

I. Application for Charter Renewal¹

A. TRANSMITTAL FORM

Name of Charter School: AMBER CHARTER SCHOOL

School Board Certification Statement:

(to be signed by chairperson of the education corporation board or his/her designee):

I hereby certify that the information submitted in this Application for Renewal is true to the best of my knowledge and belief; that the education corporation's board of trustees has reviewed this application; and that, if awarded a renewal charter, the school shall operate in a manner consistent with the description outlined in the Application for Renewal.

Signature of Chair of Education Corporation Board of Trustees (or designated signatory authority):



Print/Type Name: **David Briggs** Title (if designated): **Board Chair** Date: **August 07, 2014**

Contact Information:

Contact Name: **Vasthi R. Acosta**

Title: **Executive Director**

Mailing Address: **220 E. 106 Street, NY, NY 10029**

Telephone: **212-534-9667**

Facsimile: **212-534-6225**

E-mail: [REDACTED]

Management Company (if any): **N/A**

Management Company Phone #: **N/A**

Primary Contact at Management Company: **N/A**

Email address: **N/A**

Partner Organization Name (if any): **N/A**

Partner Organization Phone #: **N/A**

Primary Contact at Partner Organization: **N/A**

Email address: **N/A**

School Summary:

Grades to be served in the term of the next charter: **K-5**

Total proposed enrollment: first year of renewal charter term: **496**; last year of renewal charter term: **520**

From which districts will the school likely draw students?: **CSD 4, 5, 6**

¹ In addition to the information contained in the Application for Charter Renewal, the Institute requires schools to submit a set of *Pre-Visit Documents* prior to the on-site renewal visit. This document list is included as *Appendix A* for reference.

RESPONSE C: Executive Summary

Amber Charter School [ACS] is a successful school because it prepares students academically and gives them a well-rounded education in the arts. Amber was founded in 2000 as the first Latino-led charter school in New York State by the Community Association of Progressive Dominicans [ACDP], a community based organization. Amber was re-chartered for its third renewal period in the spring of 2010 and is now applying for its fourth subsequent renewal.

Over this renewal period Amber has outperformed the local school districts in the New York State ELA, Math and Science assessments. In 2012-13 the NYC Department of Education Progress Report gave Amber a grade of “A” for its overall student progress. The State identified Amber as “Highly Effective” in its student growth measure on the 2013-13 NYS assessments. Amber has consistently met its Annual Measurable Objective [AMO] and effect size every year. In the Terra Nova assessments Amber continues to have all cohorts meet their target year after year in both reading and math. On the NYS Science assessment throughout this charter period Amber 4th graders have scored in the 90 percentile and this last year 100% of the students were proficient. All of these measures demonstrate Amber’s continued success in student academic progress.

With the adoption of the Common Core State Standards in 2010, Amber began work to align its instruction and curricula to these standards. When a curriculum audit was conducted on the literacy and math curricula it was found that both were not aligned to the Common Core Standards and did not offer the rigor necessary for our children to achieve. A search was begun to identify curricula that would meet the needs of our student population and be aligned to the Common Core Standards. Using the Tri-state rubric to assess different curricula, it was found that many publishers claimed that their curricula was aligned to the Common Core standards, when in fact they actually were not. It wasn’t until 2012-13 that Amber found curricula that not only was aligned well to the Common Core Standards but met the needs of our student population. These curricula are *Journeys* and *Go Math!* from Houghton Mifflin Harcourt.

The effective use of assessment data has been the area of greatest growth for Amber during this charter period. Amber implemented a student data management system, Pearson’s PowerSchool, and its assessment data system, INFORM. The use of these data systems helped support, improve, and impact student learning and delivery of instruction. Where at first teachers used PowerSchool solely to record attendance, now they use it to acquire all manner of student demographics, from contact information to medical notifications. In the use of INFORM, teachers first utilized Web GradeBook, where they input their student’s grades for every content area and assignment. Aligning assignments with a reporting item helped teachers clarify why they gave certain assignments and/or tests. When the Common Core Standards were adopted by the State, Amber’s report card was revised to reflect the new standards.

INFORM warehouses all the assessment data for every Amber student. This includes all summative assessments, such as NYS assessments and the Terra Nova. In addition, it warehouses all formative assessments, such as the benchmark and weekly quick checks. Teachers easy access to this data has impacted how they prepare their lessons to address low student performance in skill or content areas as reflected by the assessment data. It has improved teacher's ability to analyze and interpret data and use the information to target their instruction. Teachers make instructional decisions based on this data for student grouping, re-teaching, homework differentiation, and in-class instructional differentiation. It has made the instruction delivered highly targeted.

Amber no longer has a novice faculty. The high teacher retention rate, which has been in the 90th percentile every year of this charter period, has had a direct impact on the increased expertise of the faculty in pedagogy. Professional development has been individualized and targeted to help develop teachers reach mastery level. This increase in pedagogical skill throughout the faculty has strengthened the delivery of instruction.

Amber's strong instructional leadership has established an environment of high expectations for all staff and faculty where everyone believes that all students can succeed, including students with disabilities and English Language Learners. Amber uses clear procedures to identify at-risk students, English Language Learners and students with disabilities. Intervention programs are offered to meet the needs of these students and all teachers utilize effective strategies to support the students in the general education classroom. The progress of all students is monitored closely to ensure continued growth and success.

Parent satisfaction during this charter period has been very high. In both the in-house surveys and the NYC Department of Education Learning Survey, Amber has been rated in the high 80 - 99 percentile in such areas as communication, academic expectations, engagement, and safety and respect. In addition, demand for Amber has increased as evidenced by the number of student applications received annually. In 2011, 345 applications were received for 120 slots, while in 2014, 764 applications were received for the same 120 slots, an increase of over 100%.

Amber has been and is fiscally sound. It has maintained consistent positive fund balances and adequate cash flow. Amber has not borrowed any money, except for the mortgage to purchase the building at 220 East 106 Street, which was purchased during the first charter period. There has been a steady increase in net assets each year the school has been in operation.

All of this success during this charter period has occurred with an involved and stable board of trustees and constant feedback and involvement of the school community in all aspects of development through committees and school planning mechanisms. Amber has established itself as one of the best schools in East Harlem and has a strong record of placing students in

the best middle schools in the city, such as elite private schools like Calhoun and Riverdale Country. In the coming charter period the focus will be to replicate Amber's model, since the authorizer, SUNY CSI, has granted Amber a new charter.

RESPONSE D (1) a – Accountability Plan Progress Report

IS THE SCHOOL AN ACADEMIC SUCCESS?

Introduction

Amber Charter School is a successful school because it prepares students academically and gives them a well-rounded education in the arts. Amber Charter School [ACS] was founded in 2000 as the first Latino-led charter school in New York State by the Community Association of Progressive Dominicans [ACDP], a community based organization. ACS was successfully re-chartered for its third renewal period in spring of 2010 and is now applying for its fourth subsequent renewal.

Over this third charter period, Amber has regularly outperformed the local school district in the New York State Assessments. In 2012-2013 the NYC Department of Education Progress Report gave Amber an “A” for its overall student progress grade. The State identified Amber as “Highly Effective” in student growth measure on the 2012-13 NYS assessments.

Benchmark: 1A Academic Accountability Plan Goals

Over the Accountability period, 2010-2014, the school has met or come close to meeting its academic accountability goals.

Table 1: Accountability Plan Goals and Results

Measure	Goal	2010-2011	2011-2012	2012-2013	2013-2014
Absolute ELA	Each year 75 percent of students who are enrolled in at least their second year will perform at proficiency on the NYS exam.	NO	NO	NA	TBD
ABSOLUTE ELA	Each year the school’s aggregate Performance Index on the State exam will meet the Annual Measurable Objective set forth in the State’s NCLB accountability system.	YES	YES	TBD	TBD
Comparative ELA	Each year the percent of students enrolled in at least their second year and performing at proficiency will be greater than that of students in the same grades in the local district.	YES	YES	YES	TBD
Comparative ELA	Each year the school will exceed its predicted percent of students at proficiency on the state exams by at least a small Effect Size[at least 0.3] based on its percentage of Economically Disadvantaged students.	YES	YES	YES	TBD

Growth ELA	Each year, the school's unadjusted mean growth percentile will meet or exceed the state's unadjusted mean growth percentile.	YES	NO	YES	TBD
Absolute MATH	Each year 75 percent of students who are enrolled in at least their second year will perform at proficiency on the NYS exam.	YES	NO	NA	TBD
Absolute MATH	Each year the school's aggregate Performance Index on the State exam will meet the Annual Measurable Objective set forth in the State's NCLB accountability system.	YES	YES	TBD	TBD
Comparative MATH	Each year the percent of students enrolled in at least their second year and performing at proficiency will be greater than that of students in the same grades in the local district.	YES	YES	YES	TBD
Comparative MATH	Each year the school will exceed its predicted percent of students at proficiency on the state exams by at least a small Effect Size[at least 0.3] based on its percentage of Economically Disadvantaged students.	YES	YES	YES	TBD
Growth MATH	Each year, the school's unadjusted mean growth percentile will meet or exceed the state's unadjusted mean growth percentile.	YES	YES	YES	TBD

English Language Arts

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

As reported annually to the State in Amber's Annual Report the school's performance on the State assessments in ELA, although outperforming comparatively the local districts, has not met its absolute measure target. With the currently evolving state assessment system and the Common Core Standards newly implemented in the state this goal has been very elusive.

Table 2: English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency							
	2010-11		2011-12		2012-13		2013-14	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	51%	65	39%	72	28%	80	30%	67
4	68%	57	62%	58	24%	58	41%	70
5	68%	34	53%	49	25%	49	13%	48
All	62%	156	51%	179	25%	187	28%	185

As Table 2 indicates, as the State continually changed the cut scores on their exams, the scores decreased. In 2012-13, with the new Common Core Testing the scores took a significant dive, but in 2013-14, there was a small increase in third of 2% and a larger increase of 17% in fourth grade. The severe decrease in fifth grade may be attributed to the new curriculum offered and the steep learning curve that cohort required to catch-up.

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

The tri-state rubric was used to evaluate any literacy curricula that claimed to be aligned with the common core. After careful analysis a new literacy curriculum was selected for implementation in 2013-14. This curriculum is *Journeys* from Houghton Mifflin Harcourt. It is described as, "Designed by teachers, *Journeys Common Core* offers endless instructional support, including complete Whole-Group Instruction, Five-Day Small Group Instruction, Intervention and English Language Learner Support."

In the evaluation of the curriculum, *Journeys*, was found to have an excellent balance of non-fiction and fiction texts, a balance and diversity of text genres, as well as a text complexity analysis for the main texts. The lessons are scripted for the teachers to follow which will help in

the delivery of the curriculum. Guided reading books are incorporated that can be used for ELL support/differentiation/small group instruction and they address a range of complexity levels.

Professional development on this curriculum was given to the faculty at the end of the 2012-13 school year, and more offered during summer institute 2013 as well as throughout the 2013-14 school year. Monthly half days were identified in 2013-14 to support the roll out of this new curriculum and the teacher’s learning of all its multiple components. A consultant familiar with the curriculum was hired to support both the instructional leadership and the faculty, to ensure fidelity in delivery of the curriculum, and guide the understanding of the multiple components. In addition, a literacy consultant who specialized in teaching writing was hired to work with the teachers in delivering a writing curriculum.

Goal 1: Absolute Measure

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

**Table 3: English Language Arts Performance Index [PI]
and Annual Measurable Objective [AMO] by School Year**

School Year	Grades	Performance Index PI	Annual Measurable Objective AMO
2010-11	3-5	156	122
2011-12	3-5	143	135
2012-13	3-5	103	TBD
2013-14	3-5	TBD	TBD

Amber has consistently met its AMO each year. In recent years the State Education Department has delayed in recalibrating the AMO to align with the new English Language Arts 3-8 testing program. Therefore, it has yet to be determined for 2012-13.

Goal 1: Comparative Measure

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

Table 4: English Language Arts Performance of Charter School and Local District by Grade Level and School Year

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students								
	2010-11			2011-12			2012-13		
	Amber Charter	District 4	District 5	Amber Charter	District 4	District 5	Amber Charter	District 4	District 5
3	51%	40.90%	28.60%	39%	48.60%	30.30%	27.50%	21.00%	13.40%
4	68%	51.50%	33.20%	62%	45.80%	29.10%	24.10%	20.10%	11.70%
5	68%	42.80%	32.80%	53%	42.80%	30.90%	24.50%	20.40%	10.70%
All	62%	45.07%	31.53%	51%	45.73%	30.10%	25.37%	20.50%	11.93%

Amber draws students from both Community School District [CSD] 4 and 5. Table 4 demonstrates that Amber continues to outperform both school districts. In 2010-2011, Amber outperformed CSD 4 by 17%, in 2011-2012, by 6%, and in 2012-2013, by 5%. In 2010-2011, Amber outperformed CSD 5 by 31%, in 2011-2012, by 21%, and in 2012-2013, by 14%.

Goal 1: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.¹

Table 5: Effect Size by School Year for ELA

School Year	Effect Size
2010-11	1.08
2011-12	0.45
2012-13	0.51
2013-14	TBD

Amber met the effect size every year. In 2010-11, Amber met the effect size Higher than

expected to a large degree. In 2011-12, Amber met the effect size Higher than expected to a small degree. In 2012-13, Amber met the effect size Higher than expected to a medium degree.

Goal 1: Optional Measure:

Each year, on a national norm-referenced assessment, all grade-level cohorts of students (in grades K-3) will reduce by one half the gap between their average NCE in the previous year and an NCE of 50 in the current year. If a grade-level cohort exceeds an NCE of 50 in the previous year, the cohort is expected to show a positive gain in the current year.

Table 5: Cohort Performance on Terra Nova Reading Test by School Year

School Year	Cohort Grades	# Cohorts Meeting Target	# Cohorts
2010-11	K-4	5	5
2011-12	1-4	4	4
2012-13	K-5	6	6
2013-14	K-5	6	6

Amber continues to have all its cohorts meet their target year after year on the Terra Nova Reading assessment. This is evidence of Amber’s students continued progress in Reading.

Mathematics

Goal 1: Mathematics
 All students at Amber Charter School will become proficient in math and will make strong yearly progress toward mastery of mathematical skills.

As reported to the State in Amber’s Annual Report, the school’s performance on the State assessments in Mathematics has always been stronger than in literacy. Amber continued to outperform comparatively the local districts, but in recent years did not meet its absolute measure target. With the currently evolving state assessment system and the Common Core Standards newly implemented in the state this goal has been very elusive.

When a curriculum audit was conducted on the Literacy curriculum another audit was conducted on the math curriculum, *TERC Investigations*. With the decrease in math scores seen in 2011-12, it was important to delve deep into the curriculum delivered to see if there were any gaps. It was found that *TERC Investigations* was not fully aligned with the common core

standards and did not demand the rigor necessary. An exploration of other math curricula was conducted. The tri-state rubric was used to evaluate the math curricula that claimed to be aligned with the common core standards. After careful analysis a new math curriculum was selected for implementation in 2013-14. This curriculum is *Go Math!* from Houghton Mifflin Harcourt. It is described as, “a new comprehensive Kindergarten—Grade 6 mathematics program developed to support the Common Core State Standards for Mathematics and the NCTM Curriculum Focal Points. The program emphasizes Big Ideas and depth of understanding through interactive lessons, research based instructional approaches, best practices from around the world, and differentiated instructional resources to ensure success for all students.”

In the evaluation of this curriculum a strong alignment to the common core standards was found. The materials and instructional pacing demonstrated focus. Overviews and lesson introductions promoted coherence and there were opportunities to support both fluency and deep understanding. The materials provided varied modes of curriculum-embedded assessments that are well-sequenced. The materials provided strong support for teachers in planning and creating an effective learning experience. They were comprehensive and readily accessible. Finally, the materials provided the appropriate level and type of scaffolding, differentiation, intervention and support for a broad range of learners. In addition, response to intervention is embedded in the program to support diverse learners.

Professional development on this curriculum was provided to the faculty at the end of the 2012-13 school year, during the summer institute, and throughout the 2013-14 school year. Monthly half days were identified to support the roll out of this new curriculum and the teacher’s learning of all its multiple components. A consultant familiar with the curriculum was hired to support both the instructional leadership and the faculty to ensure fidelity in delivery of the curriculum and understanding of the multiple parts.

Goal 1: Absolute Measure

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

Table 6: Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency							
	2010-11		2011-12		2012-13		2013-14	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	67%	66	61%	72	40%	80	52%	67
4	83%	58	81%	59	52%	58	72%	71
5	91%	34	78%	49	31%	49	38%	48
All	80.3%	158	73.3%	180	41%	187	54%	186

As the state continually changed the cut scores, Amber’s math scores decreased. In 2012-13, with the state’s new common core testing program, the drop in scores was significant. The largest drop was in fifth grade with a decrease of 47%, followed by fourth grade with 29% decrease, and third grade with 21%. Overall, Amber’s math proficiency dropped from 73% to 41%. In 2013-14, Amber’s math scores began to increase. Third grade gained 12%; fourth grade had the largest gain at 20% and fifth grade the smallest gain at 13%. Overall, in 2013-14, Amber’s math scores increased by 13%.

Goal 1: Absolute Measure

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

Table 7: Mathematics Performance Index [PI]

and Annual Measurable Objective [AMO] by School Year

School Year	Grades	Performance Index PI	Annual Measurable Objective AMO
2010-11	3-5	177	137
2011-12	3-5	169	148
2012-13	3-5	123	TBD
2013-14	3-5	TBD	TBD

Amber has consistently met its AMO each year. In recent years the State Education Department has delayed in recalibrating the AMO to align with the new Mathematics 3-8 testing program. Therefore, it has yet to be determined for 2012-13 and 2013-14.

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 mathematics exam will be greater than that of all students in the same tested grades in the local school district.

Table 8: 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								
	2010-11			2011-12			2012-13		
	Amber Charter	District 4	District 5	Amber Charter	District 4	District 5	Amber Charter	District 4	District 5
3	67%	48%	35%	61%	56 %	37%	40%	25%	16%
4	83%	58%	43%	81%	63%	39%	52%	28%	15%
5	91%	55%	42%	78%	57%	41%	30%	22%	9%
All	80%	54%	40%	73%	59%	39%	41%	25%	13%

Amber has consistently outperformed both CSD4 and 5 throughout this renewal period. In 2010-11 Amber outperformed CSD 4 by 29% and CSD 5 by 40%; in 2011-12, Amber outperformed CSD 4 by 18% and CSD 5 by 42%; in 2013-13, Amber outperformed CSD 4 by 24% and CSD 5 by 37%. Consistently, Amber has outperformed both CSD 4 and 5 by double digits.

Goal 1: Comparative Measure

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

Table 9: Effect Size by School Year for Mathematics

School Year	Effect Size
2010-11	1.35
2011-12	1.08
2012-13	1.12
2013-14	TBD

Amber met the effect size every year. In 2010-11, Amber met the effect size Higher than expected to large degree. In 2011-12, Amber met the effect size Higher than expected to a medium degree. In 2012-13, Amber met the effect size Higher than expected to a large degree.

Goal 2: Optional Measure

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

Table 10: Cohort Performance on Terra Nova Mathematics Test by School Year

School Year	Cohort Grades	# Cohorts Meeting Target	# Cohorts
2010-11	K-4	5	5
2011-12	1-4	4	4
2012-13	K-5	6	6
2013-14	K-5	6	6

Amber continues to have all its cohorts meet their target year after year on the Terra Nova Math assessment. This is evidence of Amber's students continued progress in Math.

Science

Goal 3: Science

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

Goal 3: Absolute Measure

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

Table 11: Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency							
	2010-11		2011-12		2012-13		2013-14	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
4	95.65%	46	96.43%	56	94.83%	58	100%	71
All	95.65%	46	96.43%	56	94.83%	58	100%	71

Amber students have shown consistent high performance on the NYS Science assessment. Every year during this renewal period the students have scored in the 90th percentile. The solid foundation that Amber students receive in Science instruction in the primary grades is evidenced by the high scores the fourth graders achieve.

Benchmark 1B: Use of Assessment Data

The school has an assessment system that improves instructional effectiveness and student learning.

Within this charter period the greatest growth at Amber has been in implementing data assessment systems and structures that support, improve and impact student learning. It has been a time of growth, expansion, and improvement.

In 2008, administration and teachers were trained in the use of PowerSchool, a student data management system. Since then PowerSchool has effectively changed the student management system at Amber. Where at first teachers used the system solely to record

attendance, now they use it to acquire all manner of student demographic information, including contact and medical information. There are even photos of each student in the system that facilitates student identification for the whole staff. Reports can be easily generated by both staff and teachers when needed, such as attendance records for one student, one class, one grade, or the whole school. These records have helped to create incentive programs like daily 100% Attendance winner for the class that has perfect attendance on that given day.

In 2011, the new Dean of Students began using PowerSchool to keep a record of all incidents during the school year. Incidents were filed according to student, class, grade, and type [physical, verbal, accident]. This led to the development of reports to the Board bi-annually on the incidents occurring in the school. An analysis of this data assisted the Dean of Students and instructional leadership to address any outstanding patterns.

In 2008, Amber purchased the Pearson INFORM assessment data system that complements PowerSchool. In 2009, training was conducted on INFORM for teachers and administrators. The component within INFORM that was first utilized was WebGradebook. Teachers were able to input into WebGradeBook their student's grades for every content area and every assignment. These grades were then directly connected to a category within the student's report card. Therefore, every grade that appeared on a student's report card was now substantiated by an assignment/assessment in WebGradeBook. Aligning assignments with a reporting item helped teachers clarify why they gave certain assignments and/or tests. When the Common Core Standards were adopted by the State Amber's report card was revised to reflect the new standards. Accordingly, the assignments and assessments in WebGradeBook were also adjusted to reflect the Common Core Standards. See Attachment A: for a sample of an Amber Report Card.

INFORM is also a warehouse of assessment data. The first assessment data input into the system was Amber's Terra Nova scores. After that, all NYS ELA, Math, and Science assessment data was also input into the system. In addition to these summative assessment data, Amber included the formative assessment data from the interim simulation assessments given to students in grades 3-5. In 2013-14, with the implementation of a new curricula for both literacy and math the curricula's formative assessments were also included in INFORM. In the literacy curriculum, *Journeys*, the formative assessments were weekly. In the math curriculum, *Go Math!*, the formative assessments were monthly, usually after each Chapter and Unit.

To support the clear need to address low student performance in literacy the weekly assessment data was reviewed each week by instructional leadership, teachers and grade teams. Teachers made instructional decisions based on the data such as student grouping, re-teaching, homework differentiation, and in class differentiation. Instructional leadership made

instructional decisions based on this data as well, such as identifying students for different academic intervention services or enrichment. Every month these weekly assessment results were shared with the Grade Team Leaders. At these meetings the Team Leaders analyzed how the whole school was doing. This spurred vertical alignment conversations among them as they tried to learn from each other what had been successful teaching strategies. In addition, a healthy competition arose among them in wanting to show how their grade showed progress month after month. The same analysis and reporting was done with the math assessment data.

Since 2012, Terra Nova assessment results have been used for teacher evaluation. In response to the new state law that requires that 40% of a teacher's evaluation include state approved student assessment results, Amber negotiated with the UFT to draft a new protocol for teacher evaluation [See Attachment B: APPR Plan]. Within this protocol 20% of a classroom teacher's evaluation is based on the Terra Nova Reading and Math student scores. In 2012, Amber piloted the new teacher evaluation protocol and it was successful.

Finally, student assessment results are used in all Child Study meetings to help create a broad picture of the student's strengths and weaknesses when trying to address concerns. All academic intervention teachers has access to student assessment records through INFORM and will often meet with the classroom teacher to review student progress by analyzing weekly and monthly student assessment results.

Benchmark 1C: Curriculum

In 2010 after instructional leadership attended NYSED training, a search was begun for new literacy and mathematics curricula that were aligned with the Common Core Standards. That same year the State had released its publishers criteria for curriculum so there was very little curricula available. Amber continued to use the curricula it had, namely, Success for All [SFA] for literacy, *TERC Investigations*, for mathematics, K-12 and Scott Foresman for Science, and Scott Foresman and an integrated Humanities/Social Studies curriculum for social studies. To address the new Common Core Standards, Amber supplemented with such resources as *READY* for Math and *Bellringers* for ELA as well as the *Common Core Clinic* workbooks.

In 2013, after an exhaustive and careful search a new literacy and mathematics curricula was implemented at Amber that was aligned with the Common Core standards. In literacy the curriculum was Houghton Mifflin Harcourt's *Journeys*. In mathematics the curriculum was Houghton Mifflin Harcourt's *Go Math!*. The scope and sequence for the school was adjusted to reflect the new curricula [See attachment C: Scope and Sequence]. New pacing calendars, lessons plans, and assessments were drafted and implemented aligned to the new curricula.

The tri-state rubric was used to evaluate both the literacy and mathematics curricula to ensure they were aligned with the common core standards. The literacy curriculum, *Journey's*, from Houghton Mifflin Harcourt, is described as, "Designed by teachers, *Journeys Common Core* offers endless instructional support, including complete Whole-Group Instruction, Five-Day Small Group Instruction, Intervention and English Language Learner Support."

In the evaluation of the curriculum against the tri-state rubric, *Journeys*, was found to have an excellent balance of non-fiction and fiction texts, a balance and diversity of text genres, as well as a text complexity analysis for the main texts. The lessons are scripted for the teachers to follow which will help in the delivery of the curriculum. Guided reading books are incorporated that can be used for ELL support/differentiation/small group instruction and they address a range of complexity levels.

The tri-state rubric was also used to evaluate the math curricula that ensure it was aligned with the common core standards. The mathematics curriculum *Go Math!*, from Houghton Mifflin, Harcourt, is described as, "a new comprehensive Kindergarten—Grade 6 mathematics program developed to support the Common Core State Standards for Mathematics and the NCTM Curriculum Focal Points. The program emphasizes Big Ideas and depth of understanding through interactive lessons; research based instructional approaches, best practices from around the world, and differentiated instructional resources to ensure success for all students."

In the evaluation of this curriculum against the tri-state rubric a strong alignment to the common core standards was found. The materials and instructional pacing demonstrated focus. Overviews and lesson introductions promoted coherence and there were opportunities to support both fluency and deep understanding. The materials provided varied modes of curriculum-embedded assessments that are well-sequenced. The materials provided strong support for teachers in planning and providing an effective learning experience. They were comprehensive and accessible. Finally, the materials provided the appropriate level and type of scaffolding, differentiation, intervention and support for a broad range of learners. In addition, response to intervention is embedded in the program to support diverse learners.

Benchmark 1D: Pedagogy

High quality instruction is evident throughout the school.

The Amber faculty uses a variety of instructional techniques. The key is that our teachers use the same set of techniques and the individual staff member can determine which is best for the circumstance. Whole group instruction, small group, think-pair-share, team table talks, cold calls, group lesson/small group work/individual practice are all routinely used at Amber. Groupings are formed with the use of student performance data, as are opportunities for differentiation.

Amber's high teacher retention rate has had a direct impact on the increased expertise of the faculty in pedagogy. Professional development has been individualized and targeted to help develop teachers to reach mastery level. This increase in pedagogical skill throughout the faculty has strengthened the overall delivery of instruction.

Teachers deliver purposeful lessons with clear objectives aligned to the standards and curricula. They regularly and effectively use techniques to check for student understanding. Teachers include opportunities in their lessons to challenge students with questions and activities that develop depth of understanding and higher-order thinking and problem solving skills. They maximize learning time and transitions are efficient. Finally, teachers have effective classroom management techniques and routines that create a consistent focus on academic achievement.

Benchmark 1E: Instructional Leadership

The school has strong instructional leadership.

Amber has had strong instructional leadership since 2008. This strong leadership has established an environment of high expectations for teacher performance and in which teachers believe that all students can succeed. The development of the teaching staff has been highly supported as evidenced by the high teacher retention rate Amber enjoys.

Teachers are provided with sustained, systemic, and effective coaching and supervision to improve their instructional effectiveness as evidenced by the comprehensive professional development plan. This plan develops the competencies and skills of all teachers and offers activities that are interrelated with classroom practice.

Instructional leadership provides opportunities and guidance for teachers to plan curriculum and instruction within and across grade levels. This is done in the weekly grade team meetings, summer institute, June professional training sessions, monthly vertical alignment conversations, weekly common prep periods and monthly team leader meetings.

Teacher evaluations are conducted by instructional leaders regularly with clear criteria that identify a teacher's weaknesses and strengths. The Danielson Teaching Framework has been the rubric used by Amber since 2011. These conversations happen with teachers at least three times a school year if not more often.

Amber's strong instructional leadership has positioned the school to consider replication and growth.

Benchmark 1F: At-Risk Students

The school is demonstrably effective in helping students who are struggling academically.

Amber continues to offer struggling students multiple resources to help them succeed. Some of these are:

Use of Time

Amber students have a rigorous intervention system if needed. Over the years, we have developed many techniques to use *all instructional time* during the day, after-school, and weekends to support student learning. As in most schools that serve at-risk students, *the key factor to success is often adding more time and practice*. During the school day, students in need utilize:

- Study Island for online tutoring
- Targeted Tutoring for identified students
- Strategy Groups to enhance particular skills

In supplemental time, the Amber staff provides additional support. These methods include:

- Saturday Academy
- After-School Tutoring
- Boot Camps

For special education students and for ELL students, these students also have extra supports for learning. Both special education and ELL students are fully included in the traditional classroom at Amber and are assisted by the second adult in the room, as well as being pulled out of the classroom for special services such as speech, ESL, etc.

Students with Individualized Educational Plans (IEP's)

Amber has worked from its inception to create an inclusive environment. The heart of inclusion is ensuring that “all children learn together in the same schools and the same classrooms, with the services and supports necessary so they can be successful” (Kochbar, p.8). Amber achieves this by ensuring that all students participate in all aspects of school life together. This is achieved with the offering of a SETTS teacher who provides academic instruction for those students with learning disabilities. Counseling is provided by our School Social Worker for students identified as needing counseling. A speech therapist meets with identified students as needed. At present, Amber students who need occupational and physical therapy receive these services outside the school premises.

The Child Study Team is the vehicle used to identify students who may need special education evaluations. The members of the Child Study Team include teachers, School Social Worker,

administration, SETTS teacher, Title One Reading specialist and special education coordinator. At the Child Study Team meetings an individual student's academic and social/emotional needs are discussed, and strategies are designed to meet those needs. If the strategies put in place still do not meet the identified needs, then a special education evaluation is recommended. The School Social Worker and special education coordinator work closely with the student's parents and teacher to follow through on the evaluation process.

Title One Reading

Students not reading on grade level in grades Kindergarten to second grade receive Title One Reading services at least twice a week. The teacher also provides academic support for struggling third grade readers.

Intensive & Comprehensive Units of Study [ICU]

At least twice a week, every class has a period where ICU is conducted through strategy groups which are formed in each classroom from grades one to five. Within these strategy groups instruction is differentiated to address specific skills. Tutors are present in grades three to five and teacher assistants in grades one to two. The assignments to be completed during strategy groups are of high-interest and high-engagement.

English Language Learners [ELLs]

Amber provides ELL students free standing English as a Second Language [ESL] program. This program provides instruction in English, emphasizing English-language acquisition. However, native language support is available whenever possible. A certified teacher is assigned to provide ESL instruction to these students. A Total Physical Response [TPR] approach is used when delivering the instruction. Websites that help build vocabulary, letter sound recognition, and other English language acquisition skills are used for instruction.

In class instruction targets the ELL student through the use of differentiated instruction, and data driven targeted instruction. Some students may be identified to receive Title Reading One intervention from the results of in-house formative assessments. ICU may be used as another opportunity for the teacher to serve the ELL student in the classroom.

At Amber we address ELL's comprehension and thinking skills by:

- Using realia (objects, items to represent concepts, e.g.; insects, fish)
- Media, pictures
- Pointing (to support answers)
- Checking points (ongoing questioning, quick checks, etc ...)
- Practicing: repeat, rephrase, clarify, add
- Emphasizing vocabulary (cognates, idioms, or abstract concepts)

- Modeling and practicing: Think Aloud, visualizing, writing (responding to prompts, sentence starters, etc...)

At Amber we promote interaction by:

- Using Team Talk
- Partner Reading
- Morning Meetings
- Choral responses
- Asking students to generate questions
- Asking students to either support answers or challenge them

Test accommodations are provided to ELL students for all English literacy school-wide assessments. These accommodations may be:

- time extensions (i.e., time and a half of productive test-taking);
- separate locations and/or small group administration;
- bilingual glossaries and dictionaries (word-for-word translations only);
- simultaneous use of English and other available language editions;
- oral translations for lower incidence languages (languages for which the city or state have no translated written versions of the test);
- written responses in the native language; and,
- third reading of listening selections (only for the State English Language Arts assessments).

Amber also offers all students the opportunity to learn another language, Spanish. For students whose native language is Spanish this provides them with the opportunity to continue to learn in their native language. Amber taps the research that states the benefits of students learning more than one language. Research has found that students gain:

- **Intellectual:** Uninterrupted intellectual development requires that students not yet fluent in English continue to use their native language to learn as they acquire English. Knowing more than one language increases a person's ability to think.
- **Educational:** Students who continue to develop their native language while learning English tend to learn English better than students who learn English at the expense of their own language.
- **Personal:** A student's native language is critical to identity, and helps the child value his or her culture, bolstering a positive self-concept.

Amber uses clear procedures to identify at-risk students including students with disabilities, English language learners and those struggling academically. The school provides intervention programs to meet the needs of these students and all teachers utilize effective strategies to support the students within the general education classroom. Amber monitors the progress of all at-risk students ensuring that teachers are aware of their student's progress toward meeting their Individualized Education Plans [IEP], achieving English proficiency or school-based goals.

The school provides professional development to identify at-risk students and help teachers meet their needs. Finally, the school provides opportunities for coordination between classroom teachers and at-risk program staff through weekly and monthly meetings.

RESPONSE D (2) a – Parent Satisfaction

Goal: Each year two-thirds of parents will demonstrate satisfaction with the school’s program based on a parent satisfaction survey.

In the spring of every year a parent survey is distributed to every family at Amber. The survey has some questions that are repeated every year to measure year to year parent satisfaction. In addition, new questions are added to the survey to garner parent response on any new initiatives rolled out that year. The response rate of this survey was:

Table 1: Rate of Response to in-house Parent Survey over Charter Period

School Year	2010-11	2011-12	2012-13	2013-14
% Response rate	68%	69%	57%	85%

The response rate of parents to the in-house survey averaged 65% in the years 2010-13. In the last year, 2013-14, an incentive was provided to students in order to increase the parent response rate. The incentive was a dress down day for the class who got 100% parent response. This raised the parent response rate by 32%, from 57% to 85%. This incentive will continue to be used.

Amber has also conducted the NYC Department of Education Learning Survey during the charter period. This survey is distributed every March to parents. The response rate for this survey was:

Table 2: Rate of Response to NYC DOE Parent Survey over Charter Period

School Year	2010-11	2011-12	2012-13	2013-14
% Response rate	54%	77%	76%	89%

The parent response rate on the NYC DOE Learning Survey has been better than the in-house parent survey during this charter period. The average parent response rate in the years 2010-14 has been 74%. In the last year, 2013-14 the parent response rate increased by 13%, from 76% to 89%. The mass public relations/marketing campaign that the City mounts to get public school parents to respond helps to get a higher response rate in this survey than in the in-house survey. It is important that the current increase in the parent response rate for both parent surveys needs to continue.

Parent Satisfaction

The results from the in-house parent survey demonstrate that parents are highly satisfied with Amber. In the sampling of questions listed below from the in-house parent survey the rate of satisfaction by parents more than meets the goal of two-thirds.

Table 3: Percent of parents who responded satisfied in-house survey

Question	2010-11	2011-12	2012-13	2013-14
Communication with my child's teacher	98	98	99	99
My child's academic progress	100	98	98	98
How the school keeps parents informed	95	96	98	96
How my child feels about the school	97	94	99	98

It is gratifying to see that the parents are so highly satisfied with the school. Table 3 demonstrates that close to 100% of Amber parents are satisfied with the school. They are highly satisfied with the communication from the school, and academic progress of their children

The results of the NYC DOE Learning Survey reflect a similar pattern of parent satisfaction with Amber. In the key areas the results are high see Table 4 below.

Table 4: Percent of parents who responded satisfied in NYC DOE Learning Survey

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

The results of the above table clearly indicate that over two-thirds of our parents are satisfied with the school. Between 85 – 93% of parents were highly satisfied with Amber in the areas of academic expectations, communication, engagement, and safety and respect throughout this charter period.

Student Applications

The number of applications Amber receives every year has increased. The demand from the community for slots in Amber's kindergarten and first grade is high. Table 5 below indicates the number of applications received. Every year the number of applications received increased.

From 345 applications for school year, 2011-12 to 764 applications for school year 2014-15. This is an increase of 45%. The following Table 6: Waitlist Year to Year, demonstrates how many applicants were not selected in the lottery but placed on the waitlist. This number also increased. From a waitlist of 155 in school year 2011-12 to 544 for school year 2014-15. For the upcoming school year, 2014-15, our waitlist number is even higher than our enrollment. Both these data points indicate a continued high demand for the school.

Table 5: Number of applications received by school year

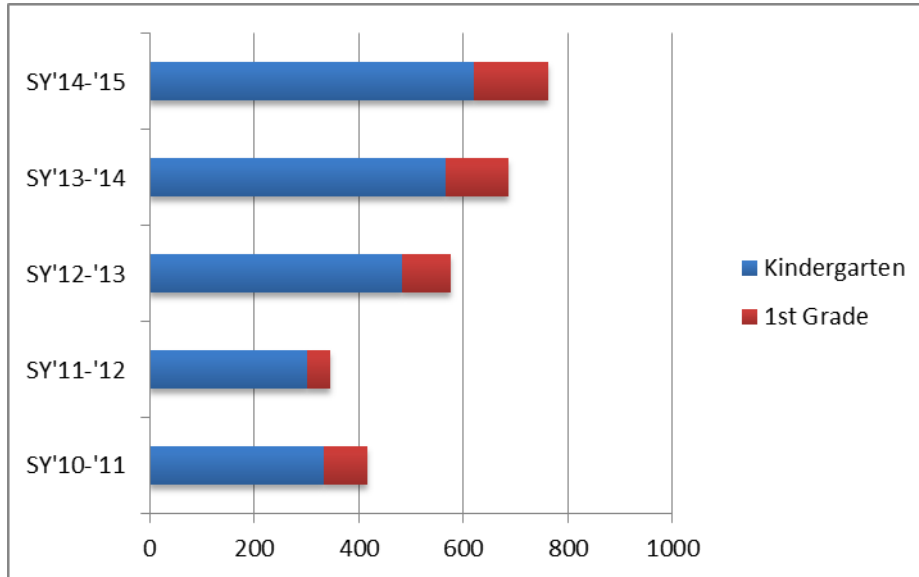


Table 6: Waitlist Year to Year

School Year	Total Eligible Applications	Applications Selected in Lottery	Total Wait List Applications
2011-2012	345	190	155
2012-2013	576	179	397
2013-2014	686	153	533
2014-2015	764	220	544

Goal S: Absolute Measure

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

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

Table 7: Retention Rate over Charter Period

Year	Retention Rate
2010-11	99%
2011-12	92%
2012-13	99%
2013-14	99%

Goal S: Absolute Measure

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

Amber uses PowerSchool student data management software to keep records of student attendance as well as other pertinent student demographics. Table 8: Year to Year Attendance Rate indicates that Amber has been able to maintain a high attendance rate with students throughout the whole charter period. Although it has not reached 95% for two years in a row it has gotten very close at 94%.

Table 8: Year to Year Attendance Rate

Year	Average Daily Attendance Rate
2010-11	92%
2011-12	93%
2012-13	94%
2013-14	94%

Parent Teacher Conferences

Amber continued to conduct two parent teacher conferences a year during this charter period. Amber teachers met with over 96% of parents every year of the charter period. See Table 9: Parent Participation at Parent Teacher Conferences below:

Table 9: Parent Participation at Parent Teacher Conference Year to Year

	2010-11	2011-12	2012-13	2013-14
% parents participated	98%	98%	98%	97%

RESPONSE D (2) b – Contact Information

A flash drive with the parent names and addresses of all students enrolled in the school by grade has been mailed to SUNY CSI.

RESPONSE D (2) c (1-12) – Policies

1. Admissions/Enrollment Policy: Response is referenced in Amber Charter’s 2014 Replication Application Response 15 (d) - Admissions Policy.
2. Student Retention/Promotion Policy: Response is referenced in Parent Handbook and Behavior Agreement on p. 5 found in the Supplemental Materials folder.
3. Parent Handbook: The complete Parent Handbook and Behavior Agreement is found in the Supplemental Materials folder.
4. Student Discipline: Response is referenced in the Parent Handbook and Behavior Agreement on p. 16-29 found in the Supplemental Materials folder.
5. Complaint Policy: Response is referenced in Amber Charter’s Parent Handbook on p. 30 & 31 found in the Supplemental Materials folder.
6. Dress Code: Response is referenced in Parent Handbook and Behavior Agreement on p. 6 & 20-21 found in the Supplemental Materials folder.
7. Health Services Policy: Response is referenced in Amber Charter’s 2014 Replication Application Response 18- Health Services.
8. FERPA Policy: Response is referenced in Parent Handbook and Behavior Agreement on p. 13-15 found in the Supplemental Materials folder.
9. Personnel policies: Response is referenced in Response 24: Supplemental Materials of Amber Charter 2014 Replication Application.
10. Collective Bargaining Agreement: Response is referenced in Renewal Application Supplemental Materials folder.
11. Policy for Section 504 of ‘IDEA’: Response is referenced in Renewal Application Supplemental Materials folder.
12. FOIL Notice: Response is referenced in Renewal Application Supplemental Materials.

RESPONSE D (2) d – Assurances

1. Exterior signage identifying the charter school is in place at each facility utilized by the school.
2. Appropriate exit signage and/or fire evacuation maps are in place in each room occupied or utilized by the school.
3. Fire extinguishers on all floors occupied by the school have been inspected by duly qualified personnel within the past calendar year or as required by applicable law.
4. All electrical rooms, mechanical rooms, breaker or fuse boxes or other hazardous areas off limits to students are locked except when access is required by authorized personnel.
5. Required state and federal employment laws are posted in an area that staff can readily access/review them.
6. All student records (academic, IEP, health, etc.) are stored in lockable storage containers or password protected electronic storage systems.
 1. Each student record file contains a FERPA Access Log to indicate who has accessed the file. (See the FERPA guidance at <http://www.newyorkcharters.org/schoolsCompliOverview.htm> for more information).
 2. The school maintains a list of staff who have access to files.
 3. The school maintains a FERPA list of what records are typically found in a student file.
 4. Copies of student IEP's have been distributed to classroom teachers and are stored in lockable storage containers or password protected electronic storage systems.
7. The education corporation has implemented a fingerprint/Livescan policy consistent with Institute policy (which requires that at least two staff members verify the clearance of each new employee/contractor hired by the education corporation prior to employment) (available at <http://www.newyorkcharters.org/schoolsCompliOverview.htm>); and all cafeteria, maintenance and transportation personnel regardless of whether employed by the education corporation are covered by the policy.
8. A copy of the school's complaint policy is on file in the school office and accessible to parents.
9. The school's Freedom of Information Law (FOIL) notice is posted in the school office or another location accessible to parents and staff. (See the FOIL guidance at <http://www.newyorkcharters.org/schoolsCompliOverview.htm> for more information).
 1. The school maintains a category list of records held by the school.
 2. The school maintains a list of employees, their work stations, titles and salaries.
 3. The school's website contains required FOIL information.
10. The education corporation provides a media notice regarding each board meeting in accordance with the Open Meetings Law.

1. The education corporation posts information regarding board meetings on its website in accordance with the Open Meetings Law.
11. The education corporation distributes its Code of Ethics to all new employees, officers and trustees in accordance with the General Municipal Law.
12. The education corporation is not in material default of any bond, loan or other financial agreements.
13. The school maintains an inventory of school property in accordance with the education corporation's inventory policy.


I assure the statements above to be true:




Dr. Vasthi R. Acosta, Executive Director



Date:



David Briggs, Board Chair



Date:

RESPONSE D (3) a – Financial Statement

Benchmark 3 A: Budgeting and Long Range Planning

The school operates pursuant to a long-range financial plan in which it creates realistic budgets that it monitors and adjusts when appropriate.

Amber Charter School has been and is fiscally sound.

Table 1 shows that the accountability plan measures, objectives, and performance related to fiscal soundness were all met every year of the charter period.

Table 1: Accountability Measures: Fiscal Soundness for Charter Period

Measure	Objective	School Years	Objective Achieved
Budgeting:	Each year, the school will operate on a balanced budget meaning actual revenues will equal or exceed actual expenses.	2010-14	YES
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.	2010-14	YES
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.	2010-14	YES

Amber has maintained consistent positive fund balances and adequate cash flow, and has met its bills at all times. Amber has not borrowed any money, except for the mortgage to purchase the building at 220 East 106 Street, which was purchased during the first charter period. There has been an increase in net assets each year the school has been in operation.

Benchmark 3B: Internal Controls

The school maintains appropriate internal controls and procedures.

The day-to-day fiscal responsibilities of Amber Charter School are assigned to its Chief Financial Officer, who was hired on January, 2005. However, ultimate responsibility for the overall management of the organization rests with the Board of Trustees. The Board Treasurer serves as the key financial contact. Amber has a Finance Committee, which assures the school's financial health and compliance.

Amber's internal control structure consists of policies and procedures established to achieve Amber's objectives. The policies and procedures address Amber's ability to process, record, summarize, and report financial information. The internal control structure is maintained to reduce the potential unauthorized use of Amber's assets or misstatement of account balances. This structure is comprised of basic elements, namely, the control environment, the accounting system, the control procedure, and the accounting cycle. All these systems are set forth in the comprehensive Fiscal Manual developed during the second charter period.

The control environment describes the importance Amber places on internal controls as part of its day to day activities. The accounting system is comprised of the methods and records used to identify, assemble, classify, record, and report accounting transactions. The control procedures strengthen Amber's internal control structure by safeguarding the school's assets. These procedures are divided into segregation of duties, restricted access, document control, processing control, and reconciliation controls. The last basic element of Amber's internal controls is the accounting cycle. The Accounting system has efficiently and effectively used to process, record, summarize, and report transactions for Amber Charter School.

Amber Charter School's accounting system during this charter period was the accounting software MIP Fund Accounting. The Chief Financial Officer annually reviews the school's accounting software and other IT systems to assess the systems' internal controls, operating efficacy and availability of financial information to key decision makers. The Chief Financial Officer reports her review to the Head of School, Board Treasurer and the Finance Committee Board members.

Amber Charter School reviews how it assigns duties to its staff with fiscal responsibilities. This includes assigning a staff member to review grants agreements and monitor compliance as well as prepare payroll according to appropriate state and federal regulations and school policy. The school ensures that employees and trustees who handle cash and investments are bonded to help assure the safeguarding of assets, and takes corrective action in a timely manner to address any internal control or compliance deficiencies identified by an external auditor, the Institute, and/or the State Education Department, if needed.

Benchmark 3C: Financial Reporting

The school has complied with financial reporting requirements by providing the SUNY Trustees and the State Department with required financial reports that are on time, complete and follow generally accepted accounting principles.

Amber Charter School complies with all financial reporting requirements of the agencies that regulate charter schools. Amber has reported financial data in a timely manner to these agencies throughout the charter period.

Benchmark 3D: Financial Condition

The school maintains adequate financial resources to ensure stable operations. Critical financial needs of the school are not dependent on variable income (grants, donations and fundraising).

Amber Charter School has maintained consistent positive fund balances and adequate cash flow and has met all its bills on time throughout the whole charter period.

Amber Charter School completed its fiscal year in strong financial condition. The school had an increase in net assets of \$366,139 and finished with unrestricted net assets of \$ 3,833,028. The school's cash position has improved by \$533,091. The school's operating activities provides positive cash flow of \$731,123 and the school invested in the purchase of property and equipment totaling \$139,625. Amber's total net assets have increased in each year.

Between the years 2010-2013, the school received \$448,900 in private grants and contributions. This indicates that variable income is an important part of the school's financial strength and stability, but Amber isn't dependent on the variable income. Table 2: Summary of Financial Status for Charter Period, below shows that Amber has kept its reliance on foundation and individual philanthropy low. Philanthropic projections do not exceed 10% per year; Amber does not look to philanthropic contributions to cover core programs. Table 2 below also shows the school has relied less on private grants and contributions on a per-pupil basis, while its overall financial strength has improved.

Table 2: Summary of Financial Status for Charter Period

Items	2009-2010	2010-2011	2011-20012	2012-2013
Approved enrollment	375	395	425	436
Unrestricted net assets at year end	\$2,772,490	\$3,529,885	\$3,466,889	\$3,833,028
Total unrestricted net assets divided by total expenses	51%	60%	51%	58%
Private grants & contributions (unrestricted & temporary restricted)	\$267,985	\$56,249	\$59,590	\$65,076
Private grants and contributions divide by total assets	5%	1%	1%	1%
Private grants & contributions divided by approved enrollment	\$715	\$142	\$140	\$149

As of June 30, 2013 Amber Charter has fixed assets totaling \$4,188,309 (less: accumulated depreciation) that consists of its building, land, furniture and equipment. At June 30, 2013, the school had long-term debt related to the facility totaling \$2,341,957 (less: current portion).

Amber has been able to support implementation of an effective academic program. Amber has maintained an average class size below 24 students through effective deployment of financial resources, with most classes in the range of 15-23 students. Amber has staffed kindergarten, first and second grade classes with a teacher and teacher assistant and continues to provide special education services for identified and at-risk students as well as meet the needs of English Language Learners. Amber continues to use tutors in grades 3-5 to support academic intervention and classroom instruction.

Amber purchased a new Common Core Standards aligned curricula for literacy and math in 2012-13 with all the essential instructional materials and resources for the whole school. The new curricula, *Journey's* and *Go Math!* By Houghton Mifflin, were rolled out for implementation in 2013-14. In addition, ENO Boards [smart boards] were purchased in 2013-14 for every classroom. This allowed the online resources of the new curricula to be accessed by every classroom teacher.

Good nutrition is important for good learning. Therefore, Amber has purchased nutritional meals from an outside vendor that provides students with fresh fruit and nutritionally balanced breakfast and lunch every day.

RESPONSE D (3) b – Fiscal Policies and Procedures

Response is referenced in Response 24: Supplemental Materials of Amber Charter 2014 Replication Application. The whole fiscal manual is included in that file.

RESPONSE E – Supplemental Information

The following supplemental information is provided:

- Amber Charter School Section 504 Policy
- UFT Collective Bargaining Agreement
- FOIL Notice
- Parent Handbook and Behavior Agreement
- Attachment A: Sample Report Card
- Attachment B: APPR Plan
- Attachment C: Scope and Sequence.2013
- Attachment D: 504 Policy and Procedures

RESPONSE Question 4: Future Plans

Amber has established itself as one of the best schools in East Harlem and has a strong record of placing students in the best middle schools in the city, even elite private schools like Calhoun and Riverdale Country. In the coming charter period the focus will be to replicate Amber's model, since the authorizer, SUNY CSI, has granted Amber a new charter; to continue to refine the educational program to ensure our students are achieving at the highest level; and establish an alumni program that tracks our former students and establishes a continued relationship.

Benchmark 4A: Plans for the School's Structure

Mission

Amber's mission was rewritten in the summer of 2011 by the Board of Trustees. See Exhibit 1: School's Mission Statement.

The new mission statement focuses Amber's work toward three key components:

- Academic Excellence,
- Character Development, and
- Articulation of graduates to top middle schools.

Key Design Elements

Amber's key design elements can be found in Exhibit 2: Key Design Elements. They continue to focus on literacy, math, and enrichment subjects like Spanish, art, music, physical education and technology.

Projected Enrollment

Amber will continue to serve students in grades kindergarten to fifth grade. As described in Exhibit 3: Projected Enrollment, Amber will serve a minimum of 470 students a year and no more than 510 students.

School Calendar

Amber will continue to offer a minimum of 180 instructional days for students and 186 work days for instructional staff. As Exhibit 4: School Calendar, demonstrates the first two days of the school year will be half days for all kindergarten students in order to provide teachers the opportunity to meet with parents. The additional six work days for instructional staff will continue to be used for professional development and/or additional instructional days. As much as is feasible, Amber will follow the NYC Department of Education (DOE) calendar for holiday breaks to accommodate families that have siblings attending NYC DOE schools.

School Schedule

Amber will continue to offer all students a school day that begins at 8:00 am with breakfast and instruction at 8:20 am. Kindergarten students will dismiss at 3:10 pm everyday while students in grades 1-5 will dismiss at 3:10 pm on Monday, Wednesday and Friday, and 3:45 pm on Tuesday and Thursday. Within these hours the students will have daily literacy and math instruction, and weekly instruction in science, social studies, art, music, Spanish, physical education and technology. See Exhibit 5: School Schedule.

Staffing Plan

There will be some staffing changes in the next charter period to accommodate the replication plans. See Exhibit 6: Staffing Plan, for a detailed staffing chart outlining key instructional and administrative positions for each year of the charter for Amber Charter 1, as well as an organizational chart outlining the key staff in the Shared Services Team that will oversee both charter schools. A full explanation of the positions, and the authority and decision making process between the charter schools and the Shared Services Team can be found in the 2014 Replication Application Business Plan and Response 11 - Personnel.

Accountability Plan

In the last charter period the State suspended the administration of the 5th grade Social Studies exam. Therefore, that goal was removed from Amber's accountability goals by the authorizer. No significant changes are projected in the next charter period for the Accountability Goals. See Exhibit 7 for the Accountability Plan.

Plan for meeting Enrollment and Retention Targets

As described in Exhibit 8: Plan for Meeting Enrollment and Retention Targets, Amber has identified methods and procedures to ensure the enrollment and retention of students with disabilities and English Language Learners.

Benchmark 4B: Plans for the Educational Program

Response is referenced in Amber Charter's 2014 Replication Application Response 5 - Curriculum and Instruction.

Benchmark 4C: Governance Structure

Response is referenced in Amber Charter's 2014 Replication Application Response 13 - Governance.

Benchmark 4D: Fiscal Plans

Amber will continue to be fiscally sound. It will continue to:

- Create realistic budgets that are monitored and adjusted when appropriate.
- Maintain appropriate internal controls and procedures.
- Comply with financial reporting requirements.
- Maintain adequate financial resources to ensure stable operations, and monitor and manage successfully cash flow.

Exhibit 11 presents the projected five year Budget Projections for the fourth charter period.

Facility Plan

Amber Charter's facility is a 114 year old building that demands constant upkeep. Part of the Board's fundraising efforts has been to raise capital funds to maintain and upgrade the building. In 2013 Amber was awarded a capital grant from the City Council to construct a commercial kitchen off one of the alleyways of the multi-purpose room. Work has already begun on this project.

Design plans have been completed for the kitchen with the assistance of a kitchen consultant. The design demonstrates the equipment necessary and the layout of the kitchen. A geotechnical consultant was identified and he conducted the ground tests. A mechanical consultant was also identified and conducted a survey of the existing conditions. During that survey all the existing utilities were confirmed except for the main sewer trap. A search of the original building plans filed with the City did not help to locate the main sewer trap; therefore, a special company will be hired to do a search through the plumbing system for the main sewer trap.

Once all the preliminary work is completed the proper filings will be made to the City Department of Buildings to acquire the permits necessary so that construction can begin. It is anticipated that the kitchen will be completed and operational by fall of 2016-17.

Exhibit A – Mission Statement

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.

EXHIBIT B: Key Design Elements

Amber Charter School primarily serves students in kindergarten to fifth grade. As set forth in our mission statement, the school aims to provide an academically rigorous and well-rounded education, along with strong character development, for our students by incorporating the following elements:

- **Literacy:** 90 minutes of instruction per day
- **Mathematics:** 90 minutes of math instruction per day
- **Science:** 90 minutes of science instruction per week
- **Social Studies:** 90 minutes of social studies instruction per week
- **Spanish as a Foreign Language:** All students will learn Spanish language and culture
- **Enrichment:** Students will have opportunities to learn: art, music, physical education, and Technology
- **School Culture:** A strong culture of respect for learning is fostered through the infusion of the Amber Way throughout the student and adult culture. The Amber Way teaches the following character traits: **A**chievement, **comM**unity, **responsiB**ility, **honE**sty and **R**espect.
- **Service:** Every student is required to complete a community service project every year. In this way, students begin to know their community, its needs and strengths, and see themselves as a vital contributor of their community.

EXHIBIT C: Enrollment Chart

Amber Charter School Enrollment Projections: 2015-2020

Grades	Ages	Number of Students				
		Year 1 2015-16	Year 2 2016-17	Year 3 2017-18	Year 4 2018-19	Year 5 2019-20
K*	4-5	100	100	100	100	100
1*	5-6	100	100	100	100	100
2	6-7	93	93	93	93	93
3	7-8	86	86	86	86	86
4	8-9	67	74	74	74	74
5	9-10	50	56	61	67	67
Total Students		496	509	514	520	520
Classes Per Grade		3/4	3/4	3/4	3/4	3/4
Average Number of Students Per Class		24	24	24	24	24

EXHIBIT D: School Calendar and Schedule

Exhibit D – School Calendar and Schedule is referenced in Amber Charter’s 2014 Replication Application Response 6-Calendar and Schedules.

EXHIBIT E: Staffing Plan

Amber I Staffing Chart

	Number in Position				
	Year 1	Year 2	Year 3	Year 4	Year 5
Grades Served:	K-5	K-5	K-5	K-5	K-5
Enrollment:	496	509	514	520	520
Position					
SHARED SERVICES TEAM					
Executive Director	1	1	1	1	1
CFO	1	1	1	1	1
Human Resources Specialist	1	1	1	1	1
Senior Accountant	1	1	1	1	1
IT Director	1	1	1	1	1
Special Education Coordinator	1	1	1	1	1
Director of Community Relations	1	1	1	1	1
Executive Assistant	1	1	1	1	1
Facilities Manager	1	1	1	1	1
Total Shared Services Team	9	9	9	9	9
INSTRUCTIONAL STAFF					
Principal	1	1	1	1	1
Assistant Principal	1	1	1	1	1
Kindergarten Teachers	4	4	4	4	4
1st Grade Teachers	4	4	4	4	4
2nd Grade Teachers	4	4	4	4	4

	Number in Position				
	Year 1	Year 2	Year 3	Year 4	Year 5
3rd Grade Teachers	3	3	3	3	3
4th Grade Teachers	3	3	3	3	3
5th Grade Teachers	3	3	3	3	3
Kindergarten Teacher Assistants	4	4	4	4	4
1st Grade Teacher Assistants	4	4	4	4	4
2nd Grade Teacher Assistants	2	2	2	2	2
Tutors	9	9	9	9	9
Specialists	6	6	6	6	6
Special Education/ELL Teachers	1	1	2	2	2
Dean of Students	1	1	1	1	1
Staff Developers	2	2	2	2	2
Social Worker	1	1	1	1	1
OPERATIONS STAFF					
Business Manager	1	1	1	1	1
Family Engagement Manager	1	1	1	1	1
Data/Assessment Manager	1	1	1	1	1
Secretary	1	1	1	1	1
School Safety Officer	1	1	1	1	1
Pupil Accounting	1	1	1	1	1
Meals & Transportation Coordinator	1	1	1	1	1

	Number in Position				
	Year 1	Year 2	Year 3	Year 4	Year 5
Cook	0	1	1	1	1
Assistant Cook/Server	0	1	1	1	1
Custodian	1	1	1	1	1
Nurse (DOH)	1	1	1	1	1
Bus matrons	3	3	3	3	3
Total School Based Staff	65	67	68	68	68

Amber I Organizational Chart

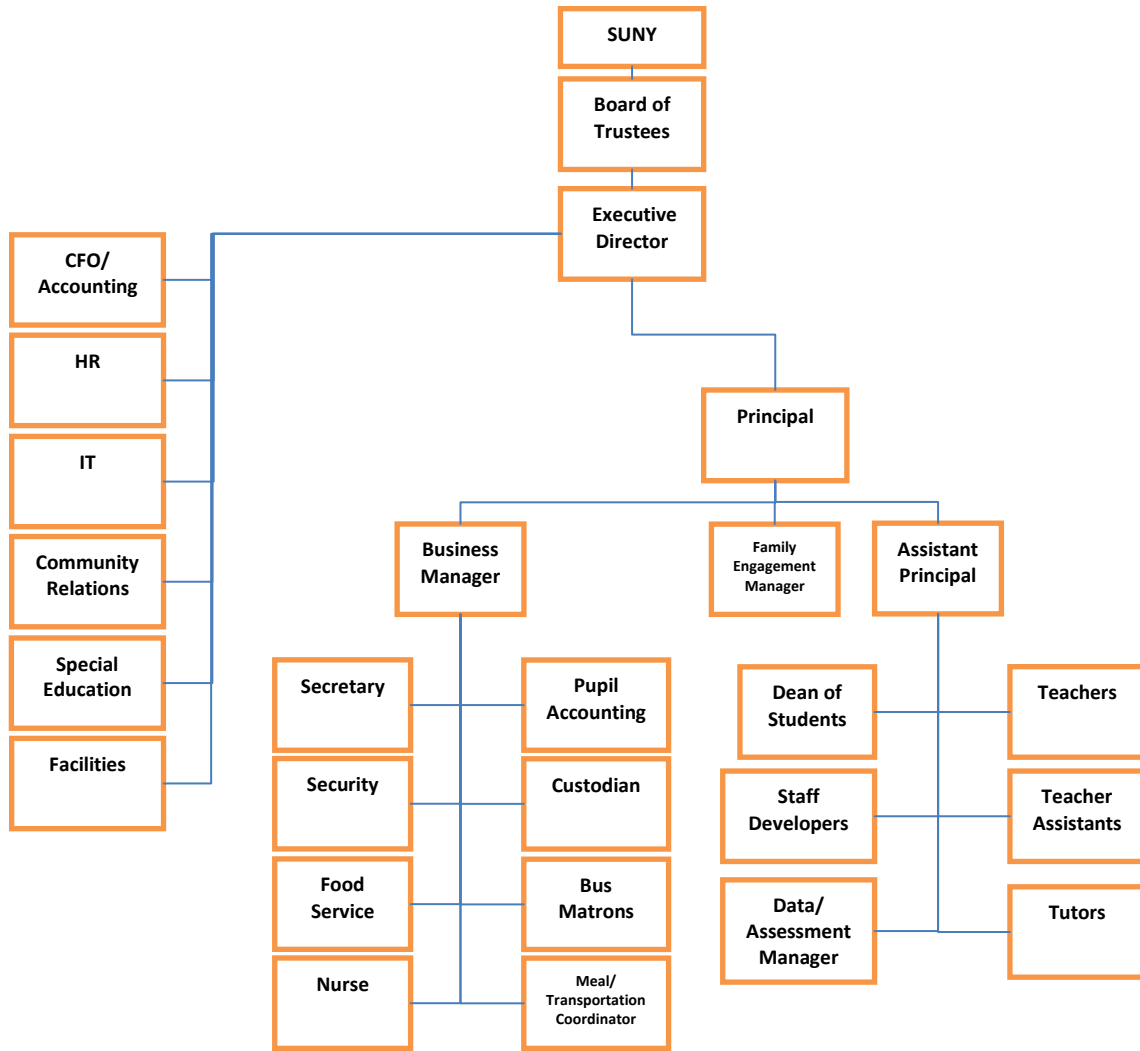


EXHIBIT F: Accountability Plan

Exhibit F –Accountability Plan is referenced in Amber Charter’s 2014 Replication Application Response 2 (d) – Accountability Plan.

EXHIBIT G: Enrollment and Retention Plan

Enrollment and Retention

Students with disabilities:

- *Efforts taken in 2013-2014: Enrollment*

As in past years, during student recruitment the services that Amber provides for students with disabilities are publicized. Students that apply to Amber Charter School for admission to kindergarten and first grade who self-identify as having an Individualized Education Plan [IEP] are given the same opportunities for admittance as other students. Once these students are chosen in the lottery they are asked to register. In 2013-14, 19 students registered for Kindergarten that had an IEP out of a cohort of 120 students. During the school year one student was identified as a student with disabilities and referred for an IEP. In first grade of the 10 students newly registered, only one had an IEP.

Retention

Amber Charter School has 14% of its student population identified as students with disabilities, 64 students in grades kindergarten to fifth. The breakdown per grades:

Grade	# students with IEP's
KDG	20
1 st	12
2 nd	12
3 rd	10
4 th	8
5 th	2

Amber has a good history of retaining students with disabilities, as well as identifying new students that may need special services and accommodations and acquiring them. During the school year, for every benchmark assessment the progress of students with disabilities was monitored by administration and teachers.

- *Efforts to be taken in 2014-2015: Enrollment*

During student recruitment the services and accommodations that Amber Charter School provides students with disabilities continue to be publicized. Of the 134 students chosen in the lottery for the incoming kindergarten classes 29 were students with IEP's, 21%. Of the 9 students registered for first grade one student had an IEP.

Retention

Amber will continue to serve all of its students with disabilities population and retain a high percentage. In addition, other students may be identified in need of special services and accommodations and these students and families will be ushered through the referral process by Amber staff.

English Language Learners:

- *Efforts taken in 2013-2014: Enrollment*

During student recruitment, the flyers and application were translated into Spanish and Cantonese to attract these populations to Amber. Recruitment ads were placed in the local weekly newspaper, *Manhattan Times*. Posters in English and Spanish were distributed throughout the community to local businesses, churches, community offices, and day cares centers. A mailing with recruitment materials and applications was sent out to over 200 head start centers and day cares centers in Manhattan and the Bronx. The local housing projects were papered with flyers in the three languages by a street team.

Retention

In the student registration for 2013-2014, students were identified from the Home Language Survey [HLS] as English Language Learners. Forty students were tested with the Language Assessment Battery Revised [LAB-R]. Of the 40 tested, 23 students passed the LAB-R, therefore 17 students were identified as ELL's. Of the 9 new first graders registered none were identified as an ELL.

Amber Charter School has 4% of its student population identified as ELL's, 23 students in grades kindergarten to fifth. The breakdown per grades:

Grade	# ELL students
KDG	15
1 st	5
2 nd	2
3 rd	0
4 th	0
5 th	1

Most Amber ELL students pass the NYSESLAT in second grade or before. There is a staff member assigned to oversee the assessment of ELL's and assignment to English as a Second Language instruction. Select faculty members were sent to outside professional development on teaching ELL's as part of the ELL Consortium. During every benchmark

assessment the progress of ELL's is monitored by administration and teachers. During State testing ELL's were given testing accommodations.

- *Efforts to be taken in 2014-2015: Enrollment*

During student recruitment the flyers and application were translated into Spanish and Cantonese to attract these populations to Amber. Recruitment ads were in the local weekly newspaper, *Manhattan Times*. Posters in English and Spanish were distributed throughout the community to local businesses, churches, community offices, and day cares centers. A mailing with recruitment materials and applications was sent out to over 200 head start centers and day cares centers in Manhattan and the Bronx. The local housing projects were papered with flyers in all three languages by a street team.

Retention

In the student registration for 2014-15, 44 students were identified from the Home Language Survey [HLS] as possible ELL's. These students will be tested in September to confirm if they are ELL's. The ELL's will be provided with pull-out ESL instruction as well as other intervention services as needed. Their progress will be monitored through their performance on benchmark and formative assessments. All efforts made during 2013-14 will also be made in the new school year.

Students eligible for free and reduced lunch:

- *Efforts taken in 2013-2014: Enrollment*

Student recruitment efforts are focused in Amber's community which is East Harlem and a low socioeconomic area. Therefore, the majority of Amber's applications are from families that are indigent or from low economic standing.

Retention

With an 85% free and reduced lunch student population in 2013-14 it is clear that Amber retains its student population.

- *Efforts to be taken in 2014-2015: Enrollment*

Student recruitment continues to be focused on the local community.

Retention

With 98% of the student population [not graduates] returning in 2014, we anticipate maintaining our retention of this population.

EXHIBIT H: By-Laws

Exhibit H –By-Laws is referenced in Amber Charter’s 2014 Replication Application Request for Amendment 2: Response 13 (e) – By-Laws.

EXHIBIT I: Code of Ethics

Exhibit I –Code of Ethics is referenced in Amber Charter’s 2014 Replication Application Request for Amendment 2: Response 13 (f) – Code of Ethics.

RENEWAL CHARTER EXHIBIT K						DESCRIPTION OF ASSUMPTIONS	
Amber Charter School PROJECTED BUDGET / OPERATING PLAN FOR NEXT CHARTER PERIOD							
Total Revenue	7,642,064	7,920,231	8,093,827	8,097,763	8,102,975		
Total Expenses	7,427,330	7,531,010	7,633,074	7,757,968	7,864,800		
Net Income (Before Cash Flow Adjustments)	214,734	389,221	460,753	339,795	238,175		
Actual Student Enrollment	496	509	514	520	520		
Total Paid Student Enrollment	496	509	514	520	520		
	Year 1 2016	Year 2 2017	Year 3 2018	Year 4 2019	Year 5 2020		
REVENUE	Per Pupil Revenue Percentage Increase						
REVENUES FROM STATE SOURCES	0.7%	1.1%	0.0%	0.0%	0.0%		
Per Pupil Revenue	CY Per Pupil Rate						
Amber Charter School	13,777						
School District 2 (Enter Name)	-	-	-	-	-		
School District 3 (Enter Name)	-	-	-	-	-		
School District 4 (Enter Name)	-	-	-	-	-		
School District 5 (Enter Name)	-	-	-	-	-		
School District 6 (Enter Name)	-	-	-	-	-		
School District 7 (Enter Name)	-	-	-	-	-		
School District 8 (Enter Name)	-	-	-	-	-		
School District 9 (Enter Name)	-	-	-	-	-		
School District 10 (Enter Name)	-	-	-	-	-		
School District 11 (Enter Name)	-	-	-	-	-		
School District 12 (Enter Name)	-	-	-	-	-		
School District 13 (Enter Name)	-	-	-	-	-		
School District 14 (Enter Name)	-	-	-	-	-		
School District 15 (Enter Name)	-	-	-	-	-		
School District - ALL OTHER	-	-	-	-	-		
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	13,777						
Special Education Revenue	6,882,992	7,139,743	7,302,398	7,294,040	7,294,040		
Grants	155,850	160,526	165,341	170,302	175,411		
Stimulus	-	-	-	-	-		
DYCD (Department of Youth and Community Developmt.)	-	-	-	-	-		
Other	-	-	-	-	-		
Other	-	-	-	-	-		
TOTAL REVENUE FROM STATE SOURCES	7,038,842	7,300,269	7,467,739	7,464,342	7,469,451		
REVENUE FROM FEDERAL FUNDING							
IDEA Special Needs	84,027	86,230	87,077	88,093	88,093	Assumes 14% SWD @ 1,210.07 per student with IEP	
Title I	204,054	209,403	211,460	213,928	213,928	Assumes 85% FRL @ 484 per student eligible for FRL	
Title Funding - Other	24,284	25,917	26,172	26,478	26,478	Assumes \$48.96 per student	
School Food Service (Free Lunch)	223,646	229,508	231,763	234,468	234,468		
Grants	-	-	-	-	-		
Charter School Program (CSP) Planning & Implementation	-	-	-	-	-		
Other	-	-	-	-	-		
Other	-	-	-	-	-		
TOTAL REVENUE FROM FEDERAL SOURCES	536,012	551,058	556,471	562,967	562,967		
LOCAL and OTHER REVENUE							
Contributions and Donations	3,000	3,000	3,000	3,000	3,000		
Fundraising	-	-	-	-	-		
Erate Reimbursement	21,654	22,221	22,439	22,701	22,701	Assumes 80% reimbursement of eligible technology costs	
Earnings on Investments	-	-	-	-	-		
Interest Income	3,134	3,228	3,325	3,425	3,528		
Food Service (Income from meals)	-	-	-	-	-		
Text Book	39,422	40,455	40,853	41,330	41,330		
OTHER	-	-	-	-	-		
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	67,210	68,904	69,617	70,455	70,558		
TOTAL REVENUE	7,642,064	7,920,231	8,093,827	8,097,763	8,102,975		
EXPENSES							
ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Positions						
Executive Management	-	-	-	-	-		
Instructional Management	2.00	199,955	202,954	205,999	209,089	212,225	Cost of Living Increase 1.5%
Deans, Directors & Coordinators	3.00	277,701	281,866	286,094	290,386	294,742	
CFO / Director of Finance	-	-	-	-	-	-	
Operation / Business Manager	1.00	73,080	74,176	75,289	76,418	77,564	
Administrative Staff	5.00	248,856	252,589	256,377	260,223	264,126	
TOTAL ADMINISTRATIVE STAFF	11.00	799,592	811,585	823,759	836,116	848,657	
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	22.00	1,652,551	1,693,865	1,736,212	1,779,617	1,824,107	
Teachers - SPED	1.00	86,040	88,191	90,395	92,655	94,972	
Substitute Teachers	-	83,200	85,280	87,412	89,597	91,837	
Teaching Assistants	10.00	461,005	472,530	484,343	496,452	508,863	
Specialty Teachers	6.00	448,719	459,937	471,436	483,822	495,302	
Aides	-	-	-	-	-	-	
Therapists & Counselors	1.00	86,040	88,191	90,395	92,655	94,972	Tutors
Other	9.00	198,521	203,484	208,571	213,785	219,130	
TOTAL INSTRUCTIONAL	49.00	3,016,076	3,091,478	3,168,764	3,248,583	3,329,183	
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	-	-	-	-	-	-	
Librarian	-	-	-	-	-	-	
Custodian	1.00	46,800	47,502	48,214	48,937	49,671	
Security	2.00	79,739	80,936	82,150	83,382	84,633	
Other	5.00	89,488	91,725	94,018	96,368	98,778	Bus Matrons & Kitchen Staff
TOTAL NON-INSTRUCTIONAL	8.00	216,027	220,162	224,382	228,687	233,082	
SUBTOTAL PERSONNEL SERVICE COSTS	68.00	4,031,695	4,123,226	4,216,905	4,313,386	4,410,922	
PAYROLL TAXES AND BENEFITS							
Payroll Taxes		15,794	16,152	16,518	16,895	17,276	Assumes 4% of salaries
Fringe / Employee Benefits		987,124	1,009,486	1,032,373	1,055,947	1,079,771	Assumes 25% of salaries
Retirement / Pension		157,940	161,518	165,180	168,952	172,763	Assumes 4% of salaries
TOTAL PAYROLL TAXES AND BENEFITS		1,160,857	1,187,156	1,214,071	1,241,794	1,269,811	
TOTAL PERSONNEL SERVICE COSTS	68.00	5,192,552	5,310,382	5,430,976	5,555,180	5,680,733	
CONTRACTED SERVICES							
Accounting / Audit		45,800	45,800	45,800	45,800	45,800	
Legal		3,000	3,000	3,000	3,000	3,000	
Management Company Fee		528,000	470,960	428,574	401,541	373,600	Shared Service Team personnel costs equal to its % of total students in the education corp..
Nurse Services		-	-	-	-	-	
Food Service / School Lunch		167,871	172,271	173,963	175,994	175,994	Based on the annual increase and student enrollment
Payroll Services		76,206	77,932	79,699	81,519	83,358	Assumes 1.93% of Salaries
Special Ed Services		41,664	42,756	43,176	43,680	43,680	Assumes \$600 per IEP (SWD 14% of Student Projections)
Titlement Services (i.e. Title I)		-	-	-	-	-	
Other Purchased / Professional / Consulting		185,816	189,532	193,323	197,189	201,133	Professional Development, Erate, Other
TOTAL CONTRACTED SERVICES		1,048,357	1,002,251	967,535	948,723	926,565	
SCHOOL OPERATIONS							
Board Expenses		1,200	1,200	1,200	1,200	1,200	Materials, Meeting Resources
Classroom / Teaching Supplies & Materials		22,400	22,400	22,400	22,400	22,400	\$800 per teacher & specialists
Special Ed Supplies & Materials		4,944	7,126	7,196	7,280	7,280	\$100 per IEP (SWD 14% of Student Projections)
Textbooks / Workbooks		68,448	70,242	70,932	71,760	71,670	\$138 for Textbook Kit Per Student Enrollment
Supplies & Materials other		21,328	21,887	22,102	22,360	22,360	
Equipment / Furniture		6,750	5,700	4,500	4,650	3,750	\$150 per new student & replenishments
Telephone		38,777	39,794	40,185	40,654	40,654	phone & internet
Technology		27,067	27,776	28,049	28,376	28,376	laptops, ENO boards
Student Testing & Assessment		27,280	27,995	28,270	28,600	28,600	\$55 Per Student
Field Trips		7,440	7,635	7,710	7,800	7,800	\$15 per student
Transportation (student)		-	-	-	-	-	DOE Funded
Student Services - other		135,000	139,050	143,222	147,518	151,944	Enrichment Programs / Afterschool Programs
Office Expense		68,448	70,242	70,932	71,760	71,760	Printing Mailings, supplies, photocopier
Staff Development		34,000	34,000	34,000	34,000	34,000	\$500 per staff
Staff Recruitment		5,000	5,000	5,000	5,000	5,000	
Student Recruitment / Marketing		25,000	30,000	30,000	30,000	30,000	Marketing material, registration system
School Meals / Lunch		-	-	-	-	-	
Travel (Staff)		13,419	13,770	13,906	14,068	14,068	
Fundraising		20,000	30,000	35,000	40,000	40,000	Grant writing, solicitation materials
Other		225,000	225,000	225,000	225,000	225,000	Subscription/annual dues, food for staff/meeting, Interest Expense, etc.
TOTAL SCHOOL OPERATIONS		753,501	778,817	789,604	802,426	805,862	
FACILITY OPERATION & MAINTENANCE							
Insurance		157,916	161,556	162,956	164,636	164,636	
Janitorial		22,000	25,000	29,000	34,000	34,000	
Building and Land Rent / Lease		-	-	-	-	-	
Repairs & Maintenance		65,000	65,000	65,000	65,000	65,000	
Equipment / Furniture		35,054	35,054	35,054	35,054	35,054	Kitchen equipment lease, office furniture, furniture replacement
Security		-	-	-	-	-	
Utilities		152,950	152,950	152,950	152,950	152,950	
TOTAL FACILITY OPERATION & MAINTENANCE		432,920	439,560	444,960	451,640	451,640	
DEPRECIATION & AMORTIZATION							
DISSOLUTION ESCROW & RESERVES / CONTINGENCY							
TOTAL EXPENSES		7,427,330	7,531,010	7,633,074	7,757,968	7,864,800	
NET INCOME		214,734	389,221	460,753	339,795	238,175	
ENROLLMENT - *School Districts Are Linked To Above Entries*							
Amber Charter School	496	509	514	520	520		
School District 2 (Enter Name)	-	-	-	-	-		
School District 3 (Enter Name)	-	-	-	-	-		
School District 4 (Enter Name)	-	-	-	-	-		
School District 5 (Enter Name)	-	-	-	-	-		
School District 6 (Enter Name)	-	-	-	-	-		
School District 7 (Enter Name)	-	-	-	-	-		
School District 8 (Enter Name)	-	-	-	-	-		
School District 9 (Enter Name)	-	-	-	-	-		
School District 10 (Enter Name)	-	-	-	-	-		
School District 11 (Enter Name)	-	-	-	-	-		
School District 12 (Enter Name)	-	-	-	-	-		
School District 13 (Enter Name)	-	-	-	-	-		
School District 14 (Enter Name)	-	-	-	-	-		
School District 15 (Enter Name)	-	-	-	-	-		
School District - ALL OTHER	-	-	-	-	-		

RENEWAL CHARTER EXHIBIT K						DESCRIPTION OF ASSUMPTIONS
Amber Charter School PROJECTED BUDGET / OPERATING PLAN FOR NEXT CHARTER PERIOD						
Total Revenue	7,642,064	7,920,231	8,093,827	8,097,763	8,102,975	
Total Expenses	7,427,330	7,531,010	7,633,074	7,757,968	7,864,800	
Net Income (Before Cash Flow Adjustments)	214,734	389,221	460,753	339,795	238,175	
Actual Student Enrollment	496	509	514	520	520	
Total Paid Student Enrollment	496	509	514	520	520	
	Year 1 2016	Year 2 2017	Year 3 2018	Year 4 2019	Year 5 2020	
TOTAL ENROLLMENT	496	509	514	520	520	
REVENUE PER PUPIL	15,407	15,560	15,747	15,573	15,583	
EXPENSES PER PUPIL	14,974	14,796	14,850	14,919	15,125	
CASH FLOW ADJUSTMENTS						
OPERATING ACTIVITIES						
Example - Add Back Depreciation	-	-	-	-	-	-
Other	-	-	-	-	-	-
Total Operating Activities	-	-	-	-	-	-
INVESTMENT ACTIVITIES						
Example - Subtract Property and Equipment Expenditures	(42,238)	(42,238)	(42,238)	(42,238)	(42,238)	(42,238)
Other	(165,556)	(165,556)	(165,556)	(165,556)	(165,556)	(165,556)
Total Investment Activities	(207,794)	(207,794)	(207,794)	(207,794)	(207,794)	(207,794)
FINANCING ACTIVITIES						
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	-
Other	-	-	-	-	-	-
Total Financing Activities	-	-	-	-	-	-
Total Cash Flow Adjustments	(207,794)	(207,794)	(207,794)	(207,794)	(207,794)	(207,794)
NET INCOME	6,940	181,427	252,959	132,001	30,381	
Beginning Cash Balance	-	6,940	188,367	441,326	573,327	
ENDING CASH BALANCE	6,940	188,367	441,326	573,327	603,708	

Amber Charter School
Statement of Functional Expenses
as of June 30

		2014							2013	
		Program Services				Supporting Services				
No. of Positions		Regular Education	Special Education	Other Education	Total	Fund-raising	Management and General	Total	Total	
		\$	\$	\$	\$	\$	\$	\$	\$	
Personnel Services Costs										
Administrative Staff Personnel	14.00	-	-	-	-	-	1,002,703	1,002,703	1,002,703	869,954
Instructional Personnel	48.00	2,751,009	78,167	-	2,829,176	-	-	-	2,829,176	2,729,803
Non-Instructional Personnel	6.00	254,993	-	-	254,993	-	-	-	254,993	294,785
Total Salaries and Staff	68.00	3,006,002	78,167	-	3,084,169	-	1,002,703	1,002,703	4,086,872	3,894,542
Fringe Benefits & Payroll Taxes		943,157	-	-	943,157	-	168,229	168,229	1,111,386	1,030,538
Retirement		-	-	-	-	-	-	-	-	-
Management Company Fees		-	-	-	-	-	-	-	-	-
Legal Service		-	-	-	-	-	-	-	-	-
Accounting / Audit Services		-	-	-	-	-	39,300	39,300	39,300	40,621
Other Purchased / Professional / Consulting Services		255,087	-	-	255,087	14,616	-	14,616	269,703	277,671
Building and Land Rent / Lease		-	-	-	-	-	-	-	-	-
Repairs & Maintenance		26,017	-	-	26,017	-	-	-	26,017	69,122
Insurance		106,854	-	-	106,854	-	-	-	106,854	103,155
Utilities		109,767	-	-	109,767	-	23,281	23,281	133,048	133,946
Supplies / Materials		216,487	-	-	216,487	-	-	-	216,487	85,044
Equipment / Furnishings		43,806	-	-	43,806	-	1,650	1,650	45,456	42,421
Staff Development		88,893	-	-	88,893	-	-	-	88,893	142,316
Marketing / Recruitment		11,036	-	-	11,036	-	-	-	11,036	453
Technology		17,115	-	-	17,115	-	-	-	17,115	24,984
Food Service		135,943	-	-	135,943	-	13,022	13,022	148,965	139,480
Student Services		39,914	-	-	39,914	-	-	-	39,914	37,837
Office Expense		34,369	-	-	34,369	-	22,889	22,889	57,259	72,919
Depreciation		217,812	-	-	217,812	-	-	-	217,812	225,209
OTHER		198,023	-	-	198,023	6,283	32,960	39,243	237,267	336,476
Total Expenses		\$ 5,450,282	\$ 78,167	\$ -	\$ 5,528,449	\$ 20,899	\$ 1,304,035	\$ 1,324,934	\$ 6,853,383	\$ 6,656,734