOOLS



The composite district comparison is a weighted proficiency rate including all comparison grades from CSDs in which a school in the education corporation is located. The data reflect results for all schools in the education corporation that have produced New York State exam results.



# EDUCATION CORPORATION OVERVIEW

## AMBER CHARTER SCHOOLS: AGGREGATE SCIENCE PERFORMANCE FOR ALL SCHOOLS

Amber Charter Schools

**EDUCATION CORPORATION AGGREGATE SCIENCE PERFORMANCE**

	2022	2023	2024	2025	Test Year	Districts %	Ed.Corp. %
	87	N/A	26	40	2022	67	87
					2023	N/A	N/A
					2024	23	26
					2025	32	40

**Composite District Comparison.** The chart shows the percentage of tested students enrolled in at least their second year at the education corporation performing at or above proficiency in comparison to that of students in the same tested grades in those schools' local districts.

**AGGREGATE PERFORMANCE OF STUDENTS WITH DISABILITIES AND ELLS FOR EDUCATION CORPORATION\***

	2022		2023		2024		2025	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
<b>Tested on State Exam (N)</b>	85	84	103	104	121	121	134	133
<b>Ed. Corp. % Proficient on Exam</b>	32.9	20.2	31.1	44.2	27.3	33.1	35.8	42.9
<b>Composite District % Proficient</b>	12.0	10.2	13.8	15.2	15.3	19.6	21.5	22.5

	2022	2023	2024	2025
<b>Tested on NYSESLAT Exam (N)</b>	116	126	134	126
<b>Ed. Corp. % Making Progress on NYSESLAT</b>	16.4	49.2	29.1	38.9

\*Academic outcome data describing the performance of students with disabilities and English language learners ("ELLs") are not tied to separate goals in the charter school's formal Accountability Plan. The New York State English as a Second Language Achievement Test ("NYSESLAT") is a standardized New York State assessment given annually to students classified as ELLs. Student scores are categorized into five proficiency levels: Entering, Emerging, Transitioning, Expanding, and Commanding (the highest proficiency level). For elementary and middle school students, "Making Progress" is defined as: testing at the Commanding level, or moving up at least one proficiency level from the prior year, or testing at the Expanding level and testing proficient on the NYS ELA exam in that same year. For high school students, "Making Progress" is defined as: testing at the Commanding level, or moving up at least one proficiency level from the prior year.



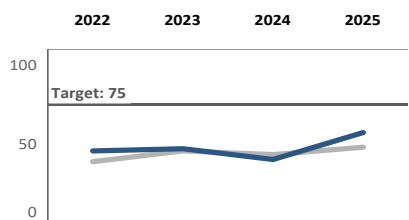
# ACADEMIC PERFORMANCE

## AMBER CHARTER SCHOOL EAST HARLEM

Manhattan CSD 4

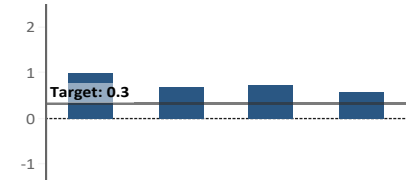
### ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL

**District Comparison.** The percentage of tested students enrolled in at least their second year at **the school** performing at or above proficiency in ELA compared to the district.



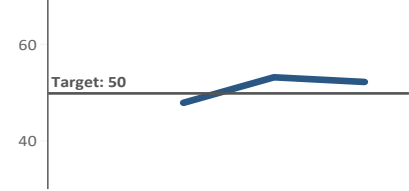
Test Year	Comp Grades	District %	School %
2022	3-5	39	46
2023	3-5	46	47
2024	3-5	44	41
2025	3-6	48	58

**Effect Size.** The chart shows school's **effect size** compared to its predicted level of performance in ELA according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.



Test Year	Test Grades	ED %	Effect Size
2022	3-5	89.7	0.98
2023	3-5	88.6	0.70
2024	3-5	98.9	0.72
2025	3-6	93.6	0.58

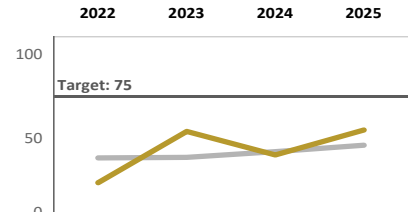
**Comparative Growth Measure: Mean Growth Percentile.** The school's **unadjusted mean growth percentile** for all students in grades 4-8 will be above target of 50 in ELA.



Test Year	School Mean Growth
2022	N/A
2023	48.0
2024	53.4
2025	52.4

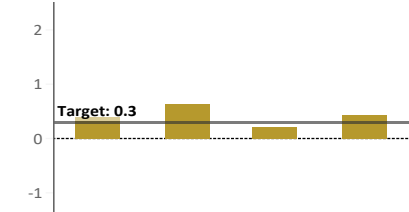
### MATHEMATICS ACCOUNTABILITY PLAN GOAL

**District Comparison.** The percentage of tested students enrolled in at least their second year at **the school** performing at or above proficiency in mathematics compared to the district.



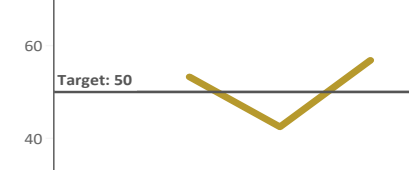
Test Year	Comp Grades	District %	School %
2022	3-5	39	24
2023	3-5	39	54
2024	3-5	42	40
2025	3-6	46	55

**Effect Size.** The chart shows school's **effect size** compared to its predicted level of performance in mathematics according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.



Test Year	Test Grades	ED %	Effect Size
2022	3-5	89.7	0.40
2023	3-5	88.6	0.65
2024	3-5	98.9	0.22
2025	3-6	93.6	0.43

**Comparative Growth Measure: Mean Growth Percentile.** The school's **unadjusted mean growth percentile** for all students in grades 4-8 will be above target of 50 in mathematics.



Test Year	School Mean Growth
2022	N/A
2023	53.4
2024	42.6
2025	57.0

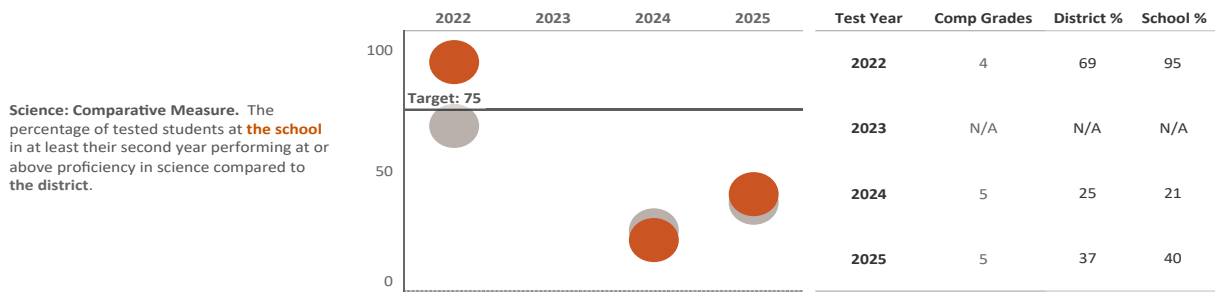


# ACADEMIC PERFORMANCE

## AMBER CHARTER SCHOOL EAST HARLEM

Manhattan CSD 4

### SCIENCE ACCOUNTABILITY PLAN GOAL



### TESTED PERCENTAGES

	2022		2023		2024		2025	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
School Tested Number (N)	198	198	186	183	175	176	177	179
School Tested %	99.0	99.0	97.9	96.8	97.2	97.8	95.7	96.8
District Tested %	80.3	80.4	75.9	83.7	70.9	81.4	77.8	81.5

### PERFORMANCE OF STUDENTS WITH DISABILITIES AND ENGLISH LANGUAGE LEARNERS\*

	2022		2023		2024		2025	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
Students with Disabilities Tested on State Exam (N)	33	33	33	33	49	49	48	48
School % Proficient on Exam	39.4	21.2	33.3	39.4	18.4	32.7	39.6	43.8
District % Proficient	14.6	13.8	19.8	20.9	17.7	23.5	22.3	22.9

	2022	2023	2024	2025
Tested on NYSESLAT Exam (N)	34	35	41	32
School % Making Progress	23.5	54.3	22.0	40.6

\*Academic outcome data describing the performance of students with disabilities and English language learners ("ELLs") are not tied to separate goals in the charter school's formal Accountability Plan. The New York State English as a Second Language Achievement Test ("NYSESLAT") is a standardized New York State assessment given annually to students classified as ELLs. Student scores are categorized into five proficiency levels: Entering, Emerging, Transitioning, Expanding, and Commanding (the highest proficiency level). For elementary and middle school students, "Making Progress" is defined as: testing at the Commanding level, or moving up at least one proficiency level from the prior year, or testing at the Expanding level and testing proficient on the NYS ELA exam in that same year. For high school students, "Making Progress" is defined as: testing at the Commanding level, or moving up at least one proficiency level from the prior year. To comply with the Family Educational Rights and Privacy Act ("FERPA") regulations on reporting education outcome data, the Institute does not report assessment results for groups containing five or fewer students, and indicates such instances with an "s".



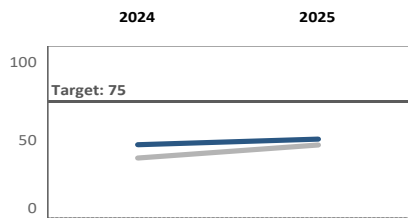
# ACADEMIC PERFORMANCE

## AMBER CHARTER SCHOOL INWOOD

Manhattan CSD 6

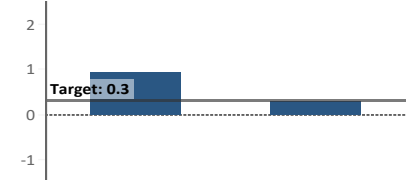
### ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL

**District Comparison.** The percentage of tested students enrolled in at least their second year at **the school** performing at or above proficiency in ELA compared to the district.



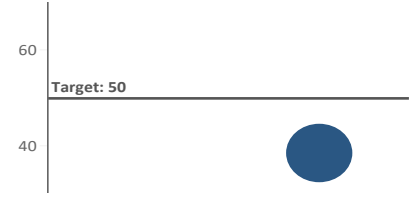
Test Year	Comp Grades	District %	School %
2024	3	39	47
2025	3-4	47	51

**Effect Size.** The chart shows school's **effect size** compared to its predicted level of performance in ELA according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.



Test Year	Test Grades	ED %	Effect Size
2024	3	91.7	0.93
2025	3-4	88.2	0.29

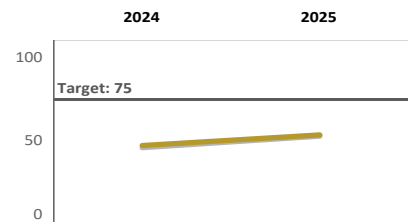
**Comparative Growth Measure: Mean Growth Percentile.** The school's **unadjusted mean growth percentile** for all students in grades 4-8 will be above target of 50 in ELA.



Test Year	School Mean Growth
2024	N/A
2025	38.5

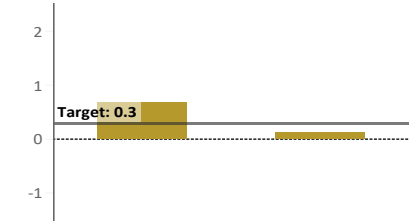
### MATHEMATICS ACCOUNTABILITY PLAN GOAL

**District Comparison.** The percentage of tested students enrolled in at least their second year at **the school** performing at or above proficiency in mathematics compared to the district.



Test Year	Comp Grades	District %	School %
2024	3	46	47
2025	3-4	53	54

**Effect Size.** The chart shows school's **effect size** in mathematics according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.



Test Year	Test Grades	ED %	Effect Size
2024	3	91.7	0.67
2025	3-4	88.2	0.13

**Comparative Growth Measure: Mean Growth Percentile.** The school's **unadjusted mean growth percentile** for all students in grades 4-8 will be above target of 50 in mathematics.



Test Year	School Mean Growth
2024	N/A
2025	33.4



# ACADEMIC PERFORMANCE

## AMBER CHARTER SCHOOL INWOOD

Manhattan CSD 6

### SCIENCE ACCOUNTABILITY PLAN GOAL

Science: Comparative Measure. The percentage of tested students at the school in at least their second year performing at or above proficiency in science compared to the district.

N/A

### TESTED PERCENTAGES

	2024		2025	
	ELA	Math	ELA	Math
School Tested Number (N)	33	33	73	74
School Tested %	97.1	97.1	90.1	91.4
District Tested %	79.7	87.6	82.4	87.0

### PERFORMANCE OF STUDENTS WITH DISABILITIES AND ENGLISH LANGUAGE LEARNERS\*

	2024		2025	
	ELA	Math	ELA	Math
Students with Disabilities Tested on State Exam (N)	4	4	11	12
School % Proficient on Exam	s	s	36.4	41.7
District % Proficient	23.4	32.1	27.8	32.9

	2022	2023	2024	2025
	Tested on NYSESLAT Exam (N)	11	20	28
School % Making Progress	18.2	20.0	28.6	21.4

\*Academic outcome data describing the performance of students with disabilities and English language learners ("ELLs") are not tied to separate goals in the charter school's formal Accountability Plan. The New York State English as a Second Language Achievement Test ("NYSESLAT") is a standardized New York State assessment given annually to students classified as ELLs. Student scores are categorized into five proficiency levels: Entering, Emerging, Transitioning, Expanding, and Commanding (the highest proficiency level). For elementary and middle school students, "Making Progress" is defined as: testing at the Commanding level, or moving up at least one proficiency level from the prior year, or testing at the Expanding level and testing proficient on the NYS ELA exam in that same year. For high school students, "Making Progress" is defined as: testing at the Commanding level, or moving up at least one proficiency level from the prior year. To comply with the Family Educational Rights and Privacy Act ("FERPA") regulations on reporting education outcome data, the Institute does not report assessment results for groups containing five or fewer students, and indicates such instances with an "s".



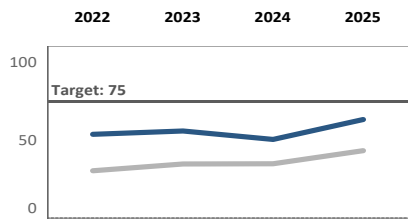
# ACADEMIC PERFORMANCE

## AMBER CHARTER SCHOOL KINGSBRIDGE

Bronx CSD 10

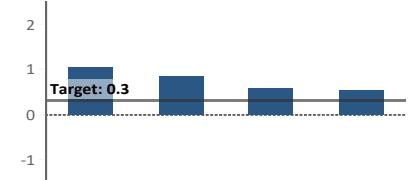
### ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL

**District Comparison.** The percentage of tested students enrolled in at least their second year at **the school** performing at or above proficiency in ELA compared to the district.



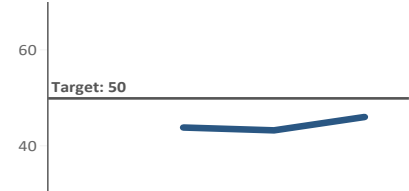
Test Year	Comp Grades	District %	School %
2022	3-6	31	54
2023	3-7	35	56
2024	3-8	35	51
2025	3-8	44	63

**Effect Size.** The chart shows school's **effect size** compared to its predicted level of performance in ELA according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.



Test Year	Test Grades	ED %	Effect Size
2022	3-6	83.2	1.04
2023	3-7	81.0	0.82
2024	3-8	88.5	0.58
2025	3-8	83.7	0.54

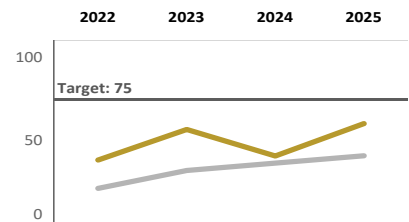
**Comparative Growth Measure: Mean Growth Percentile.** The school's **unadjusted mean growth percentile** for all students in grades 4-8 will be above target of 50 in ELA.



Test Year	School Mean Growth
2022	N/A
2023	43.9
2024	43.3
2025	46.1

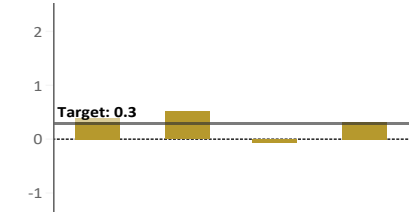
### MATHEMATICS ACCOUNTABILITY PLAN GOAL

**District Comparison.** The percentage of tested students enrolled in at least their second year at **the school** performing at or above proficiency in mathematics compared to the district.



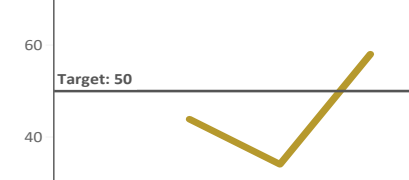
Test Year	Comp Grades	District %	School %
2022	3-6	22	39
2023	3-7	32	57
2024	3-8	37	41
2025	3-8	41	60

**Effect Size.** The chart shows school's **effect size** compared to its predicted level of performance in mathematics according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.



Test Year	Test Grades	ED %	Effect Size
2022	3-6	83.2	0.39
2023	3-7	80.9	0.52
2024	3-8	87.9	-0.06
2025	3-8	83.9	0.31

**Comparative Growth Measure: Mean Growth Percentile.** The school's **unadjusted mean growth percentile** for all students in grades 4-8 will be above target of 50 in mathematics.

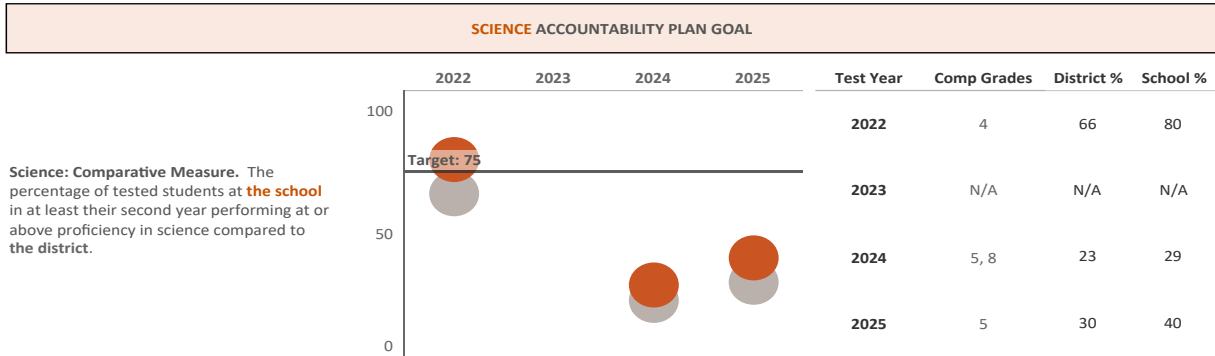


Test Year	School Mean Growth
2022	N/A
2023	44.0
2024	34.2
2025	58.2

# ACADEMIC PERFORMANCE

## AMBER CHARTER SCHOOL KINGSBRIDGE

Bronx CSD 10



**TESTED PERCENTAGES**

	2022		2023		2024		2025	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
School Tested Number (N)	278	275	348	345	398	400	400	404
School Tested %	96.5	95.8	96.1	95.3	94.8	95.2	94.3	95.3
District Tested %	88.3	89.7	87.9	91.2	87.3	91.3	86.2	89.2

**PERFORMANCE OF STUDENTS WITH DISABILITIES AND ENGLISH LANGUAGE LEARNERS\***

	2022		2023		2024		2025	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
Students with Disabilities Tested on State Exam (N)	52	51	70	71	68	68	75	73
School % Proficient on Exam	28.8	19.6	30.0	46.5	32.4	30.9	33.3	42.5
District % Proficient	11.5	9.6	12.9	14.4	14.6	18.3	20.5	21.0

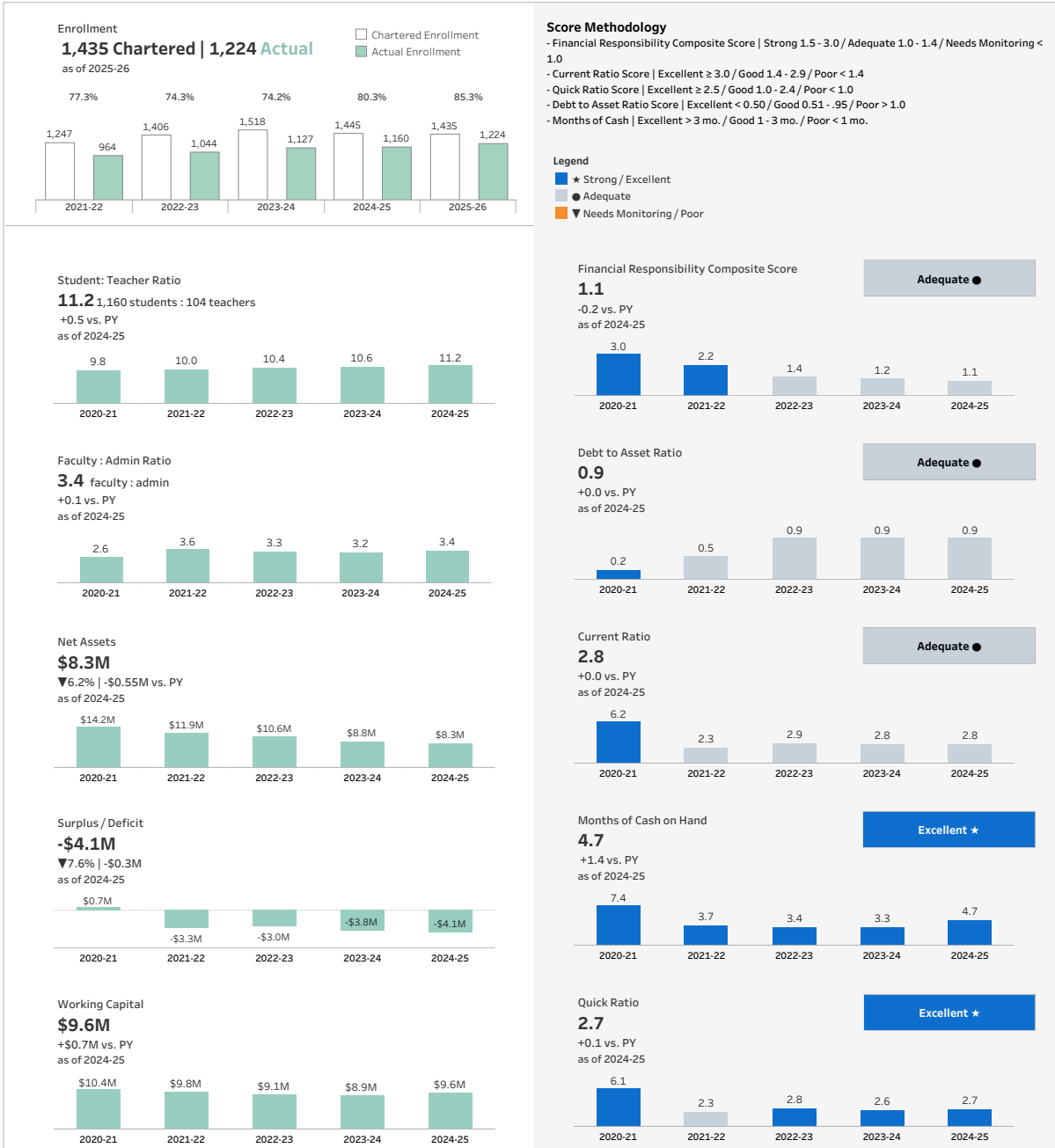
  

	2022	2023	2024	2025
Tested on NYSESLAT Exam (N)	71	71	65	66
School % Making Progress	12.7	54.9	33.8	45.5

\*Academic outcome data describing the performance of students with disabilities and English language learners ("ELLs") are not tied to separate goals in the charter school's formal Accountability Plan. The New York State English as a Second Language Achievement Test ("NYSESLAT") is a standardized New York State assessment given annually to students classified as ELLs. Student scores are categorized into five proficiency levels: Entering, Emerging, Transitioning, Expanding, and Commanding (the highest proficiency level). For elementary and middle school students, "Making Progress" is defined as: testing at the Commanding level, or moving up at least one proficiency level from the prior year, or testing at the Expanding level and testing proficient on the NYS ELA exam in that same year. For high school students, "Making Progress" is defined as: testing at the Commanding level, or moving up at least one proficiency level from the prior year. To comply with the Family Educational Rights and Privacy Act ("FERPA") regulations on reporting education outcome data, the Institute does not report assessment results for groups containing five or fewer students, and indicates such instances with an "s".

# FISCAL DASHBOARD

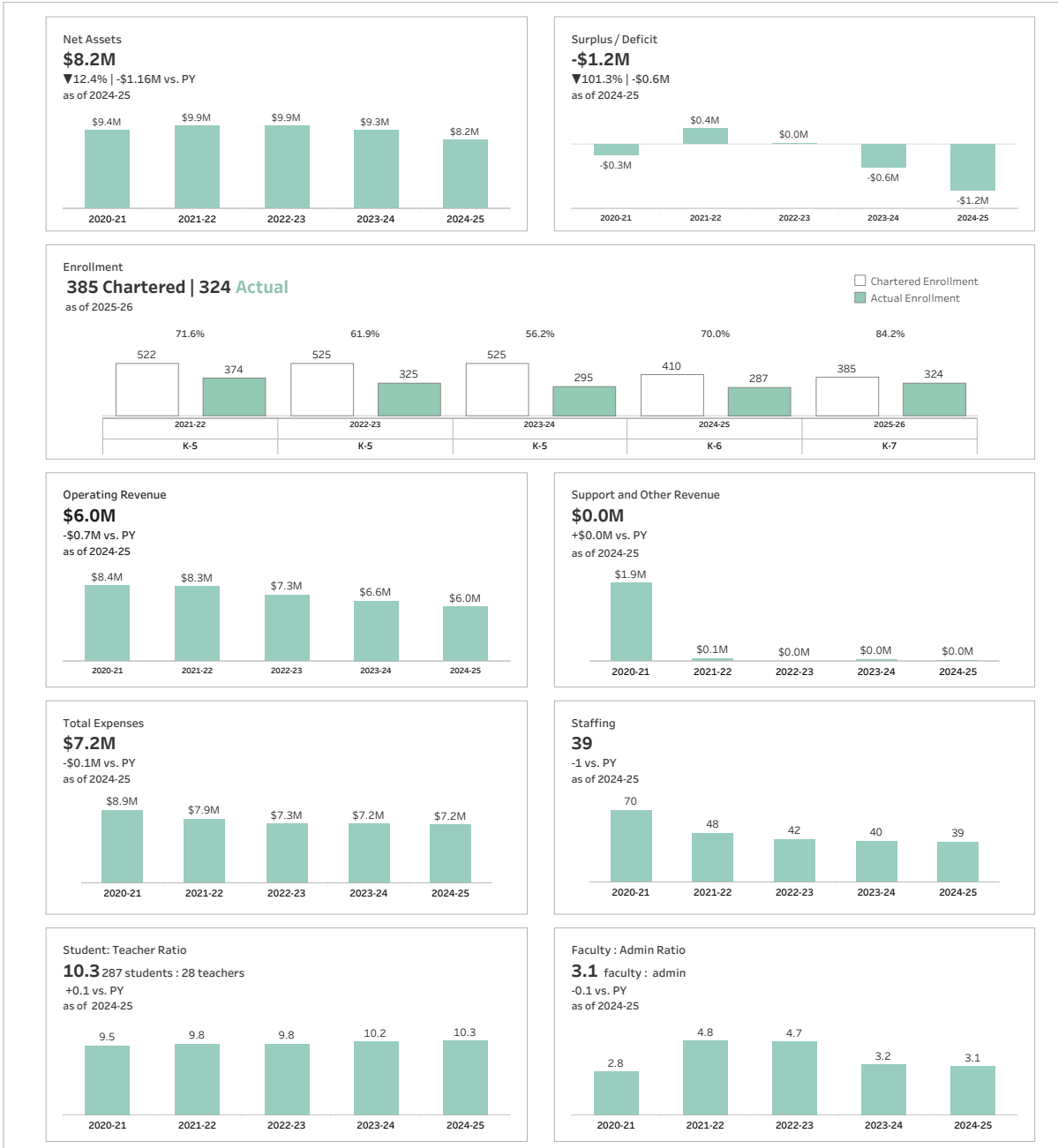
## AMBER CHARTER SCHOOLS



Schools report actual enrollment on a quarterly basis to the Institute, and the actual enrollment for 2025-26 reflects the most recently submitted quarterly submission.

# FISCAL DASHBOARD

## AMBER CHARTER SCHOOL EAST HARLEM



Schools report actual enrollment on a quarterly basis to the Institute, and the actual enrollment for 2025-26 reflects the most recently submitted quarterly submission.

# FISCAL DASHBOARD

## AMBER CHARTER SCHOOL INWOOD



Schools report actual enrollment on a quarterly basis to the Institute, and the actual enrollment for 2025-26 reflects the most recently submitted quarterly submission.

# FISCAL DASHBOARD

## AMBER CHARTER SCHOOL KINGSBRIDGE



Schools report actual enrollment on a quarterly basis to the Institute, and the actual enrollment for 2025-26 reflects the most recently submitted quarterly submission.

## COMPLIANCE REPORTING



### HAS EACH CHARTER DUE FOR RENEWAL SUBSTANTIALLY COMPLIED WITH APPLICABLE LAWS, RULES AND REGULATIONS, AND PROVISIONS OF ITS CHARTER?

*The education corporation substantially complied with applicable laws, rules and regulations, and provisions of its charter. During the current charter term the education corporation demonstrates a clear record of compliance with the terms of its charter including the timely submission of required reporting to the Institute.*

#### AMBER SCHOOLS

##### **504 Policy**

The education corporation's 504 Policy requires revision to ensure it is appropriate for the context of a charter school's responsibilities and must more fully address a family's right to review records and due process. The Institute is working with the education corporation to amend its policy.

##### **Annual Reports**

The education corporation submitted its annual reports to the Institute and the New York State Education Department ("NYSED") on time but has not posted all elements of the most recent reports directly on its website on the date of submission as required by the Act. All elements include the August 1<sup>st</sup> submission, the Accountability Plan Progress Report ("APPR"), and the independent financial audit. The Institute will ensure compliance prior to the start of the next charter term.

##### **Open Meetings Law**

The education corporation does not post the notice, materials, and minutes for its board meeting within the timeframes as required under the Open Meetings Law. The Institute will work with the education corporation to ensure compliance prior to the start of the next charter term.

##### **Personnel Policies**

While the education corporation conducts appropriate background checks for all employees, the education corporation's personnel policies require amendment to clearly indicate all criminal history reports are conducted through the appropriate process and each report is reviewed by two or more employees designated by the education corporation board in accordance with the charter agreement. The Institute will ensure compliance prior to the start of the next charter term.

##### **SAVE Plan**

The education corporation's district-wide SAVE plan requires revision as to the provision of remote instruction. The Institute will ensure compliance prior to the start of the next charter term.

## COMPLIANCE REPORTING

### ***Teacher Certification***

The Act allows charters to hire up to 15 uncertified lead teachers contingent upon those teachers meeting certain requirements including: two years of Teach for America experience; three years of teaching experience; status as a higher education professor; exceptional experience in a subject; or, teaching science, technology, engineering, and mathematics (“STEM”) or career and technical education courses.

Amber Schools provides individual guidance to teachers pursuing certification and provides flexible hours to allow teachers to complete the requirements. In addition, uncertified teachers work with a mentor teacher to provide individualized coaching and professional development. Amber Schools incentivizes teachers to pursue certification through the salary schedule and other opportunities. The education corporation partners with Manhattan College to provide special education teacher residents at the Amber Kingsbridge elementary campus and National University to offer a masters degree in social-emotional learning. The education corporation is currently establishing a partnership with Relay Graduate School of Education for more opportunities as to teacher certification and professional development.

At the time of the renewal review, Amber East Harlem employed 22 lead teachers. Of the 22 lead teachers, fifteen were uncertified which is within the allowable limit. Fourteen uncertified teachers met the appropriate qualifications under the Act.

At the time of the renewal review, Amber Inwood employed 11 lead teachers. Of the 11 lead teachers, four were uncertified which is within the allowable limit. The four uncertified teachers met the appropriate qualifications under the Act.

At the time of the renewal review, Amber Kingsbridge employed 42 lead teachers. Of the 42 lead teachers, 22 were uncertified which is seven over the allowable limit. Nineteen of the 22 uncertified teachers met the appropriate qualifications under the Act.

## COMMUNITY SATISFACTION & ENROLLMENT AND RETENTION

To report on parent satisfaction with the charter’s program, the Institute used satisfaction survey data, information gathered from parents representing a cross section of students, and data regarding persistence in enrollment.

### ***Parent Survey Data***

The Institute compiled data from the New York City Department of Education’s (the “NYCDOE’s”) annual family survey. The NYCDOE conducts an annual survey to gauge satisfaction with schools’ programs. The results for each charter under renewal consideration are as follows:

For Amber East Harlem, 55% of families responded to the survey with a 96% satisfaction rate.

For Amber Inwood, 39% of families responded to the survey with a 95% satisfaction rate.

For Amber Kingsbridge, 68% of families responded to the survey with a 95% satisfaction rate.

### ***Parent Focus Group***

The Institute asks all schools facing renewal to convene a representative set of parents for a focus group discussion. A representative set includes parents of students in attendance at the school for multiple years, students new to the school, students receiving general education services, students with disabilities, and ELLs.

Seven parents from Amber Schools participated in the family focus group. They spoke highly of the regular communication from the schools and characterized staff members as friendly, caring, and invested in fostering a sense of community. Parents also noted that they observed consistent improvements in the schools over the charter term, including academics and programming both in and outside of the classroom. Some parents expressed an interest in expanded extracurricular offerings, including additional music and arts opportunities. The schools host “Coffee with the Principal” events which provide parents the opportunity to hear directly from principals about internal exams, curriculum, and other topics, creating a feeling of inclusion in the school community. Overall, parents indicated that they feel informed about their children’s academic progress throughout the school year. Families specifically referenced the use of i-Ready internal assessments, stating that assessment results, combined with regular communication from teachers, help them understand student performance and take action when additional support is needed.

### ***Public Comments***

In accordance with the Act, the Institute notified the district in which the schools are located regarding each Application for Charter Renewal. A summary of any district and public comments appears below.

## COMMUNITY SATISFACTION & ENROLLMENT AND RETENTION

The NYCDOE held its required hearing on the renewal application for Amber East Harlem, Amber Inwood, and Amber Kingsbridge on November 19, 2025. Leaders from Amber Schools spoke in strong support of the renewal, emphasizing the schools' long-standing commitment to high quality education, emotional support, and safe, nurturing learning environments. School principals highlighted rigorous academics, strong family partnerships, and deep community roots. Two teachers also spoke in support, describing how the schools help students foster problem solving skills, creativity, confidence, and community engagement while providing safe and supportive environments.

A representative from Kids in the Game, a partner organization that provides positive experiences and opportunities through sports and creative play, spoke in support of renewal, stating that Amber Schools is among the organization's strongest and most closely aligned partners. Five parents also spoke in support, praising the schools' academic rigor, dedicated teachers, and the significant academic, social, and emotional growth they have observed in their children.

Ten neighborhood residents spoke at the hearing. While expressing support for the schools' mission, they raised concerns about traffic congestion and safety during arrival and dismissal times, particularly at the site serving Amber Inwood and Amber Kingsbridge's middle school program. The speakers alleged that traffic at the school blocks crosswalks and curb cuts and prevents emergency vehicles from accessing the area. Although they acknowledged that the school and the New York City Department of Transportation ("DOT") have implemented interventions, they requested a one year renewal to allegedly compel additional communication and resolution of traffic concerns. One speaker read in a petition, allegedly signed by 442 individuals, requesting that DOT and other city agencies further study and remedy the traffic issues at the site. The speakers also raised concerns that Amber Inwood serves students who do not reside in CSD 6, which they alleged contradicts the charter, and questioned whether the school has adequate staffing to serve students with disabilities given the proposed enrollment increase.

In a written comment following the hearing, school leadership responded that staff members actively supervise and manage arrival and dismissal daily, collaborate with families to maintain safe traffic flow, and continuously adjust practices in response to community feedback. The school sends regular reminders to families regarding traffic expectations and guides families to alternative drop off and pick up locations. Leadership reported no record of any physical injuries due to motor vehicle incidents during arrival or dismissal. The school clarified that it proudly serves students from across the entire city, as there is no restriction against enrolling students from other CSDs. The school also emphasized its openness to collaboration, ongoing communications with elected officials, and participation in DOT site visits to review and strengthen traffic management practices.

## COMMUNITY SATISFACTION & ENROLLMENT AND RETENTION

The Institute received 30 emails from nearby residents opposing a full-term renewal due to traffic safety and noise concerns. While most acknowledged support for the schools' educational mission and community role, they alleged safety concerns during arrival and dismissal and noise from honking, arguments, and aggressive behavior related to traffic congestion.

Two teachers, one parent, and one partner organization submitted written comments in support of the renewal. These commenters emphasized the schools' safe and supportive environments and raised concerns that some community frustration has been directed toward students.

### **Enrollment and Retention**

Amber Schools makes good faith efforts to meet enrollment and retention targets.

Amber Kingsbridge came close to meeting its enrollment targets for economically disadvantaged students and students with disabilities.

Amber East Harlem exceeded its enrollment target for economically disadvantaged students.

Amber Inwood exceeded its enrollment target for economically disadvantaged students.

While each school did not meet the retention targets for the subpopulations, the schools' subpopulation retention rates were approximately commensurate with the overall student persistence rate.

### **Persistence in Enrollment**

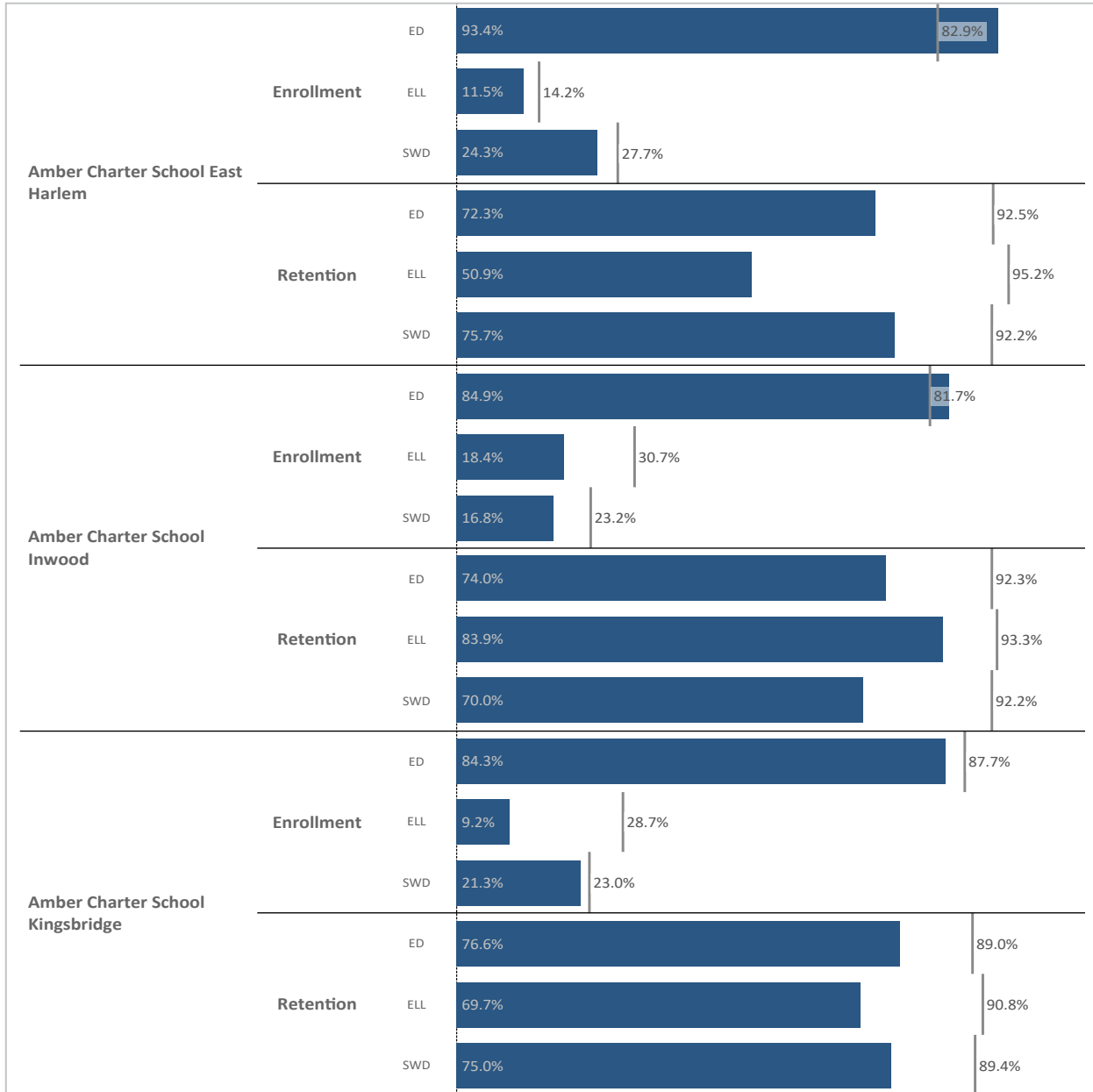
An additional indicator of parent satisfaction is persistence in enrollment. In 2024-25, 76% of Amber Schools students returned from the previous year. Student persistence data from previous years of the charter term is available in student demographics section of the report.

*The Institute derived the statistical information on persistence in enrollment from its database. No comparative data from the NYCDOE or the NYSED is available to the Institute to provide either district or statewide context.*



# COMMUNITY SATISFACTION & ENROLLMENT AND RETENTION

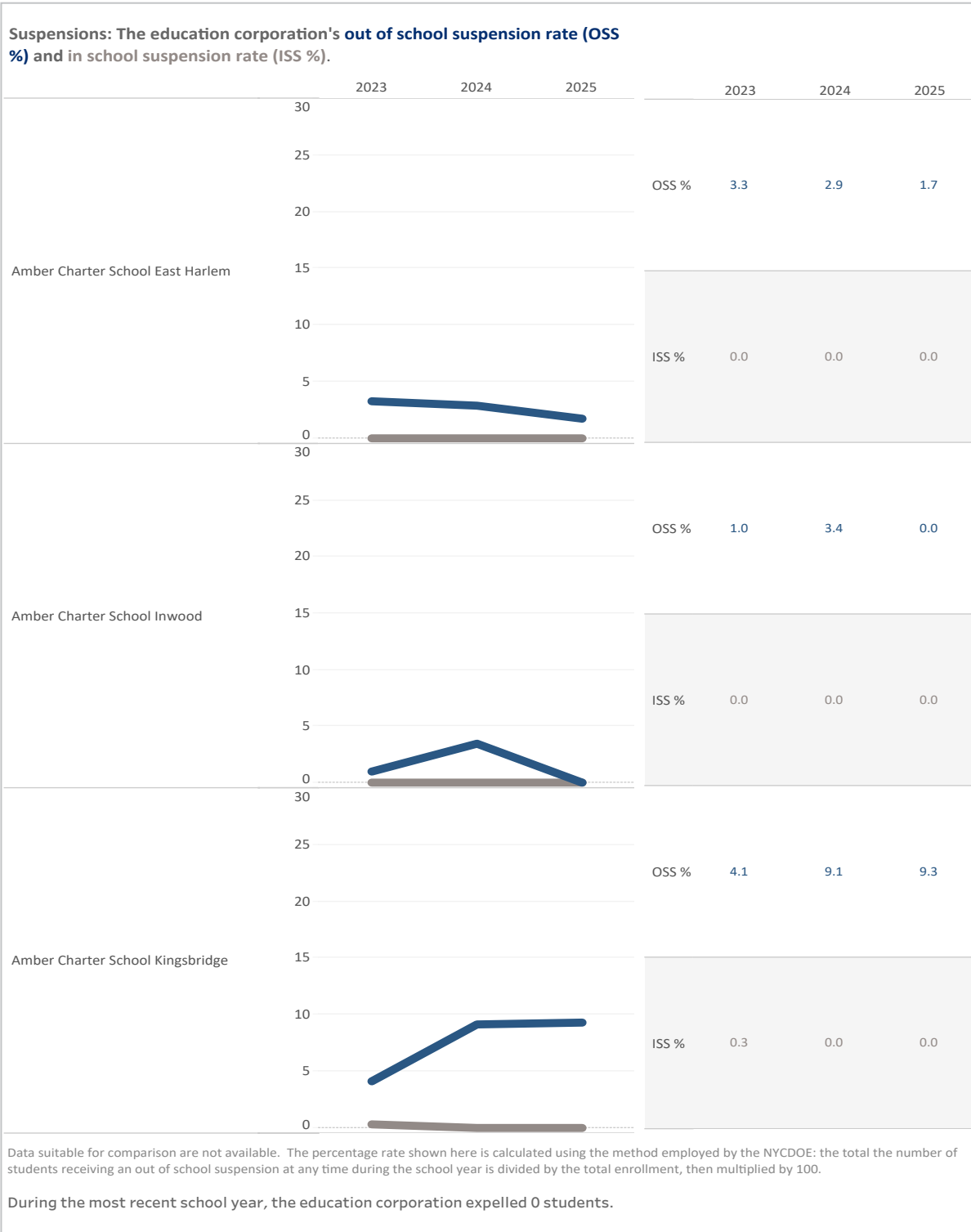
## ENROLLMENT AND RETENTION TARGETS



The chart illustrates the **current enrollment and retention percentages** against the **enrollment and retention targets** for each operating school in the education corporation. As required by Education Law § 2851(4)(e), a school must include in its renewal application information regarding the efforts it has, and will, put in place to meet or exceed SUNY's enrollment and retention targets for students with disabilities, ELLs, and FRPL students. This analysis is based on the most recent enrollment and retention data supplied to the Institute by the education corporation.



# COMMUNITY SATISFACTION & ENROLLMENT AND RETENTION



Amber Charter Schools

# Ax

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**AMBER CHARTER SCHOOL EAST HARLEM – SCHOOL CHARACTERISTICS**

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT <sup>1</sup>	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	GRADES SERVED
2021-22	522	374	72%	K-5
2022-23	525	325	62%	K-5
2023-24	525	295	56%	K-5
2024-25	410	287	70%	K-6
2025-26	385	324	84%	K-7

**AMBER CHARTER SCHOOL INWOOD – SCHOOL CHARACTERISTICS**

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	GRADES SERVED
2021-22	60	51	85%	K-1
2022-23	125	98	78%	K-2
2023-24	145	137	94%	K-3
2024-25	175	171	98%	K-4
2025-26	175	172	98%	K-4

**AMBER CHARTER SCHOOL KINGSBRIDGE – SCHOOL CHARACTERISTICS**

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	GRADES SERVED
2021-22	665	539	81%	K-6
2022-23	756	621	82%	K-7
2023-24	848	695	82%	K-8
2024-25	860	702	82%	K-8
2025-26	875	728	83%	K-8

1. Source: Institute’s Official Enrollment Binder. (Figures may differ slightly from New York State Report Cards, depending on date of data collection.)



**CHARTER VISIT HISTORY**

SCHOOL YEAR	VISIT TYPE	DATE
2000-01	First Year Visit – Amber East Harlem	June 6, 2001
2001-02	Evaluation Visit – Amber East Harlem	May 16, 2002
2002-03	Evaluation Visit – Amber East Harlem	March 18 – 19, 2003
2004-05	Initial Renewal – Amber East Harlem	November 3 – 5, 2004
2006-07	Evaluation Visit – Amber East Harlem	April 25, 2007
2007-08	Evaluation Visit – Amber East Harlem	April 3, 2008
2009-10	Subsequent Renewal – Amber East Harlem	October 1, 2009
2011-12	Evaluation Visit – Amber East Harlem	November 3, 2011
2013-14	Subsequent Renewal – Amber East Harlem	March 17, 2014
2016-17	First Year Visit – Amber Kingsbridge	May 31, 2017
2018-19	Subsequent Renewal – Amber East Harlem	June 5 – 6, 2019
2020-23	Initial Renewal – Amber Kingsbridge	September 29 – October 2, 2020
2021-22	First Year Visit – Amber Inwood	March 31, 2022
2024-25	Subsequent Renewal Review – Amber East Harlem	January 21, 2025
2025-26	Subsequent Renewal: Amber East Harlem Amber Kingsbridge  Initial Renewal: Amber Inwood	November 18-20, 2025

**CONDUCT OF THE RENEWAL REVIEW**

DATE(S) OF REVIEW	EVALUATION TEAM MEMBERS	TITLE
November 18–20, 2025	Dr. Kathleen Haywood	School Evaluator
	Desree Cabrall-Njenga	School Evaluator
	Christina Froeb	External Consultant

## BENCHMARK SUMMARY

### ACADEMIC ACHIEVEMENT

Amber Charter School East Harlem (“Amber East Harlem”), Amber Charter School Inwood (“Amber Inwood”), and Amber Charter School Kingsbridge (“Amber Kingsbridge”) met their English language arts (“ELA”) goal over the term. During the majority of the term, each school outperformed the district of comparison and posted effect sizes above the target of 0.3, indicating performance higher than expected to a meaningful degree when compared to demographically similar schools statewide. In 2024-25, the education corporation posted an aggregate ELA proficiency rate for tested students enrolled in at least their second year of 61%, an increase of 11 percentage points from the beginning of the charter term.

All three schools came close to meeting their mathematics goal over the term. In 2024-25, the education corporation posted an aggregate mathematics proficiency rate for tested students enrolled in at least their second year of 58%, an increase of 26 percentage points from the beginning of the charter term. In 2024-25, the schools also posted an aggregate mean growth score surpassing the target of 50. The schools posted an aggregate effect size above the target of 0.3 in the majority of the years of the charter term, indicating higher than expected performance to a meaningful degree when compared to demographically similar schools statewide.

Amber Inwood first enrolled students in state testing grades during 2023-24 and therefore produced only two years of data suitable for evaluating its Accountability Plan goals during the term. During those years, the school produced a promising record of comparative achievement. In both 2023-24 and 2024-25, the school’s tested students enrolled in at least their second year posted proficiency rates in ELA and mathematics that exceeded the district results. The school also posted effect sizes in both subjects indicating performance slightly higher than expected in comparison to demographically similar schools across the state.

### ASSESSMENT

Amber Schools regularly administers valid and reliable assessments aligned to its curriculum and state standards. The schools administer i-Ready assessments in ELA and mathematics three times annually, Amber Schools interim and mock exams twice per year, and routine formative assessments embedded within curricular programs. Teachers also collaborate in grade level teams to develop aligned exit tickets and quizzes to monitor daily mastery of lesson objectives. Together, these assessments allow the school to monitor student achievement and growth throughout the year.

The education corporation has established effective systems to score, analyze, and share assessment data, with more consistent use among leaders than classroom teachers. During the 2024-25 school year, Amber Schools began implementing the LinkIt platform to build student and teacher familiarity with computer-based testing. Amber Schools uses the platform for mock testing and all major assessments in 3<sup>rd</sup> – 8<sup>th</sup> grades, while Kindergarten – 2<sup>nd</sup> grade teachers continue to use Illuminate and informal assessment tools aligned to early literacy and numeracy development. Data from i-Ready flows into LinkIt, enabling staff to tag standards to assessment items and analyze performance across measures. The director of data and systems uses Illuminate and PowerSchool to generate analyses to share during monthly student data meetings.

School leaders and the shared services team (“SST”) regularly use assessment results to inform instructional planning, professional development, and accountability. The managing director of academics and the director of data and systems analyze disaggregate data by subgroup and performance level using PowerSchool and LinkIt. Leaders review data with principals and, when appropriate, with the co-chief executive officer responsible for academics. Principals can view school level data and aggregate comparisons across schools by grade level.

In addition to opportunities for data analysis in team and department meetings, teachers analyze assessment data during five dedicated instructional planning professional development days scheduled throughout the year, particularly following i-Ready administrations and mock exams. During these sessions, grade level teams identify gaps in grade level standards mastery, plan response-to-data lessons, group students for small group instruction, and develop re-teaching plans. While these structures support data use, the school continues to work toward more consistent, routine analysis of assessment results by teachers outside of scheduled professional development.

The school uses assessment data to identify and monitor students requiring additional support. Amber Schools uses i-Ready and state test results to identify students for high dosage tutoring and monitors the progress of these students using i-Ready data. Teachers’ access to data is role specific, allowing them to view assessment results only for students assigned to them. Amber Schools regularly communicates student progress to families through multiple channels. Teachers provide formal updates through report cards and progress reports and share informal updates through phone calls, text messages, and the ParentSquare platform.

## CURRICULUM

Amber Schools has established a coherent, standards-aligned curriculum that generally supports teachers in instructional planning across subjects and grade levels. The education corporation implements a vertically aligned curriculum framework that reflects state standards. In ELA, Amber Schools use Into Reading in Kindergarten – 5<sup>th</sup> grade, supplemented by Magnetic Reading in Kindergarten – 2<sup>nd</sup> grade and at least one novel study in 2<sup>nd</sup> – 5<sup>th</sup> grade, and Into Literature with multiple novel studies in the middle school program. Teachers use Into Math as the core mathematics curriculum in Kindergarten – 8<sup>th</sup> grade. In science, the schools use Science Dimensions in Kindergarten – 4<sup>th</sup> grade, HMH Into Science in 5<sup>th</sup> grade, and Into Science in the middle school program. The social studies program includes a custom internally developed curriculum in Kindergarten – 4<sup>th</sup> grade and TCI History Alive! in 5<sup>th</sup> – 8<sup>th</sup> grade. This framework provides consistent content expectations across classrooms and schools.

Leaders support the curriculum framework with tools that bridge curriculum design and daily lesson planning. Leaders provide a clear scope and sequence that outlines pacing and instructional expectations, which ensures teacher clarity about what to teach and when to teach it. Teachers follow a shared lesson planning process that requires identifying lesson level outcomes, planning one to two checks for understanding, removing unnecessary scaffolds, and preparing ten to fifteen minutes of independent work. These tools promote consistency in planning practices across classrooms.

Leaders maintain a defined process to select, pilot, and evaluate curricular materials. For example, teachers in 3<sup>rd</sup> – 8<sup>th</sup> grade piloted expanded novel studies as part of the education corporation’s consideration of a future ELA adoption. Leaders further support curriculum implementation through lesson internalization structures

in which teachers engage with student facing tasks, identify essential content and skills within units, and plan instructional priorities. These systems demonstrate intentional curriculum review and refinement. Although the curriculum framework and planning supports are well established, they have not yet resulted in consistent, rigorous instructional execution across classrooms. Teachers generally implement the required curricular resources with fidelity. However, the curriculum's design and supports do not yet consistently translate into the depth of understanding and rigor intended by the standards.

### PEDAGOGY

High quality instruction is evident across some classrooms at Amber Schools. While pedagogy at Amber Schools reflects consistent implementation of lesson structures, effective use of classroom resources, and positive learning environments, the schools' instructional practices do not reliably extend beyond structural consistency to include purposeful checks for understanding and high levels of rigor. Teachers generally lead objective driven lessons aligned to the school's required curricular materials. Instruction is consistent across classrooms and reflects shared expectations for lesson structure and classroom environment. Classrooms display similar instructional setups, including print-rich environments, use of smartboards with required curriculum materials, timers to support pacing, and, in the lower grades, centers to facilitate small group or independent work. These shared structures help to establish consistent instructional delivery.

Teachers reliably use techniques to check for student understanding. However, the quality and instructional impact of these techniques vary. For instance, teachers' questioning often elicits brief or factual responses rather than prompting students to explain their thinking or demonstrate deep understanding. The Institute observed limited evidence that teachers use checks for understanding to adjust instruction in ways that increase rigor.

Teachers do not consistently use questioning strategies to challenge students with tasks that develop higher order thinking and problem solving skills. Students engage in higher order thinking more frequently during independent work when interacting directly with curricular materials, although the effectiveness of these opportunities varies by classroom. Teachers provide ample time for independent work, which is evident and consistent across classrooms. However, classroom observations reveal opportunities for teachers to more consistently promote higher order thinking.

Teachers manage classrooms effectively and devote instructional time primarily to learning activities with minimal distractions. Teachers establish and maintain effective routines and procedures that support smooth transitions, appropriate pacing, and sustained student engagement. Shared expectations and positive relationships between teachers and students are evident across the schools and contribute to orderly learning environments.

### INSTRUCTIONAL LEADERSHIP

Some elements of strong instructional leadership are present at Amber Schools, but the schools' systems do not yet consistently drive measurable improvements in classroom practice. Amber Schools maintains instructional leadership capacity through sufficient staffing, including principals and assistant principals, and established systems that support teacher development.

Instructional leaders provide sustained coaching and supervision to improve teachers' effectiveness. Leaders implement a coaching model that includes formal coaching cycles with feedback delivered through online coaching software, and have begun to implement real time coaching to support immediate instructional adjustments. The SST also provides professional development for leaders to support the rollout of annual instructional priorities aligned to specific months of the school year. These systems demonstrate intentional efforts to build instructional leadership capacity.

Instructional leaders implement a professional development program that is interrelated with classroom practice. Amber Schools' instructional expectations influence teacher practice in observable ways, particularly in promoting consistency across classrooms. Teachers implement required curricular resources with fidelity, demonstrate shared instructional practices, maintain common classroom and desk setups, and apply strong classroom management techniques. Leaders expect teachers to participate in unit internalization meetings and half day professional development sessions focused on data-driven instruction, and provide clear guidelines for lesson plan internalization. Despite this consistency, some classroom observations did not reflect the SST's current instructional priorities, and leaders do not demonstrate reliable translation of these priorities into daily instructional practice.

Although leaders regularly conduct teacher evaluations with clear criteria, leaders do not yet consistently align goal setting, instructional priorities, and evidence of student learning in ways that drive measurable improvement within the academic program. The SST maintains an evaluation system for teachers and leaders in which staff members set goals, revisit those goals mid year, and participate in end of year evaluations. These processes establish expectations and opportunities for reflection. However, Instructional leaders emphasize inputs, including structures, resources, and routines, and do not reliably evaluate how those inputs connect to improvements in student work or achievement data. Leaders and teachers can describe how the SST supports instructional practice, but they do not consistently articulate how coaching, professional development, and planning structures connect to student outcomes or to accountability systems that ensure improvement in student performance.

#### AT-RISK

Amber Schools meets the educational needs of at-risk students through clear identification procedures, targeted interventions, and ongoing progress monitoring. The schools use compliant procedures to identify English language learners ("ELLs") and students with disabilities. Instructional leaders and teachers use assessment data to identify students struggling academically, and the schools implement a Response to Intervention ("RTI") prevention framework that prioritizes high quality, differentiated tier 1 instruction in every classroom. Teachers provide targeted tier 2 interventions to small groups during tutoring and designated intervention blocks. Students who need more intensive support receive further individualized support through tier 3 interventions. When students do not demonstrate sufficient progress, teachers and instructional leaders refer them to the child study team, comprised of teachers, teacher assistants, and administrators, for additional supports. If students continue to struggle after these interventions, the school makes formal referrals to the district committee on special education ("CSE").

Amber Schools implements a range of programs to support at-risk students effectively. Teachers provide after-school tutoring to address specific academic needs. English as a new language ("ENL") teachers offer both standalone ENL classes and differentiated in class supports, using a combination of internally developed

curriculum and instructional resources to support language acquisition. ENL teachers provide push-in and pull-out services and adjust instruction to meet students' language needs while attempting to align instruction with content-area classrooms. For students with disabilities, the schools provide services aligned to students' Individualized Education Program ("IEP") goals, including special education teacher support services ("SETSS") through pull-out sessions. In addition, Amber Kingsbridge offers integrated co-teaching ("ICT") in Kindergarten – 3<sup>rd</sup> grade. The schools also offer counseling services in-house and coordinate with the district to provide other related services.

The schools adequately monitor the progress of at-risk students. Instructional leaders regularly analyze disaggregated subgroup data, including performance of ELLs, students with disabilities, and students struggling academically, to monitor achievement and inform instructional adjustments. At-risk program staff track progress toward IEP goals, English language proficiency, and school-based goals. Leaders work with teachers to develop action plans for re-teaching specific standards when students do not demonstrate mastery and follow up to assess progress. Teachers receive access to IEP documentation at the beginning of the year and ongoing updates throughout the year, and ENL teachers share proficiency levels and periodic progress updates with teachers and families.

The schools provide training and professional development to support effective at-risk programming. At-risk program staff and general education teachers participate in professional development during monthly data meetings, summer institute sessions, and scheduled professional learning opportunities. The SST offers professional development focused on differentiation and engagement strategies, and the schools send intervention teachers to outside trainings such as to the Collaborative for Inclusive Education for additional training. During the 2024–25 school year, a cohort of staff members participated in Project PLEDGE, a monthly professional development program through the Danielson Group focused on improving outcomes for ELLs by building capacity for ELL support in school personnel. Amber Schools plans to extend this learning by having participating staff members facilitate professional learning communities for additional teachers.

Amber Schools provides opportunities for coordination between classroom teachers and at-risk program staff. Each school has an established meeting cadence for team meetings. Special education, intervention, and ENL teachers participate in regular grade level team meetings on a rotating schedule and collaborate formally and informally with classroom teachers. Teachers communicate regularly during planning periods, between classes, and after school to share student progress and concerns, supporting coordinated instructional planning for at-risk students.

## ORGANIZATIONAL CAPACITY

The Amber Schools organization generally supports the delivery of the educational program through clear structures and effective management from the SST. The education corporation maintains an administrative framework with central teams and school-based leaders responsible for academics, operations, and personnel functions. Leaders described regular principal touchpoints, cross-campus data days, half-day professional development sessions, and monthly leader development focused on strengthening coaching and instructional practices across multiple levels of leadership. These structures support coordination and oversight of the educational program.

The organizational structure establishes defined lines of accountability. Assistant principals oversee deans, and Amber Schools prioritizes building leader capacity through monthly training and targeted development. The schools demonstrate some evidence of staff retention and development through internal “grow your own” pathways and a stated focus on improving certification rates and strengthening leadership and coaching capacity. Leaders and board members reference recent staff turnover and identify the instructional “bench” as an ongoing development priority.

Leaders and board members also identify enrollment sustainability as an organizational concern, citing declining birth rates, increased competition, and facility-related constraints, particularly in East Harlem. Despite lower than expected enrollment, the education corporation remains fiscally sound. While the education corporation monitors academic performance for student subgroups and maintains a long-standing presence in East Harlem and Upper Manhattan serving predominantly local families, it has not implemented successful procedures to meet retention targets for students with disabilities, ELLs, or economically disadvantaged students.

Amber Schools demonstrates program monitoring and adjustment through multi-year curriculum revisions, increased standardization of academic systems, and ongoing review of assessment outcomes and initiative impact. These practices reflect an organizational commitment to evaluating programs and making adjustments when needed. However, leaders acknowledged that staffing instability in select roles, uneven implementation of shared expectations across campuses, and operating routines that do not consistently strengthen implementation pose internal capacity risks. For example, while the education corporation has established a clear discipline system at the administrative level, teacher and leader implementation varies across schools. However, the education corporation continues to deliver an effective academic program grounded in shared cultural expectations. The schools consistently emphasize the “Amber Way,” which prioritizes achievement, community, responsibility, honesty, and respect, supporting a coherent school culture across the network.

## BOARD OVERSIGHT & GOVERNANCE

The board generally works effectively to oversee the education corporation’s program and meet Amber Schools’ Accountability Plan goals. The board maintains active oversight structures and routines. It operates standing committees, including education, facilities and development, finance, governance, and nominating, and it engages regularly with school leadership. The board chair maintains weekly touchpoints with school leaders, and the executive committee meets monthly. These structures establish consistent governance procedures and support routine oversight of school operations and academic performance. Board membership reflects ongoing attention to governance capacity. Board members reported eleven seated trustees with recent turnover and identified active recruitment priorities to address gaps in facilities expertise, legal counsel, and additional finance capacity. These actions indicate the board recognizes the skills needed to govern effectively and sustain the organization over time.

The board requests and receives information necessary to oversee the educational program. Trustees review i-Ready and state assessment data by grade, subgroup, and school, examine trends across multiple years, and access a dashboard portal that provides monthly school-level academic and operational data. Board members ask probing questions when data reveal concerning trends, and expect leadership to propose solutions, such as high dosage tutoring supports for students entering below grade level.

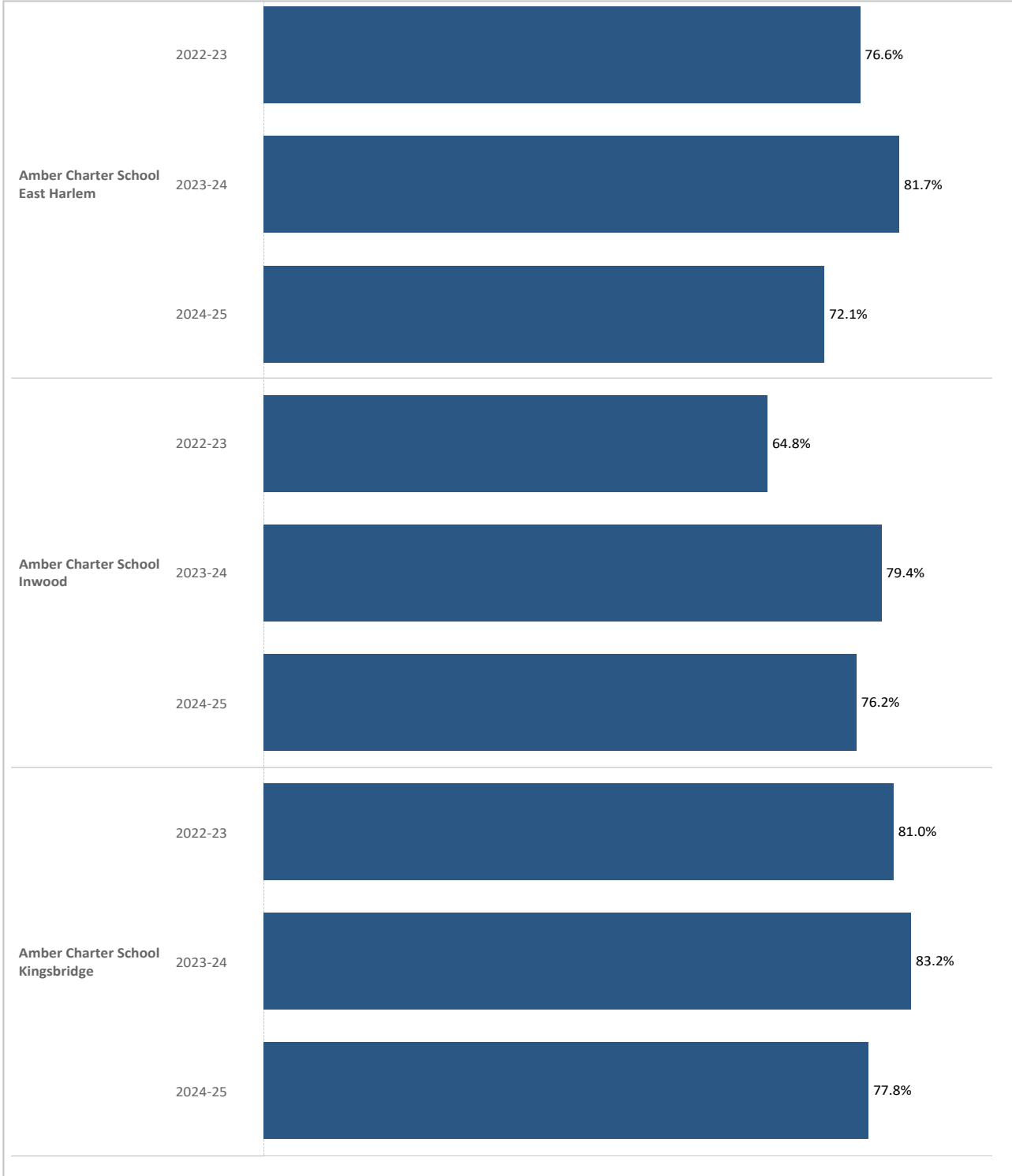
The board clearly articulates academic achievement as a priority and connects performance data to leader evaluation. Trustees reported that academic outcomes comprise a substantial portion of leader evaluations, described as approximately 75%, and that leaders are expected to demonstrate steady improvement toward goals. The board evaluates school leaders annually through a holistic process that includes quantitative and qualitative feedback and informs compensation decisions. The board also conducts an annual self-evaluation and retreat facilitated by an external consultant, demonstrating regular reflection on both board and leadership performance.

The board identified key risks for the next charter term, including enrollment sustainability, facilities needs, inflationary budget pressures, and limited development infrastructure. Trustees reported school leaders have presented strategies to address enrollment challenges through more intentional outreach and increased family touchpoints. The board is developing its capacity to ensure these strategies produce measurable progress toward enrollment and academic goals.

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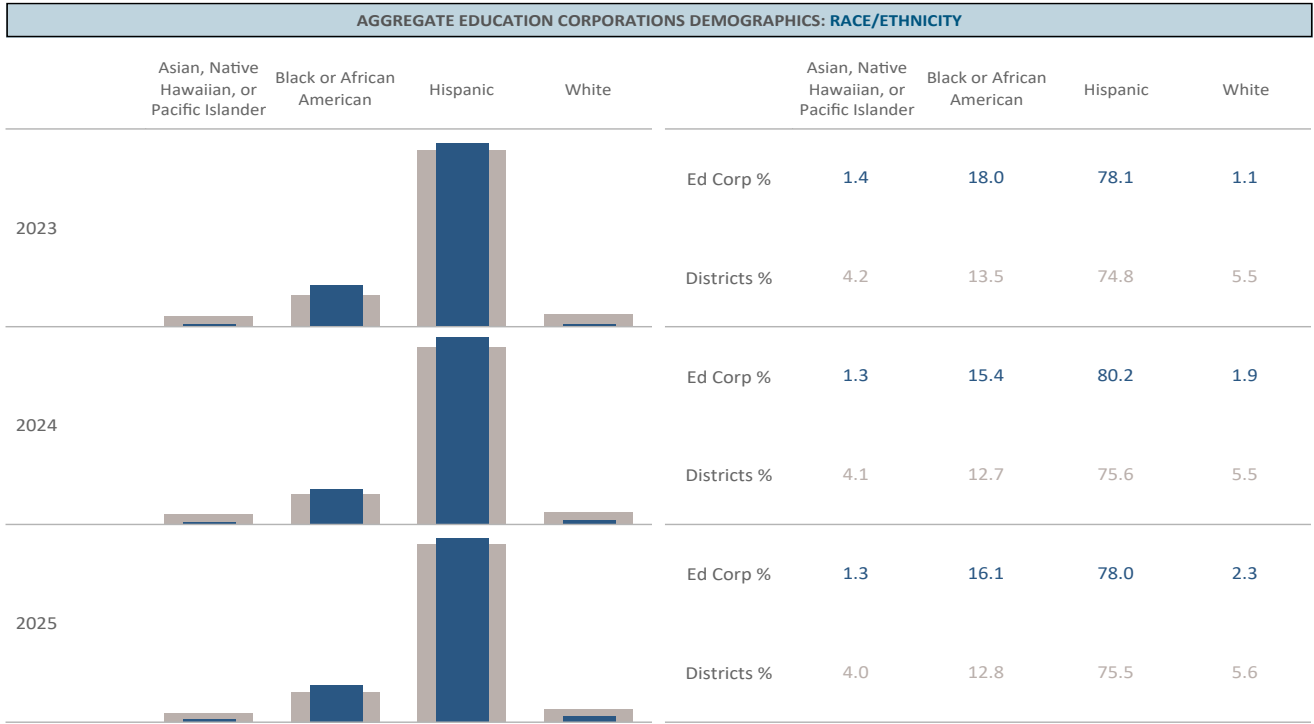
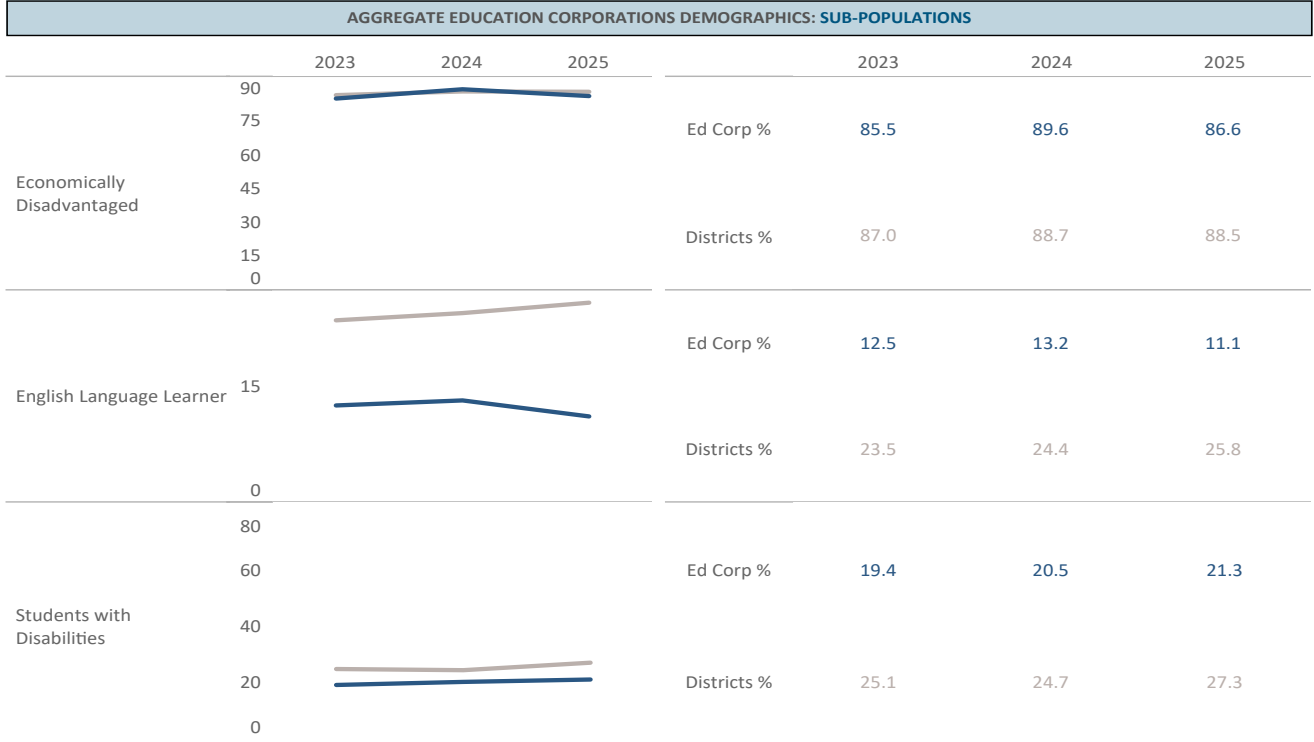
EDUCATION CORPORATION PERSISTENCE IN ENROLLMENT



Data reported in these charts reflect BEDS day enrollment counts as reported by the New York State Education Department ("NYSED").



## Amber Charter Schools Aggregate Education Corporation Enrollment



Data reported in these charts reflect BEDS day enrollment counts as reported by the NYSED.



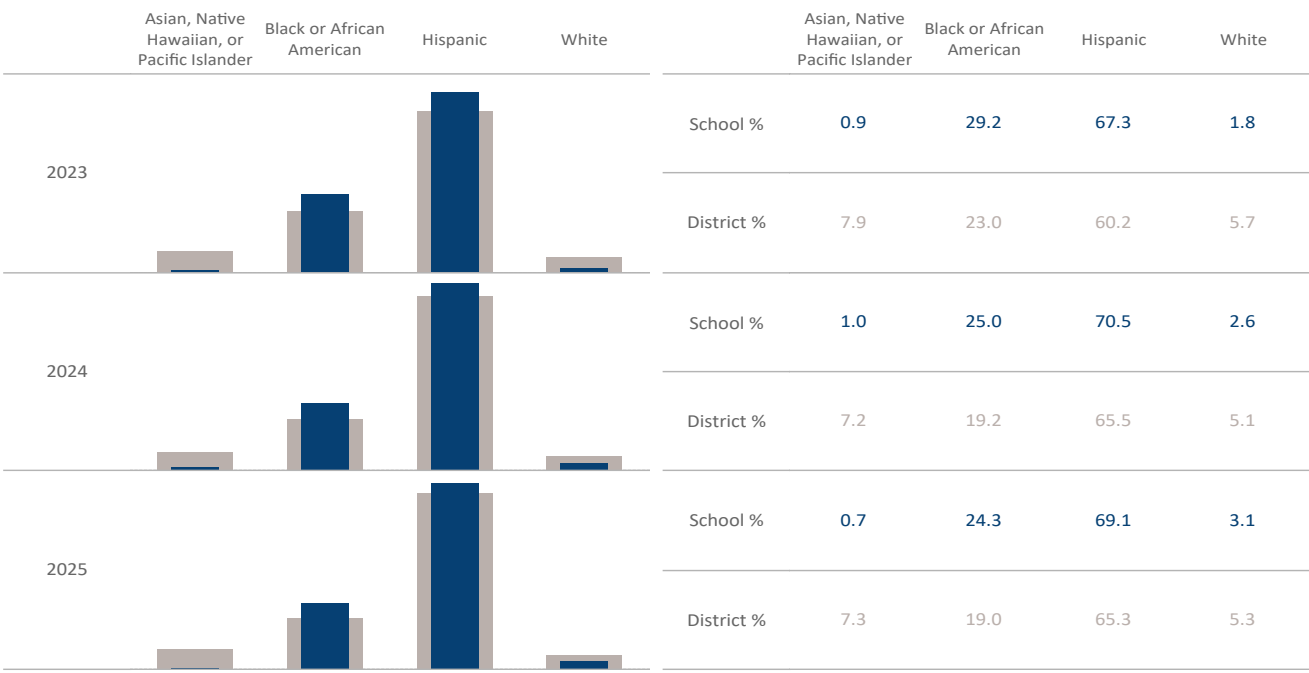
Amber Charter School East Harlem

Manhattan CSD 4

STUDENT DEMOGRAPHICS: SUB-POPULATIONS



STUDENT DEMOGRAPHICS: RACE/ETHNICITY

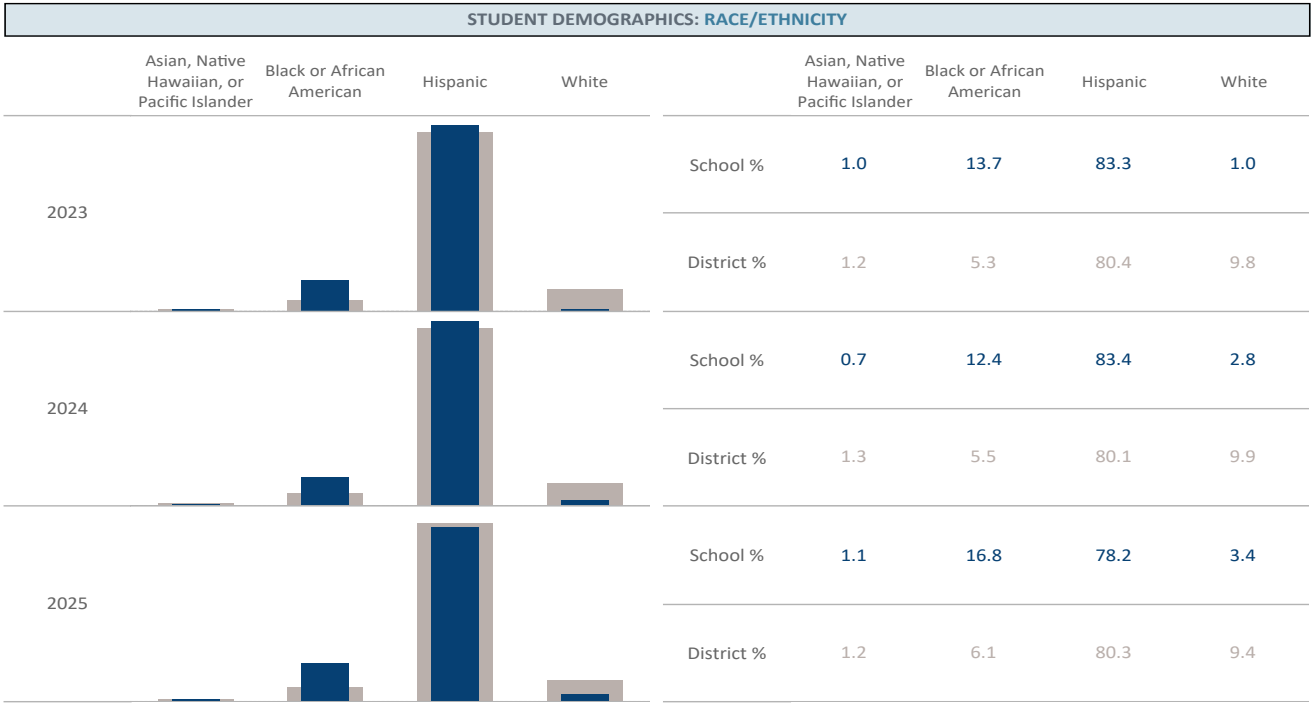
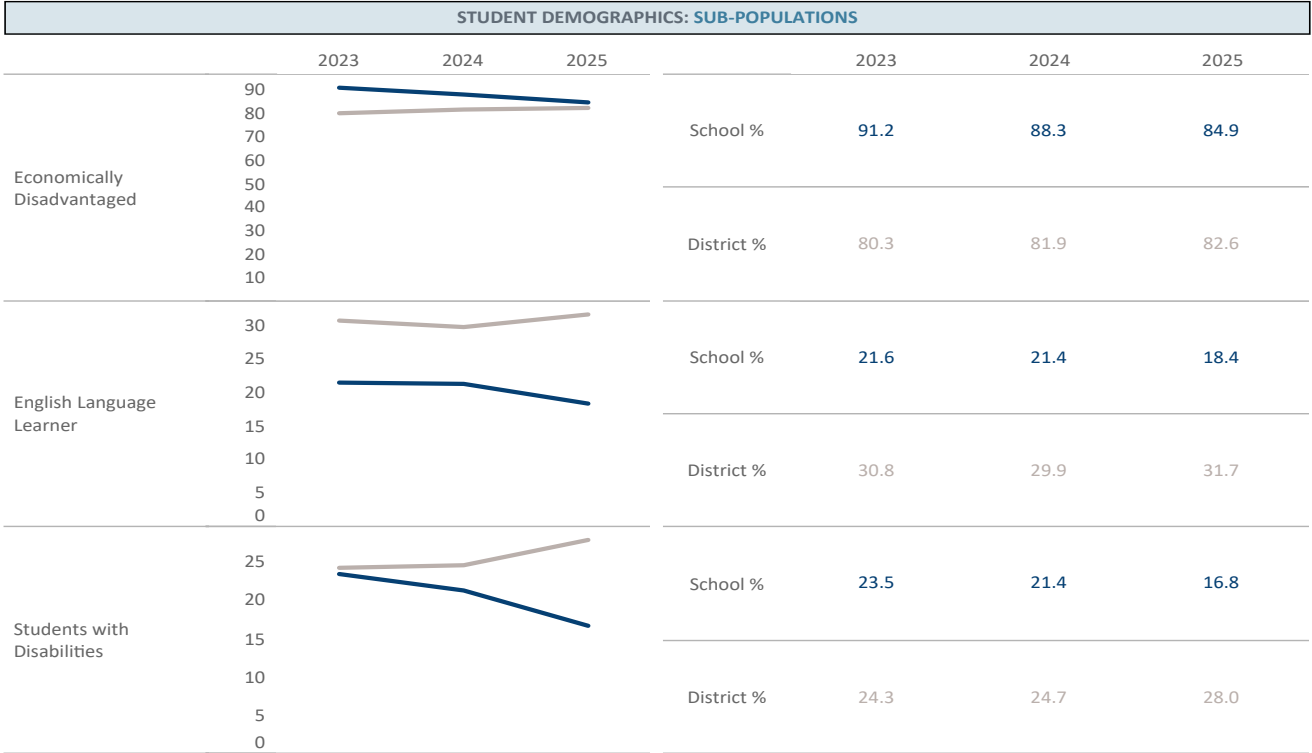


Data reported in these charts reflect BEDS day enrollment counts as reported by the NYSED.



Amber Charter School Inwood

Manhattan CSD 6

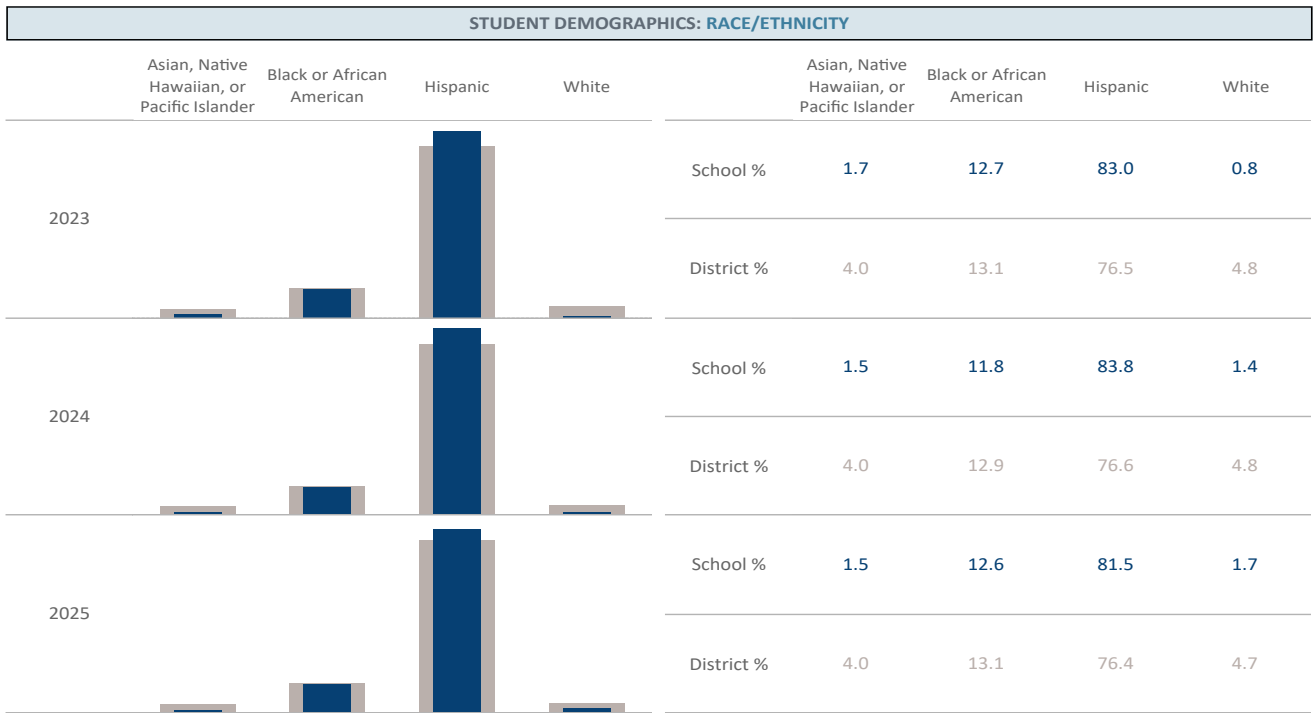
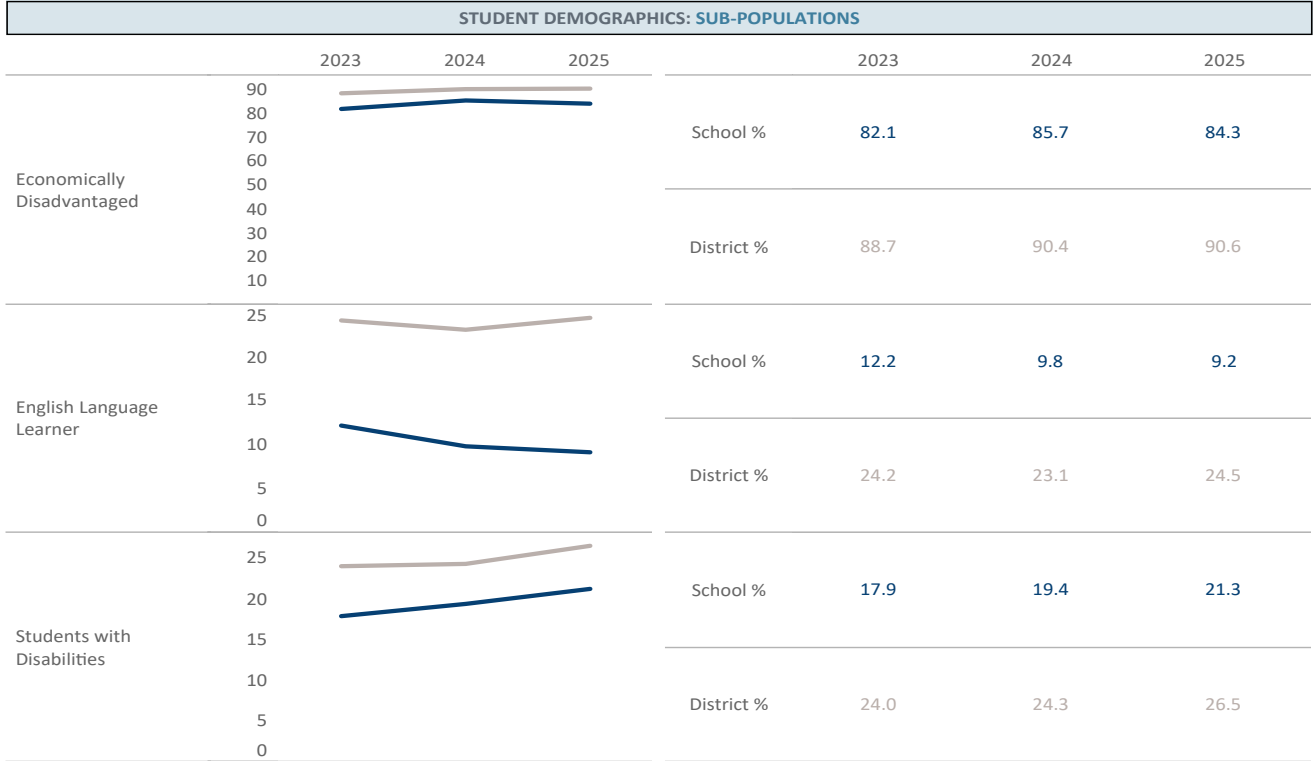


Data reported in these charts reflect BEDS day enrollment counts as reported by the NYSED.



Amber Charter School Kingsbridge

Bronx CSD 10



Data reported in these charts reflect BEDS day enrollment counts as reported by the NYSED.



## FISCAL BENCHMARK SUMMARY?



### DOES THE EDUCATION CORPORATION OPERATE PURSUANT TO A FISCAL PLAN IN WHICH IT CREATES REALISTIC BUDGETS THAT IT MONITORS AND ADJUSTS WHEN APPROPRIATE?

*The education corporation operates pursuant to a long-range financial plan in which the education corporation creates realistic budgets that it monitors and adjusts when appropriate. The following elements are generally present:*

INDICATORS	EVIDENT?
The education corporation has clear budgetary objectives and budget preparation procedures for each charter.	+
Education corporation board members, charter management, and staff members contribute to the budget process for each charter, as appropriate.	+
The education corporation frequently compares its long-range fiscal plan for each charter to actual progress and adjusts it to meet changing conditions.	+
The education corporation routinely analyzes budget variances for each charter; the education corporation board addresses material variances and makes necessary revisions.	+
Actual expenses are equal to, or less than, actual revenue with no material exceptions.	-

### DOES THE EDUCATION CORPORATION MAINTAIN APPROPRIATE INTERNAL CONTROLS AND PROCEDURES?

*The education corporation maintains appropriate internal controls and procedures, which are implemented by each charter. The following elements are generally present:*

INDICATORS	EVIDENT?
The education corporation has a history of sound fiscal policies, procedures and practices, and appropriate internal controls at each charter.	+
The most recent education corporation audit report, which covers fiscal operations for each charter, was free of any significant deficiencies or material weaknesses in internal controls.	+
The education corporation reviews and updates its Financial Policies and Procedures Manual (“FPPM”), which covers the charter, on a regular basis. The most recent review of the FPPM is found in the next column. The Institute recommends, as a best practice, that the FPPM be reviewed and updated on an annual basis.	<b>JANUARY 2023</b>

“+” : This indicator is generally present.

“-” : This indicator is generally not present.

“P” : The education corporation is progressing toward this indicator being present.

“N/A” : This indicator is not applicable.



## DOES THE EDUCATION CORPORATION COMPLY WITH FINANCIAL REPORTING REQUIREMENTS?

*The education corporation complies with financial reporting requirements by providing the SUNY Trustees and NYSED with required financial reports that are on time, complete, and follow generally accepted accounting principles. The following reports, which include information about each charter, have been filed in a timely, accurate, and complete manner:*

INDICATORS	EVIDENT?
Annual financial statement audit reports, including federal Single Audit report, if applicable.	+
Annual budgets.	+
Un-audited quarterly reports of income, expenses, and enrollment.	+
Bi-monthly enrollment reports to the sending districts and, if applicable, to NYSED including proper documentation regarding the level of special education services provided to students.	+
Grant expenditure reports.	N/A

## DOES THE EDUCATION CORPORATION MAINTAIN ADEQUATE FINANCIAL RESOURCES TO ENSURE STABLE OPERATIONS?

*The education corporation maintains adequate financial resources for each charter to ensure stable operations. Critical financial needs of the charter are not dependent on variable income (grants, donations, and fundraising). The following elements are generally present:*

INDICATORS	EVIDENT?
The education corporation maintains sufficient cash on hand to pay current bills of each charter and those that are due shortly.	+
The education corporation maintains adequate liquid reserves to fund expenses, including those of each charter, in the event of income loss (generally 30 days).	+
The education corporation prepares and monitors cash flow projections for each charter.	+
If the education corporation includes philanthropy in its budget for each charter, it monitors progress toward its development goals on a periodic basis.	N/A

## APPENDIX D: FISCAL BENCHMARK SUMMARY

**Ax<sup>d</sup>**  
FISCAL  
BENCHMARK

If necessary, the education corporation pursues district state aid intercepts with NYSED to ensure adequate per pupil funding for each charter.

**N/A**

The education corporation accumulates unrestricted net assets that are equal to or exceed two percent of each charter's operating budget for the upcoming year.

**+**

The education corporation is in compliance with all loan covenants related to each charter.

**+**



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