

I. SCHOOL INFORMATION AND COVER PAGE

Created Wednesday, July 09, 2014

Updated Saturday, July 26, 2014

Page 1

1. SCHOOL NAME

(Select School name from dropdown menu; BEDS # appears first)

310400860806 AMBER CS

2. CHARTER AUTHORIZER

SUNY-Authorized Charter School

3. DISTRICT / CSD OF LOCATION

NYC CSD 4

4. SCHOOL INFORMATION

| PRIMARY ADDRESS | PHONE NUMBER | FAX NUMBER | EMAIL ADDRESS |
|---|--------------|--------------|---------------|
| 220 East 106th Street New York, NY 10029 | 212-534-9667 | 212-534-6225 | [REDACTED] |

4a. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES

| | |
|---------------------------------------|----------------------------|
| Contact Name | Dr. Vasthi Acosta |
| Title | Head of School / Principal |
| Emergency Phone Number (###-###-####) | [REDACTED] |

5. SCHOOL WEB ADDRESS (URL)

www.ambercharter.org

6. DATE OF INITIAL CHARTER

2000-04-01 00:00:00

7. DATE FIRST OPENED FOR INSTRUCTION

2000-09-01 00:00:00

8. TOTAL NUMBER OF STUDENTS ENROLLED IN 2013-14 (as reported on BEDS Day)

(as reported on BEDS Day)

9. GRADES SERVED IN SCHOOL YEAR 2013-14

Check all that apply

 K

 1

 2

 3

 4

 5**10. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?**

| Yes/No | Name of CMO/EMO |
|--------|-----------------|
| No | |

11. FACILITIES

Will the School maintain or operate multiple sites?

(No response)

12. SCHOOL SITES

Please list the sites where the school will operate in 2014-15.

| | Physical Address | Phone Number | District/CSD | Grades Served at Site | School at Full Capacity at Site | Facilities Agreement |
|-------------------------------|---|------------------|--------------|-----------------------|---------------------------------|----------------------|
| Site 1 (same as primary site) | 220 East 106th Street New York, NY 10029 | 212-534-96 67 | CSD 4 | K-5 | Yes | Own |

12a. Please provide the contact information for Site 1 (same as the primary site).

| | Name | Work Phone | Alternate Phone | Email Address |
|---------------|-------------------|------------|-----------------|---------------|
| School Leader | Dr. Vasthi Acosta | [REDACTED] | | [REDACTED] |

12b. Please provide the contact information for Site 2.

| | Name | Work Phone | Alternate Phone | Email Address |
|--|------|------------|-----------------|---------------|
|--|------|------------|-----------------|---------------|

12c. Please provide the contact information for Site 3.

| | Name | Work Phone | Alternate Phone | Email Address |
|--|------|------------|-----------------|---------------|
|--|------|------------|-----------------|---------------|

14. Were there any revisions to the school's charter during the 2013-2014 school year? (Please include both those that required authorizer approval and those that did not require authorizer approval).

No

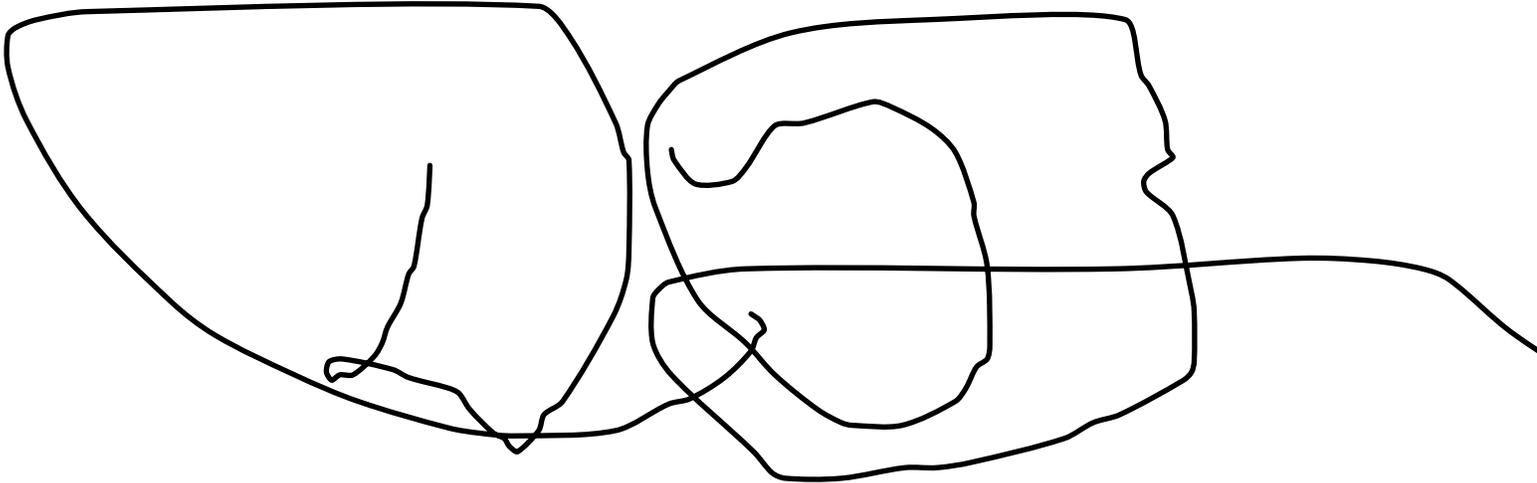
16. Our signatures below attest that all of the information contained herein is truthful and accurate and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, regulations, and rules. We understand that if any information in any part of this report is found to have been deliberately misrepresented, that will constitute grounds for the revocation of our charter. Check YES if you agree and use the mouse on your PC or the stylus on your mobile device to sign your name).

• Yes

Signature, Head of Charter School

Two handwritten signatures in black ink. The first signature on the left is 'Kesthi' and the second signature on the right is 'Acosta'.

Signature, President of the Board of Trustees

A large, stylized handwritten signature in black ink, consisting of several overlapping loops and a long horizontal stroke extending to the right.

Thank you.

Appendix A: Link to the New York State School Report Card

Created Monday, July 21, 2014

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Charter School Name: 310400860806 AMBER CS

1. NEW YORK STATE REPORT CARD

Provide a direct URL or web link to the most recent New York State School Report Card for the charter school (See <https://reportcards.nysed.gov/>).

(Charter schools completing year one will not yet have a School Report Card or link to one. Please type "URL is not available" in the space provided).

<http://data.nysed.gov/reportcard.php?instid=800000047051&year=2013&createreport=1&enrollment=1&avgclasssize=1&freelunch=1&attenda>



**AMBER
CHARTER SCHOOL**

**2013-14 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 15, 2014

by Dr. Vasthi R. Acosta

**220 East 106 Street
New York, NY 10029
212-534-9667
vacosta@ambercharter.org**

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

| Trustee’s Name | Board Position |
|--------------------|---|
| David Briggs | Chairman, Executive committee and Ad hoc member of all board committees |
| Soledad Hiciano | Vice-chairman, Executive committee and Chair of Education committee |
| Jessica Jimenez | Secretary, Executive committee |
| Julio Sandoval | Treasurer, Executive committee and Finance committee |
| Frank Aldridge | Member, Finance and Development committees |
| Cecilia Castro | Member, Education Program committee |
| Elisabeth A. Mason | Member, Education Program committee |
| Luis A. Miranda | Member, Development committee |
| Manuel Morales | Member, Education Program committee |
| Jorge Romero | Member, Finance committee |
| James Serafino | Member, Facilities committee |
| Ann Weiner | Member, Education Program committee |
| Aileen Wilson | Member, Education Program committee |
| Kathleen McCann | Member, Education Program committee |
| Vasthi R. Acosta | Member, Ad hoc member of all board committees |
| Michael Stolper | General Counsel to the Board |

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

INTRODUCTION

Founded in 2000, Amber's mission reads:

Our mission is to provide our students an academically rigorous and well-rounded education, along with strong character development, that will enable them to prosper in top middle schools and beyond.

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

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

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

Amber continued to serve the whole child by offering swimming classes to all second graders, attendance at musical performances at the 92nd Street YMCA for all first and second graders, a basketball team for third to fifth graders, assemblies where students perform, student council, Honor Choir, Art Club, Ballroom Basix, National Elementary School Honor Society, and other enrichment opportunities. This year we added to these enrichment opportunities by offering the Bubble program, which teaches students and families about good nutrition, and participating in the Broadway League, a program that offers families discounted tickets to Broadway shows

Amber students were accepted into top middle schools in the city, schools like East Harlem Exodus, Columbia Prep, Riverdale Country, De La Salle, Young Women's Leadership and Esperanza. All of our students were admitted into great charter and district middle schools meeting our mission to have our students "prosper in the top middle schools".

School Enrollment by Grade Level and School Year

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

School Enrollment by Ethnicity

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

School Enrollment by Gender

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

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

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

Background

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

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

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

Goal 1: Absolute Measure

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

Method

The school administered the New York State Testing Program English language arts assessment to students in 3 through 5 grade in April 2014. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year's test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed

breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year.

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

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

Results

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

**Performance on 2013-14 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year**

| Grades | All Students | | Enrolled in at least their Second Year | |
|--------|--------------|---------------|--|---------------|
| | Percent | Number Tested | Percent | Number Tested |
| 3 | 30% | 67 | 30% | 67 |
| 4 | 41% | 70 | 41% | 70 |
| 5 | 13% | 48 | 13% | 48 |
| All | 30% | 186 | 30% | 186 |

Evaluation

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

Additional Evidence

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

¹ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

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

English Language Arts Performance by Grade Level and School Year

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

Goal 1: Absolute Measure

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

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state’s learning standards in English language arts. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the 2013-14 English language arts AMO of 89. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.²

Results

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

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

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

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

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

Evaluation

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

Goal 1: Comparative Measure

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

Method

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

Results

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

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

**2013-14 State English Language Arts Exam
Charter School and District Performance by Grade Level**

| Grade | Percent of Students at Proficiency | | | | | |
|-------|---|------------------|----------------|------------------|----------------|------------------|
| | Charter School Students In At Least 2 nd Year | | CSD 4 Students | | CSD 5 Students | |
| | Percent | Number Tested | Percent | Number Tested | Percent | Number Tested |
| 3 | 30 | 66 | 29 | 965 | 14 | 932 |
| 4 | 41 | 70 | 21 | 1016 | 16 | 899 |
| 5 | 13 | 48 | 24 | 1025 | 13 | 769 |
| All | 30 | 185 | 29 | 3006 | 14 | 2600 |

Evaluation

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

Additional Evidence

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

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

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

Goal 1: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree)

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

Method

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

Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Comparative Performance Analysis available.

Results

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

2012-13 English Language Arts Comparative Performance by Grade Level

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

| |
|--|
| School’s Overall Comparative Performance: |
| <i>Higher than expected to a medium degree.</i> |

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

Evaluation

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

Goal 1: Growth Measure⁵

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

Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2012-13 and also have a state exam score from 2011-12 including students who were retained in the same grade. Students with the same 2011-12 score are ranked by their 2012-13 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students’ growth percentiles are aggregated school-wide to yield a school’s mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state’s release of Growth Model data, the 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Growth Model data available.⁶

Results

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

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

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

Evaluation

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

Additional Evidence

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

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

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

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

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

Goal 1: Optional Measure

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

Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they made towards the desirable outcome of grade level or an NCE of 50. Each grade level cohort consists of those students who took the same norm-referenced exam in 2012-13 and 2013-14. It includes students who repeated the grade. In addition, the school examines the aggregate of all cohorts to determine the growth of all students who took the exam in both years.

The norm referenced Terra Nova test was administered to grades kindergarten to 5th in May, 2014.

Results

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

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

⁷ Grade level results not available.

Evaluation

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

Additional Evidence

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

Cohort Performance on Terra Nova Reading Test by School Year

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

Summary of the English Language Arts Goal

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

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

| | | |
|----------|--|----------|
| | 4-5 will be above the state’s unadjusted median growth percentile. | |
| Optional | Each year, on a national norm-referenced assessment, all grade-level cohorts of students (in grades K-3) will reduce by one half the gap between their average NCE in the previous year and an NCE of 50 in the current year. If a grade-level cohort exceeds an NCE of 50 in the previous year, the cohort is expected to show a positive gain in the current year. | Achieved |

Action Plan

A new Literacy curriculum was implemented this past year, *Journeys* from Houghton Mifflin Harcourt. *Journey’s*, has an excellent balance of non-fiction and fiction texts, a balance and diversity of text genres, as well as a text complexity analysis for the main texts. The lessons are scripted for the teachers to follow which will help in the delivery of the curriculum. Guided reading books are incorporated that can be used for ELL support/differentiation/small group instruction and they address a range of complexity levels.

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

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

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

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

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

MATHEMATICS

Goal 2: Mathematics

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

Background

When a curriculum audit was conducted on the Literacy curriculum another audit was conducted on the math curriculum, *TERC Investigations*. With the decrease in math scores it was important to delve deep into the curriculum delivered to see if there were any gaps. It was found that TERC Investigations was not fully aligned with the common core standards and did not demand the rigor necessary. An exploration of other math curricula was conducted. The tri-state rubric was used to evaluate the math curricula that claimed to be aligned with the common core standards. After careful analysis a new math curriculum was selected for implementation in 2013-14. This curriculum was *Go Math!* from Houghton Mifflin Harcourt. In the evaluation of this curriculum a strong alignment to the common core standards was found. The materials and instructional pacing demonstrated focus. Overviews and lesson introductions promoted coherence and there were opportunities to support both fluency and deep understanding. The materials provided varied modes of curriculum-embedded assessments that are well-sequenced. The materials provided strong support for teachers in planning and providing an effective learning experience. They were comprehensive and seemed easy to use. Finally, the materials provided the appropriate level and type of scaffolding, differentiation, intervention and support for a broad range of learners. In addition, response to intervention is embedded in the program to support diverse learners.

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

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

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

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

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

Goal 2: Absolute Measure

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

Method

The school administered the New York State Testing Program mathematics assessment to students in 3 through 5 grade in April 2014. Each student’s raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year’s test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year.

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

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

Results

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

⁸ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

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

| Grades | All Students | | Enrolled in at least their Second Year | |
|--------|--------------|---------------|--|---------------|
| | Percent | Number Tested | Percent | Number Tested |
| 3 | 52% | 67 | 52% | 67 |
| 4 | 72% | 71 | 72% | 71 |
| 5 | 38% | 48 | 38% | 48 |
| All | 56% | 186 | 56% | 186 |

Evaluation

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

Additional Evidence

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

Mathematics Performance by Grade Level and School Year

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

Goal 2: Absolute Measure

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

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in mathematics. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the 2013-14 mathematics AMO of 86. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.⁹

Results

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

Mathematics 2013-14 Performance Level Index (PLI)

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

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

Evaluation

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

Goal 2: Comparative Measure

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

Method

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

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

¹⁰ Schools can acquire these data when the New York State Education Department releases its Access database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

Results

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

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

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

Evaluation

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

Additional Evidence

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

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

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

Goal 2: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.¹¹

Method

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

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Comparative Performance Analysis available.

Results

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

2012-13 Mathematics Comparative Performance by Grade Level

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

School's Overall Comparative Performance:

Higher than expected to a large degree.

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

Evaluation

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

Goal 2: Growth Measure¹²

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

Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2012-13 and also have a state exam score in 2011-12 including students who were retained in the same grade. Students with the same 2011-12 scores are ranked by their 2012-13 scores and assigned a percentile based on their relative growth in performance (mean growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state's release of Growth Model data, the 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Growth Model data available.¹³

Results

The unadjusted Math Mean Growth Percentile for Amber was 55.25.

2012-13 Mathematics Mean Growth Percentile by Grade Level

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

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

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

Evaluation

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

Additional Evidence

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

Mathematics Unadjusted Mean Growth Percentile by Grade Level and School Year

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

Goal 2: Optional Measure

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

Method

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

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

Results

Every cohort met the target growth measure.

¹⁴ Grade level results not available.

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

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

Evaluation

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

Additional Evidence

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

Cohort Performance on Terra Nova Mathematics Test by School Year

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

Summary of the Mathematics Goal

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

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

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

Action Plan

In 2013-14, a new math curriculum, *Go Math!* from Houghton Mifflin Harcourt was implemented. This curriculum has a strong alignment to the common core standards. Overviews and lesson introductions promoted coherence and there were opportunities to support both fluency and deep understanding within this curriculum. The materials provided varied modes of curriculum-embedded assessments that are well-sequenced, and strong support for teachers in planning and providing an effective learning experience. They were comprehensive and seemed easy to use. Finally, the materials provided the appropriate level and type of scaffolding, differentiation, intervention and support for a broad range of learners. In addition, response to intervention is embedded in the program to support diverse learners.

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

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

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

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

SCIENCE

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

Background

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

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

Method

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

Results

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

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

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

Evaluation

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

Additional Evidence

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

Science Performance by Grade Level and School Year

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

Goal 3: Comparative Measure

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

Method

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

Results

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

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

| Grade | Percent of Students at Proficiency | | | | | |
|-------|--|---------------|----------------|---------------|----------------|---------------|
| | Charter School Students In At Least 2 nd Year | | CSD 4 Students | | CSD 5 Students | |
| | Percent | Number Tested | Percent | Number Tested | Percent | Number Tested |
| 4 | 100.00% | 71 | * | * | * | * |

Evaluation

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

Summary of the Science Goal

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

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

Action Plan

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

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

NCLB

Goal 4: NCLB

Goal 4: Absolute Measure

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

Method

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

Results

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

Evaluation

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

NCLB Status by Year

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

APPENDIX B: OPTIONAL GOALS

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

Goal S: Parent Satisfaction

Amber will maintain strong enrollment and strong parent interest.

Goal S: Absolute Measure

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

Method

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

Results

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

2013-14 Parent Satisfaction Survey Response Rate

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

2013-14 Parent Satisfaction on Key Survey Results

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

Evaluation

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

Additional Evidence

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

Percent of parents who responded satisfied in NYC DOE Learning Survey

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

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

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

Goal S: Absolute Measure

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

Method

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

Results

Amber had a student retention rate of 99%.

2013-14 Student Retention Rate

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

Evaluation

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

Additional Evidence

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

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

Goal S: Absolute Measure

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

Method

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

Results

The attendance rate for 2012-13 was 93%.

2013-14 Attendance

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

Evaluation

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

Additional Evidence

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

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

Legal Compliance

Goal: Amber will be in legal compliance

1. Measure:

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

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

Measure:

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

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

Measure:

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

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

Fiscal Soundness

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

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

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

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

Measure—Financial Condition:

Beginning with the school's first operating year, at the end of each fiscal year, unrestricted net assets will be equal to or exceed two percent of the school's operating budget for the upcoming year.

Amber’s unrestricted net assets were equal to two percent of the school's operating budget for the upcoming year.

Measure—Internal Controls and Compliance

Each year the school will take corrective action, if needed, in a timely manner to address any internal control or compliance deficiencies identified by its external auditor, SED, or the Institute.

No corrective actions were needed to address internal controls or compliance deficiency.

Appendix B: Total Expenditures and Administrative Expenditures per Child

Created Monday, July 14, 2014
Updated Tuesday, July 29, 2014

Page 1

Charter School Name: 310400860806 AMBER CS

B. Financial Information

This information is required of ALL charter schools. Provide the following measures of fiscal performance of the charter school in Appendix B (Total Expenditures and Administrative Expenditures Per Child):

1. Total Expenditures Per Child

To calculate 'Total Expenditures per Child' take total expenditures (from the unaudited 2013-14 Schedule of Functional Expenses) and divide by the count of students you reported on of BEDS Day. (Integers Only. No dollar signs or commas).

| | |
|---|---------|
| 1. Total Expenditures Per Child Line 1: Total Expenditures | 6853384 |
| 1. Total Expenditures Per Child Line 2: BEDS Day Pupil Count | 486 |
| 1. Total Expenditures Per Child Line 3: Divide Line 1 by Line 2 | 14102 |

2. Administrative Expenditures per Child

To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the unaudited 2013-14 Schedule of Functional Expenses) and divide by the BEDS per pupil count. The relevant portion that must be included in this calculation is defined as follows:

Administrative Expenditures: Administration and management of the charter school includes the activities and personnel of the offices of the chief school officers, the treasurer, the finance or business offices, the purchasing unit, the employee personnel offices, the records management offices, or a public information and services offices. It also includes those administrative and management services provided by other organizations or corporations on behalf of the charter school for which the charter school pays a fee or other compensation.

Please note the following:

Do not include the FTE of personnel dedicated to administration of the instructional programs.

Do not include Employee Benefit costs or expenditures in the above calculations.

A template for the Schedule of Functional Expenses is provided on page 21 of the 2012 Annual Report Guidelines to assist schools identify the categories of expenses needed to compute the two per pupil calculations. This template does not need to be completed or submitted on August 1st as it will be submitted November 1st as part of the audited financial statements. Therefore schools should use unaudited amounts for these per pupil calculations. (See the 2013-14 Annual Report Guidelines in "Resources" area of your portal task page).

To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas).

| | |
|--|--------|
| To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas). Line 1: Relevant Personnel Services Cost (Row) | 528885 |
| To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas). Line 2: Management and General Cost (Column) | 413390 |
| To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas). Line 3: Sum of Line 1 and Line 2 | 942275 |
| To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas). Line 4: BEDS Day Pupil Count | 486 |
| To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas). Line 5: Divide Line 3 by the BEDS Day Pupil Count | 1939 |

Thank you.

AMBER CHARTER SCHOOL
FINANCIAL STATEMENTS
YEARS ENDED JUNE 30, 2014 AND 2013

AMBER CHARTER SCHOOL
FOR THE YEARS ENDED JUNE 30, 2014 AND 2013

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INDEPENDENT AUDITOR'S REPORT

To the Board of Trustees of
Amber Charter School

Report on the Financial Statements

We have audited the accompanying financial statements of Amber Charter School (a nonprofit organization), which comprise the statements of financial position as of June 30, 2014 and 2013, and the related statements of activities and change in net assets, functional expenses, and cash flows for the years then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audits. We conducted our audits in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Amber Charter School as of June 30, 2014 and 2013, and the changes in its net assets and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated October 23, 2014, on our consideration of Amber Charter School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Amber Charter School's internal control over financial reporting and compliance.


CITRIN COOPERMAN & COMPANY LLP
CERTIFIED PUBLIC ACCOUNTANTS

New York, New York
October 23, 2014

AMBER CHARTER SCHOOL
 STATEMENTS OF FINANCIAL POSITION
 JUNE 30, 2014 AND 2013

| | 2014 | 2013 |
|---|--------------|--------------|
| <u>ASSETS</u> | | |
| Current assets: | | |
| Cash and cash equivalents | \$ 2,833,466 | \$ 2,519,071 |
| Certificate of deposit | - | 215,900 |
| Grants and contracts receivable | 194,754 | 107,994 |
| Prepaid expenses and other current assets | 41,600 | 29,684 |
| Total current assets | 3,069,820 | 2,872,649 |
| Property and equipment, net | 4,166,052 | 4,188,309 |
| Other asset: | | |
| Deferred financing costs, net | 28,872 | 41,704 |
| TOTAL ASSETS | \$ 7,264,744 | \$ 7,102,662 |

LIABILITIES AND NET ASSETS

| | | |
|---|--------------|--------------|
| Current liabilities: | | |
| Accounts payable and accrued expenses | \$ 344,882 | \$ 277,171 |
| Accrued payroll | 645,495 | 587,079 |
| Refundable advances | 5,899 | 21,189 |
| Current maturities of long-term debt | 45,291 | 42,238 |
| Total current liabilities | 1,041,567 | 927,677 |
| Long-term liabilities: | | |
| Long-term debt, less current maturities | 2,296,666 | 2,341,957 |
| Total liabilities | 3,338,233 | 3,269,634 |
| Commitments and contingencies (Notes 3, 5, 6, 7, 9, and 10) | | |
| Net assets: | | |
| Unrestricted | 3,926,511 | 3,833,028 |
| TOTAL LIABILITIES AND NET ASSETS | \$ 7,264,744 | \$ 7,102,662 |

See accompanying notes to financial statements.

AMBER CHARTER SCHOOL
STATEMENTS OF ACTIVITIES AND CHANGE IN NET ASSETS
FOR THE YEARS ENDED JUNE 30, 2014 AND 2013

| | <u>2014</u> | <u>2013</u> |
|----------------------------------|---------------------|---------------------|
| Revenue and support: | | |
| Public school district: | | |
| Per student funding | \$ 6,400,603 | \$ 6,333,054 |
| Grants and contracts: | | |
| State and local | 68,945 | 76,675 |
| Federal | 405,659 | 472,974 |
| Contributions: | | |
| Foundations | 1,350 | 1,750 |
| Individuals | 1,565 | 3,375 |
| Corporations | 93 | 14,496 |
| Special events revenue | 12,924 | 45,455 |
| Interest income | 2,798 | 5,685 |
| Rental income | 39,596 | 48,755 |
| Miscellaneous income | <u>4,592</u> | <u>20,654</u> |
| Total revenue and support | <u>6,938,125</u> | <u>7,022,873</u> |
| Expenses: | | |
| Program services: | | |
| Education | 5,549,457 | 5,361,027 |
| Management and general | 1,271,286 | 1,241,137 |
| Cost of direct benefit to donors | 6,283 | 9,370 |
| Fundraising | <u>17,616</u> | <u>45,200</u> |
| Total expenses | <u>6,844,642</u> | <u>6,656,734</u> |
| Change in net assets | 93,483 | 366,139 |
| Net assets - beginning | <u>3,833,028</u> | <u>3,466,889</u> |
| NET ASSETS - ENDING | <u>\$ 3,926,511</u> | <u>\$ 3,833,028</u> |

See accompanying notes to financial statements.

AMBER CHARTER SCHOOL
STATEMENT OF FUNCTIONAL EXPENSES
FOR THE YEAR ENDED JUNE 30, 2014

| | Program | Supporting Services | | | Total |
|--|---------------------|---------------------|-----------------|------------------|---------------------|
| | Services | Management | Direct Costs | Fundraising | |
| | Education | and General | to Donors | | |
| Personnel service costs: | | | | | |
| Administrative staff personnel | \$ - | \$ 901,488 | \$ - | \$ - | \$ 901,488 |
| Instructional personnel | 2,841,916 | - | - | - | 2,841,916 |
| Non-instructional personnel | <u>213,501</u> | <u>-</u> | <u>-</u> | <u>-</u> | <u>213,501</u> |
| Total personnel service costs | 3,055,417 | 901,488 | - | - | 3,956,905 |
| Fringe benefits and payroll taxes | 890,375 | 225,190 | - | - | 1,115,565 |
| Interest expense | 158,933 | 6,622 | - | - | 165,555 |
| Accounting and audit services | - | 39,300 | - | - | 39,300 |
| Other professional and consulting services | 267,553 | - | - | 17,616 | 285,169 |
| Security | 5,781 | - | - | - | 5,781 |
| Repairs and maintenance | 42,291 | 1,762 | - | - | 44,053 |
| Insurance | 107,738 | - | - | - | 107,738 |
| Utilities | 109,767 | 4,574 | - | - | 114,341 |
| Supplies and materials | 197,250 | - | - | - | 197,250 |
| Equipment rental | 42,399 | 2,235 | - | - | 44,634 |
| Staff development | 88,873 | - | - | - | 88,873 |
| Technology | 32,615 | - | - | - | 32,615 |
| Food service | 135,943 | 13,022 | - | - | 148,965 |
| Student services | 39,914 | - | - | - | 39,914 |
| Office expenses | 20,914 | 40,572 | - | - | 61,486 |
| Depreciation and amortization | 221,066 | 9,211 | - | - | 230,277 |
| Travel | 11,386 | - | - | - | 11,386 |
| Dues and subscriptions | 21,116 | 534 | - | - | 21,650 |
| Postage | 7,103 | - | - | - | 7,103 |
| Catering for special events | - | - | 6,283 | - | 6,283 |
| Contributions | - | 2,400 | - | - | 2,400 |
| Entertainment | - | 8,104 | - | - | 8,104 |
| Payroll processing fees | 73,422 | - | - | - | 73,422 |
| Miscellaneous | <u>19,601</u> | <u>16,272</u> | <u>-</u> | <u>-</u> | <u>35,873</u> |
| TOTAL FUNCTIONAL EXPENSES | <u>\$ 5,549,457</u> | <u>\$ 1,271,286</u> | <u>\$ 6,283</u> | <u>\$ 17,616</u> | <u>\$ 6,844,642</u> |

See accompanying notes to financial statements.

AMBER CHARTER SCHOOL
STATEMENT OF FUNCTIONAL EXPENSES
FOR THE YEAR ENDED JUNE 30, 2013

| | Program | Supporting Services | | | Total |
|--|---------------------|---------------------|-----------------|------------------|---------------------|
| | Services | Management | Direct Costs | Fundraising | |
| | Education | and General | to Donors | | |
| Personnel service costs: | | | | | |
| Administrative staff personnel | \$ - | \$ 869,954 | \$ - | \$ - | \$ 869,954 |
| Instructional personnel | 2,729,803 | - | - | - | 2,729,803 |
| Non-instructional personnel | <u>294,785</u> | <u>-</u> | <u>-</u> | <u>-</u> | <u>294,785</u> |
| Total personnel service costs | 3,024,588 | 869,954 | - | - | 3,894,542 |
| Fringe benefits and payroll taxes | 813,049 | 217,489 | - | - | 1,030,538 |
| Interest expense | 161,667 | 6,736 | - | - | 168,403 |
| Accounting and audit services | - | 40,621 | - | - | 40,621 |
| Other professional and consulting services | 226,159 | - | - | 38,500 | 264,659 |
| Security | 13,012 | - | - | - | 13,012 |
| Repairs and maintenance | 66,357 | 2,765 | - | - | 69,122 |
| Insurance | 103,155 | - | - | - | 103,155 |
| Utilities | 106,077 | 4,420 | - | - | 110,497 |
| Supplies and materials | 85,044 | - | - | - | 85,044 |
| Equipment rental | 39,307 | 3,114 | - | - | 42,421 |
| Staff development | 142,316 | - | - | - | 142,316 |
| Technology | 24,984 | - | - | - | 24,984 |
| Food service | 127,324 | 12,156 | - | - | 139,480 |
| Student services | 37,837 | - | - | - | 37,837 |
| Office expenses | 36,589 | 51,749 | - | - | 88,338 |
| Depreciation and amortization | 216,201 | 9,008 | - | - | 225,209 |
| Travel | 11,740 | - | - | - | 11,740 |
| Dues and subscriptions | 18,446 | 476 | - | - | 18,922 |
| Postage | 8,030 | - | - | - | 8,030 |
| Catering for special events | - | - | 9,370 | - | 9,370 |
| Contributions | - | 4,466 | - | - | 4,466 |
| Entertainment | - | 8,155 | - | - | 8,155 |
| Payroll processing fees | 74,669 | - | - | - | 74,669 |
| Miscellaneous | <u>24,476</u> | <u>10,028</u> | <u>-</u> | <u>6,700</u> | <u>41,204</u> |
| TOTAL FUNCTIONAL EXPENSES | <u>\$ 5,361,027</u> | <u>\$ 1,241,137</u> | <u>\$ 9,370</u> | <u>\$ 45,200</u> | <u>\$ 6,656,734</u> |

See accompanying notes to financial statements.

AMBER CHARTER SCHOOL
STATEMENTS OF CASH FLOWS
FOR THE YEARS ENDED JUNE 30, 2014 AND 2013

| | 2014 | 2013 |
|---|---------------------|---------------------|
| Cash flows from operating activities: | | |
| Change in net assets | \$ 93,483 | \$ 366,139 |
| Adjustments to reconcile change in net assets to net cash provided by operating activities: | | |
| Interest on certificate of deposit | (71) | (983) |
| Depreciation and amortization | 230,277 | 225,209 |
| Changes in operating assets and liabilities: | | |
| Grants and contracts receivable | (86,760) | 77,627 |
| Prepaid expenses and other current assets | (11,916) | (2,840) |
| Accounts payable and accrued expenses | 67,711 | 55,720 |
| Accrued payroll | 58,416 | 40,416 |
| Refundable advances | <u>(15,290)</u> | <u>(30,165)</u> |
| Net cash provided by operating activities | <u>335,850</u> | <u>731,123</u> |
| Cash flows from investing activities: | | |
| Maturity of certificate of deposit | 215,971 | 215,776 |
| Purchase of certificate of deposit | - | (215,776) |
| Additions to property and equipment | <u>(195,188)</u> | <u>(139,625)</u> |
| Net cash provided by (used in) investing activities | <u>20,783</u> | <u>(139,625)</u> |
| Cash flows used in financing activities: | | |
| Principal repayments of long-term debt | <u>(42,238)</u> | <u>(39,390)</u> |
| Net increase in cash and cash equivalents | 314,395 | 552,108 |
| Cash and cash equivalents - beginning | <u>2,519,071</u> | <u>1,966,963</u> |
| CASH AND CASH EQUIVALENTS - ENDING | <u>\$ 2,833,466</u> | <u>\$ 2,519,071</u> |
| Supplemental disclosure of cash flow information: | | |
| Interest paid | <u>\$ 165,555</u> | <u>\$ 168,403</u> |

See accompanying notes to financial statements.

AMBER CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2014 AND 2013

NOTE 1 - ORGANIZATION

Pursuant to Article 56 of the New York State Education Law by the Board of Regents of the University of the State of New York, Amber Charter School ("Amber" or the "Organization") was incorporated on April 4, 2000, as a charter school valid for a term of five years. Charters are renewable every five years. On May 27, 2011, Amber received a third five-year renewal from the Board of Regents of the University of the State of New York. Amber is a nonprofit, grade charter school located in the Upper Manhattan section of the city of New York, serving children in kindergarten through fifth grade. Founded by Community Association of Progressive Dominicans/Asociacion Comunal de Dominicanos Progresistas ("ACDP"), Amber is the first charter school in New York City created by a community-based organization, and the first to develop an English/Spanish two-way immersion program. Amber's mission is to provide its students with an academically rigorous and well-rounded education, along with strong character development, that will enable them to prosper in top middle schools and beyond. To fulfill this mission, Amber attempts to prepare each of its students with the ability to demonstrate proficiency and/or distinction in all New York State Learning Standards. Amber's funding is primarily from per-student funding provided by New York City; additionally Amber receives government grants and contracts and private contributions.

NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Financial Statement Presentation

In the statements of activities and changes in net assets, Amber distinguishes between contributions that increase permanently restricted net assets (subject to perpetual funding source imposed restrictions), temporarily restricted net assets (funding source-imposed restrictions have not been met) and unrestricted net assets (not subject to funding source-imposed restrictions or whose funding source-imposed restrictions have been met). As of June 30, 2014 and 2013, there were no temporarily or permanently restricted net assets.

Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America ("GAAP") requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosures of contingent assets and liabilities at the date of the financial statements, and the reported amounts of revenue and expenses during the reporting period. Actual results could differ from those estimates.

Cash and Cash Equivalents

Cash and cash equivalents consist primarily of cash on deposit and money market accounts that are readily convertible into cash and purchased with original maturities of three months or less.

Certificate of Deposit

The Organization had a certificate of deposit as of June 30, 2013, that was stated at cost plus accrued interest, which approximated fair value. The certificate of deposit was not renewed upon maturity.

AMBER CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2014 AND 2013

NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Property and Equipment

Property and equipment, when purchased, are recorded at cost. Contributions of property and equipment are recorded at their estimated fair values at the date of contribution. Depreciation is calculated using the double declining balance method over the estimated useful lives of the assets. Maintenance and repairs are charged to operations when incurred. Expenditures that increase the value or significantly extend the lives of assets are capitalized. When property and equipment are sold or otherwise disposed of, the asset account and related accumulated depreciation account are relieved, and any gain or loss is included in operations.

Deferred Financing Costs

In connection with the refinancing of Amber's mortgages, the Organization incurred costs of \$64,160, which is being amortized over the term of the loan. At June 30, 2014 and 2013, accumulated amortization of the refinancing costs amounted to \$35,288 and \$22,456, respectively. For each of the years ended June 30, 2014 and 2013, amortization expense amounted to \$12,831. Future amortization expense is as follows: \$12,832 (2015 and 2016) and \$3,208 (2017).

Contributions

Contributions are recognized as revenue when they are unconditionally promised and are reflected as unrestricted, temporarily restricted, or permanently restricted support depending on the existence and/or nature of any donor restrictions.

Grants and Refundable Advances

Revenue from the state and local governments resulting from the Organization's charter status and based on the number of students enrolled is recorded when services are performed in accordance with the charter agreement. Revenue from federal, state and local grants and contracts is recognized as revenue when qualifying expenditures are incurred. Amounts received in excess of fees earned on student enrollment and of expenditures incurred are recognized as refundable advances.

Rental Income

Rental income is recognized as payments are due under the lease agreements.

Grants and Contracts Receivable

Grants and contracts receivable are stated at the amount management expects to collect. Management evaluates such receivables and establishes an allowance for doubtful accounts based on a history of write-offs and collections and current credit conditions. At June 30, 2014 and 2013, management determined that no allowance was required.

Donations-in-kind

Contributions of noncash assets are recorded at their fair values at the date received. Contributions of services that create or enhance nonfinancial assets or that require specialized skills, are provided by individuals possessing those skills, and would typically need to be purchased if not provided by donation, are recorded at their fair values in the period received.

A number of unpaid volunteers have made or have agreed to make significant contributions of their time to the Organization. The value of such contributions is not reflected in the accompanying financial statements since these services do not require specialized skills.

AMBER CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2014 AND 2013

NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Allocation of Expenses

The costs of providing the various programs and supporting services have been summarized on a functional basis in the statements of functional expenses. Compensation expenses and certain other costs have been allocated by management between the programs and supporting services benefited.

Income Taxes

Amber qualifies as a charitable organization as defined by Internal Revenue Code ("IRC") Section 501(c)(3) and, accordingly, is exempt from federal and state income taxes. As a not-for-profit entity, the Organization is subject to unrelated business income tax ("UBIT"), if applicable.

In accordance with Financial Accounting Standards Board ("FASB") Accounting Standards Codification ("ASC") 740, *Income Taxes*, the Organization applies the "more likely than not" threshold to the recognition and derecognition of tax positions for its financial statements. Management has evaluated the Organization's tax positions and has concluded that the Organization had no uncertain tax positions that qualify for either recognition or disclosure in the financial statements as of June 30, 2014 or 2013.

The Organization files income tax returns in the U.S. federal jurisdiction and in the state of New York. The Organization is no longer subject to U.S. or New York State income tax examinations by tax authorities for years before 2010.

Reclassifications

Certain amounts in the 2014 financial statements have been reclassified to conform to the current year's presentation. The change in net assets previously reported for 2013 was not affected by these changes.

Subsequent Events

In accordance with the FASB ASC 855, *Subsequent Events*, the Organization has evaluated subsequent events through October 23, 2014, the date on which these financial statements were available to be issued. There were no material subsequent events that required recognition or disclosures in these financial statements.

NOTE 3 - CONCENTRATION OF CREDIT RISKS

Amber maintains cash and cash equivalent balances with a financial institution in New York City that were routinely in excess of federal insurance limits during 2014 and 2013. Amber has not experienced any losses in these accounts, and management does not believe Amber is exposed to any significant credit risks with respect to cash and cash equivalents.

Revenue from the New York City Department of Education accounted for 92% and 90% of total revenue and support during the years ended June 30, 2014 and 2013, respectively.

Additionally, federal grantor agencies accounted for 99% and 98% of total grants and contracts receivable at June 30, 2014 and 2013, respectively.

AMBER CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2014 AND 2013

NOTE 4 - PROPERTY AND EQUIPMENT

Property and equipment consisted of the following at June 30:

| | 2014 | 2013 |
|-----------------------------------|--------------|--------------|
| Land | \$ 335,000 | \$ 335,000 |
| Building | 3,123,388 | 3,123,388 |
| Equipment, furniture and fixtures | 1,170,880 | 1,045,111 |
| Building improvements | 1,627,573 | 1,558,153 |
| Software | 50,418 | 50,418 |
| | 6,307,259 | 6,112,070 |
| Less: accumulated depreciation | 2,141,207 | 1,923,761 |
| Property and equipment, net | \$ 4,166,052 | \$ 4,188,309 |

Depreciation expense for the years ended June 30, 2014 and 2013 amounted to \$217,446 and \$212,377, respectively.

NOTE 5 - LONG-TERM DEBT

Amber has a mortgage payable to Raza Development Fund, Inc. dated September 29, 2011. The loan is collateralized by Amber's real estate in the city of New York. The loan is payable in monthly installments of \$17,316, including interest at 7% per annum, with a balloon payment of approximately \$2,235,000 due at maturity on October 1, 2016. At June 30, 2014 and 2013, amounts outstanding under the mortgage agreement were \$2,341,957 and \$2,384,195, respectively.

Maturities of long-term debt are as follows:

| Year ending June 30: | Amount |
|----------------------|--------------|
| 2015 | \$ 45,291 |
| 2016 | 48,565 |
| 2017 | 2,248,101 |
| | \$ 2,341,957 |

In conjunction with the mortgage, Amber is required to maintain a debt service coverage ratio of 1.15 to 1. Management is not aware of any violations of the covenant.

NOTE 6 - OPERATING RESERVE

During the year ended June 30, 2013, Amber's board of trustees adopted an operating reserve policy to ensure the stability of Amber's mission. The policy requires Amber to establish an operating reserve fund with a minimum of \$250,000. Such funds shall be segregated from Amber's operating cash and are not to be used for normal operations. As of June 30, 2014, Amber had not yet established the operating reserve fund. However, management believes that Amber has adequate liquidity available, and that the segregation and restriction of such funds will not have an adverse effect on the operations of the school.

AMBER CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2014 AND 2013

NOTE 7 - LEASES

Lease Revenue

At June 30, 2014, Amber had operating lease agreements with two tenants, expiring periodically through April 2018.

Future minimum rents receivable under these noncancelable leases are as follows:

| <u>Year ending June 30:</u> | <u>Amount</u> |
|-----------------------------|------------------|
| 2015 | \$ 24,854 |
| 2016 | 22,304 |
| 2017 | 22,973 |
| 2018 | <u>17,614</u> |
| Total | <u>\$ 87,745</u> |

Lease Expense

Amber leases office equipment pursuant to noncancelable operating leases that expire in September 2017. For the years ended June 30, 2014 and 2013, total lease expense aggregated \$44,634 and \$42,421, respectively.

Future minimum lease payments under noncancelable leases are as follows:

| <u>Year ending June 30:</u> | <u>Amount</u> |
|-----------------------------|-------------------|
| 2015 | \$ 45,416 |
| 2016 | 38,652 |
| 2017 | 38,652 |
| 2018 | <u>6,442</u> |
| Total | <u>\$ 129,162</u> |

NOTE 8 - RETIREMENT PLAN

Amber sponsors a defined contribution 403(b) retirement plan covering substantially all of its full-time employees. Contributions to the plan on behalf of non-union employees are at the discretion of the Board of Trustees. Contributions on behalf of union employees are in accordance with the union contract, which specified a 4% and 3% match as defined in the agreement for 2014 and 2013, respectively. For the years ended June 30, 2014 and 2013, Amber contributed \$127,136 and \$101,222, respectively, to the plan.

NOTE 9 - UNION AGREEMENT

At June 30, 2014, Amber had approximately 68 employees, of which, approximately 41 are represented by a union. The union agreement covering these employees expired on August 31, 2014. Amber is in the process of negotiating a new contract with the union.

AMBER CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2014 AND 2013

NOTE 10 - CONTINGENCIES

Certain grants and contracts may be subject to audit by the funding sources. Such audits might result in disallowances of costs submitted for reimbursement. Management is of the opinion that such cost disallowances, if any, will not have a material effect on the accompanying financial statements. Accordingly, no amounts have been provided in the accompanying financial statements for such potential claims.



CITRIN COOPERMAN

Attest & Assurance | Tax Compliance & Research | Specialty & Consulting

**INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER
FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED
ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE
WITH *GOVERNMENT AUDITING STANDARDS***

To the Board of Trustees of
Amber Charter School

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Amber Charter School (a nonprofit organization), which comprise the statement of financial position as of June 30, 2014, and the related statements of activities and change in net assets, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated October 23, 2014.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered Amber Charter School's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Amber Charter School's internal control. Accordingly, we do not express an opinion on the effectiveness of Amber Charter School's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A material weakness is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether Amber Charter School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the organization's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the organization's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.


CITRIN COOPERMAN & COMPANY, LLP
CERTIFIED PUBLIC ACCOUNTANTS

New York, New York
October 23, 2014

Transmittal Form
Annual Financial Statement Audit Report

for SUNY Authorized Charter Schools

| | |
|------------------------------|--|
| School Name: | Amber Charter School |
| Date (Report is due Nov. 1): | November 1, 2014 |
| School Fiscal Contact Name: | Kirsys Gomez |
| School Fiscal Contact Email: | [REDACTED] |
| School Fiscal Contact Phone: | [REDACTED] |
| School Audit Firm Name: | Citrin Cooperman & Company, LLP |
| School Audit Contact Name: | Adam Reiss |
| School Audit Contact Email: | areiss@citricooperman.com |
| School Audit Contact Phone: | 212-697-1000 |
| Audit Period: | 2013-14 |
| Prior Year: | 2012-13 |

The following items are required to be included:

- .. The independent auditor's report on financial statements and notes.
- .. Excel template file containing the Financial Position, Statement of Activities, Cash Flow and Functional Expenses worksheets.
- .. Reports on internal controls over financial reporting and on compliance.

The additional items listed below should be included if applicable. Please explain the reason(s) if the items are not included. Examples might include: a written management letter was not issued; the school did not expend federal funds in excess of the Single Audit Threshold of \$500,000; the management letter response will be submitted by the following date (should be no later than 30 days from the submission of the report); etc.

| Item | If not included, state the reason(s) below (if not applicable fill in N/A): |
|---|---|
| Management Letter | Not issued |
| Management Letter Response | N/A |
| Form 990 | Included |
| Federal Single Audit (A-133) ¹ | N/A |
| Corrective Action Plan | N/A |

Please also send an ELECTRONIC copy of: 1.) This transmittal form; 2.) Audited Financial Report; and if applicable 3.) Management Letter and Response; 4.) Federal Single Audit (A-133) ONLY to the following offices via email. A copy of the Excel file containing the four schedules Does NOT need to be included.

| | |
|---|---|
| NYS Education Department Public School Choice Programs 89 Washington Avenue Room 462 EBA Albany, New York 12234 charterschools@mail.nysed.gov | NYS Education Department Office of Audit Services 89 Washington Avenue Room 524 EBA Room 524 EBA Albany, New York 12234 fsanda133@mail.nysed.gov |
|---|---|

¹ A copy of the Federal Single Audit must be filed with the Federal Audit Clearinghouse. Please refer to [OMB Circular A-133](#) for the federal filing requirements.

Enter Charter School Name Here
Budget / Operating Plan
2014-15

| | | | | | | | | | | | | | |
|---|--|---------------------------------|---------|----------|-----------------------------------|---------|----------|---------------------------------|---------|----------|---------------------------------|---------|----------|
| Total Revenue | - | 2,216,707 | - | - | 2,352,117 | - | - | 1,325,448 | - | - | 1,450,184 | - | - |
| Total Expenses | - | 1,937,505 | - | - | 1,897,221 | - | - | 1,741,024 | - | - | 1,489,158 | - | - |
| Net Income | - | 279,202 | - | - | 454,896 | - | - | (415,576) | - | - | (238,983) | - | - |
| Actual Student Enrollment | - | 470 | - | - | 470 | - | - | 470 | - | - | 470 | - | - |
| Total Paid Student Enrollment | - | 470 | - | - | 470 | - | - | 470 | - | - | 470 | - | - |
| | Prior Year Actual | 1st Quarter - 7/1 - 9/30 | | | 2nd Quarter - 10/1 - 12/31 | | | 3rd Quarter - 1/1 - 3/31 | | | 4th Quarter - 4/1 - 6/30 | | |
| | 2013-14 | Original | Current | Variance | Original | Current | Variance | Original | Current | Variance | Original | Current | Variance |
| REVENUE | * If there are NO budget revisions at the time of quarterly submittal leave 'CURRENT' Column(s) COMPLETELY BLANK. IF Current Column(s) are left blank the Original Budget numbers for that particular quarter will flow to the TY Current Budget AND to the Quarterly Tab. IF Current Budget column is utilized, the ORANGE CELLS MUST be filled in first for the entire column to register. IF utilizing the CURRENT BUDGET column the entire column should be completed. | | | | | | | | | | | | |
| REVENUES FROM STATE SOURCES | | | | | | | | | | | | | |
| Per Pupil Revenue | | CY Per Pupil Rate | | | | | | | | | | | |
| Amber Charter School | - | 13,777 | - | - | 2,158,397 | - | - | 2,158,397 | - | - | 1,079,198 | - | - |
| 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 | - | - | 2,158,397 | - | - | 2,158,397 | - | - | 1,079,198 | - | - |
| Special Education Revenue | - | 20,780 | - | - | 20,780 | - | - | 10,390 | - | - | 10,390 | - | - |
| Grants | | | | | | | | | | | | | |
| Stimulus | - | - | - | - | - | - | - | - | - | - | - | - | - |
| DYCD (Department of Youth and Community DevelopmL) | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Other | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Other | - | 558 | - | - | 1,673 | - | - | 1,673 | - | - | 30,382 | - | - |
| TOTAL REVENUE FROM STATE SOURCES | - | 2,179,734 | - | - | 2,180,850 | - | - | 1,091,261 | - | - | 1,119,970 | - | - |
| REVENUE FROM FEDERAL FUNDING | | | | | | | | | | | | | |
| IDEA Special Needs | - | - | - | - | - | - | - | - | - | - | 66,129 | - | - |
| Title I | - | - | - | - | 41,768 | - | - | 62,652 | - | - | 104,420 | - | - |
| Title Funding - Other | - | - | - | - | 4,504 | - | - | 6,756 | - | - | 11,261 | - | - |
| School Food Service (Free Lunch) | - | 17,523 | - | - | 52,570 | - | - | 52,570 | - | - | 52,570 | - | - |
| Grants | | | | | | | | | | | | | |
| Charter School Program (CSP) Planning & Implementation | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Other | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Other | - | - | - | - | - | - | - | - | - | - | - | - | - |
| TOTAL REVENUE FROM FEDERAL SOURCES | - | 17,523 | - | - | 98,842 | - | - | 121,978 | - | - | 234,380 | - | - |
| LOCAL and OTHER REVENUE | | | | | | | | | | | | | |
| Contributions and Donations | - | - | - | - | 1,650 | - | - | 2,475 | - | - | 2,475 | - | - |
| Fundraising | - | - | - | - | 5,000 | - | - | 7,500 | - | - | 7,500 | - | - |
| Erate Reimbursement | - | - | - | - | 20,583 | - | - | 20,583 | - | - | 41,167 | - | - |
| Earnings on Investments | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Interest Income | - | 761 | - | - | 761 | - | - | 761 | - | - | 761 | - | - |
| Food Service (Income from meals) | - | 722 | - | - | 2,165 | - | - | 2,165 | - | - | 2,165 | - | - |
| Text Book | - | - | - | - | - | - | - | 36,958 | - | - | - | - | - |
| OTHER | - | 17,967 | - | - | 42,267 | - | - | 41,767 | - | - | 41,767 | - | - |
| TOTAL REVENUE FROM LOCAL and OTHER SOURCES | - | 19,449 | - | - | 72,426 | - | - | 112,209 | - | - | 95,835 | - | - |
| TOTAL REVENUE | - | 2,216,707 | - | - | 2,352,117 | - | - | 1,325,448 | - | - | 1,450,184 | - | - |

| Enter Charter School Name Here | | | | | | | | | | | | | |
|---|------------------------------|--------------------------|----------|----------|----------------------------|----------|----------|--------------------------|----------|----------|--------------------------|----------|----------|
| Budget / Operating Plan | | | | | | | | | | | | | |
| 2014-15 | | | | | | | | | | | | | |
| Total Revenue | - | 2,216,707 | - | - | 2,352,117 | - | - | 1,325,448 | - | - | 1,450,184 | - | - |
| Total Expenses | - | 1,937,505 | - | - | 1,897,221 | - | - | 1,741,024 | - | - | 1,689,168 | - | - |
| Net Income | - | 279,202 | - | - | 454,896 | - | - | (415,576) | - | - | (238,983) | - | - |
| Actual Student Enrollment | - | 470 | - | - | 470 | - | - | 470 | - | - | 470 | - | - |
| Total Paid Student Enrollment | - | 470 | - | - | 470 | - | - | 470 | - | - | 470 | - | - |
| | Prior Year Actual 2013-14 | 1st Quarter - 7/1 - 9/30 | | | 2nd Quarter - 10/1 - 12/31 | | | 3rd Quarter - 1/1 - 3/31 | | | 4th Quarter - 4/1 - 6/30 | | |
| | | Original | Current | Variance | Original | Current | Variance | Original | Current | Variance | Original | Current | Variance |
| EXPENSES | | | | | | | | | | | | | |
| ADMINISTRATIVE STAFF PERSONNEL COSTS | | | | | | | | | | | | | |
| | No. of Positions | | | | | | | | | | | | |
| Executive Management | 1.00 | 47,115 | - | - | 47,115 | - | - | 40,385 | - | - | 40,385 | - | - |
| Instructional Management | 2.00 | 53,038 | - | - | 53,038 | - | - | 45,442 | - | - | 45,442 | - | - |
| Deans, Directors & Coordinators | 6.00 | 117,379 | - | - | 118,099 | - | - | 101,228 | - | - | 101,228 | - | - |
| CFO / Director of Finance | 1.00 | 33,924 | - | - | 34,286 | - | - | 29,388 | - | - | 29,388 | - | - |
| Operation / Business Manager | 1.00 | 18,278 | - | - | 18,473 | - | - | 15,834 | - | - | 16,286 | - | - |
| Administrative Staff | 4.00 | 65,033 | - | - | 65,727 | - | - | 56,338 | - | - | 57,579 | - | - |
| TOTAL ADMINISTRATIVE STAFF | 15.00 | 334,767 | - | - | 336,738 | - | - | 288,635 | - | - | 290,328 | - | - |
| INSTRUCTIONAL PERSONNEL COSTS | | | | | | | | | | | | | |
| Teachers - Regular | 22.00 | 450,632 | - | - | 424,605 | - | - | 365,767 | - | - | 372,573 | - | - |
| Teachers - SPED | 1.00 | 24,105 | - | - | 21,927 | - | - | 18,889 | - | - | 19,943 | - | - |
| Substitute Teachers | - | 8,919 | - | - | 26,458 | - | - | 26,458 | - | - | 26,458 | - | - |
| Teaching Assistants | 10.00 | 115,581 | - | - | 105,140 | - | - | 90,570 | - | - | 94,407 | - | - |
| Specialty Teachers | 7.00 | 145,920 | - | - | 137,566 | - | - | 118,503 | - | - | 122,343 | - | - |
| Aides | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Therapists & Counselors | 1.00 | 18,681 | - | - | 17,131 | - | - | 14,757 | - | - | 15,503 | - | - |
| Other | - | 51,515 | - | - | 64,980 | - | - | 69,214 | - | - | 67,097 | - | - |
| TOTAL INSTRUCTIONAL | 41.00 | 815,253 | - | - | 797,807 | - | - | 704,158 | - | - | 718,324 | - | - |
| NON-INSTRUCTIONAL PERSONNEL COSTS | | | | | | | | | | | | | |
| Nurse | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Librarian | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Custodian | 1.00 | 12,744 | - | - | 12,414 | - | - | 10,540 | - | - | 10,540 | - | - |
| Security | 2.00 | 22,527 | - | - | 26,508 | - | - | 22,721 | - | - | 22,721 | - | - |
| Other | 5.00 | 17,105 | - | - | 22,874 | - | - | 19,606 | - | - | 20,033 | - | - |
| TOTAL NON-INSTRUCTIONAL | 8.00 | 52,376 | - | - | 61,796 | - | - | 52,867 | - | - | 53,394 | - | - |
| SUBTOTAL PERSONNEL SERVICE COSTS | 64.00 | 1,202,396 | - | - | 1,196,341 | - | - | 1,045,760 | - | - | 1,062,046 | - | - |
| PAYROLL TAXES AND BENEFITS | | | | | | | | | | | | | |
| Payroll Taxes | - | 4,770 | - | - | 4,770 | - | - | 4,088 | - | - | 4,088 | - | - |
| Fringe / Employee Benefits | - | 276,100 | - | - | 276,100 | - | - | 262,189 | - | - | 262,189 | - | - |
| Retirement / Pension | - | 42,196 | - | - | 42,196 | - | - | 36,168 | - | - | 36,168 | - | - |
| TOTAL PAYROLL TAXES AND BENEFITS | - | 323,066 | - | - | 323,066 | - | - | 302,445 | - | - | 302,445 | - | - |
| TOTAL PERSONNEL SERVICE COSTS | 64.00 | 1,525,462 | - | - | 1,519,407 | - | - | 1,348,205 | - | - | 1,364,491 | - | - |
| CONTRACTED SERVICES | | | | | | | | | | | | | |
| Accounting / Audit | - | 2,065 | - | - | 33,040 | - | - | 6,195 | - | - | - | - | - |
| Legal | - | 750 | - | - | 750 | - | - | 750 | - | - | 750 | - | - |
| Management Company Fee | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Nurse Services | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Food Service / School Lunch | - | 14,816 | - | - | 42,890 | - | - | 44,449 | - | - | 42,890 | - | - |
| Payroll Services | - | 21,711 | - | - | 21,711 | - | - | 18,609 | - | - | 18,609 | - | - |
| Special Ed Services | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Titement Services (i.e. Title I) | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Other Purchased / Professional / Consulting | - | 28,850 | - | - | 34,650 | - | - | 28,850 | - | - | 28,850 | - | - |
| TOTAL CONTRACTED SERVICES | - | 68,192 | - | - | 133,041 | - | - | 98,854 | - | - | 91,099 | - | - |
| SCHOOL OPERATIONS | | | | | | | | | | | | | |
| Board Expenses | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Classroom / Teaching Supplies & Materials | - | 12,964 | - | - | 20,163 | - | - | 8,412 | - | - | 8,077 | - | - |
| Special Ed Supplies & Materials | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Textbooks / Workbooks | - | 74,304 | - | - | 1,500 | - | - | 32,291 | - | - | 400 | - | - |
| Supplies & Materials other | - | 2,348 | - | - | 6,168 | - | - | 6,168 | - | - | 6,169 | - | - |
| Equipment / Furniture | - | 10,771 | - | - | 11,131 | - | - | 10,771 | - | - | 10,771 | - | - |
| Telephone | - | 5,942 | - | - | 5,942 | - | - | 5,942 | - | - | 5,942 | - | - |
| Technology | - | 18,451 | - | - | 14,585 | - | - | 18,138 | - | - | 11,450 | - | - |
| Student Testing & Assessment | - | - | - | - | - | - | - | 4,902 | - | - | 16,114 | - | - |
| Field Trips | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Transportation (student) | - | - | - | - | - | - | - | - | - | - | 2,000 | - | - |
| Student Services - other | - | 4,839 | - | - | 8,636 | - | - | 5,986 | - | - | 15,939 | - | - |
| Office Expense | - | 11,497 | - | - | 10,857 | - | - | 11,542 | - | - | 13,006 | - | - |
| Staff Development | - | 13,298 | - | - | 22,768 | - | - | 22,768 | - | - | 22,767 | - | - |
| Staff Recruitment | - | 250 | - | - | 250 | - | - | 250 | - | - | 250 | - | - |
| Student Recruitment / Marketing | - | 6,053 | - | - | 6,053 | - | - | 6,053 | - | - | 6,053 | - | - |
| School Meals / Lunch | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Travel (Staff) | - | 7,825 | - | - | 1,325 | - | - | 1,325 | - | - | 2,425 | - | - |
| Fundraising | - | 7,500 | - | - | 12,500 | - | - | 7,500 | - | - | 12,500 | - | - |
| Other | - | 58,413 | - | - | 58,370 | - | - | 48,794 | - | - | 54,221 | - | - |
| TOTAL SCHOOL OPERATIONS | - | 234,454 | - | - | 180,248 | - | - | 190,843 | - | - | 188,084 | - | - |
| FACILITY OPERATION & MAINTENANCE | | | | | | | | | | | | | |
| Insurance | - | 81,189 | - | - | 13,763 | - | - | 11,797 | - | - | 11,797 | - | - |
| Janitorial | - | 3,321 | - | - | 5,351 | - | - | 5,351 | - | - | 5,351 | - | - |
| Building and Land Rent / Lease | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Repairs & Maintenance | - | 9,488 | - | - | 9,488 | - | - | 9,488 | - | - | 9,488 | - | - |
| Equipment / Furniture | - | 625 | - | - | 625 | - | - | 625 | - | - | 625 | - | - |
| Security | - | 1,773 | - | - | 975 | - | - | 656 | - | - | 550 | - | - |
| Utilities | - | 13,000 | - | - | 34,724 | - | - | 69,246 | - | - | 17,684 | - | - |
| TOTAL FACILITY OPERATION & MAINTENANCE | - | 109,396 | - | - | 64,526 | - | - | 103,123 | - | - | 45,494 | - | - |
| DEPRECIATION & AMORTIZATION RESERVES / CONTINGENCY | | | | | | | | | | | | | |
| TOTAL EXPENSES | - | 1,937,505 | - | - | 1,897,221 | - | - | 1,741,024 | - | - | 1,689,168 | - | - |
| NET INCOME | - | 279,202 | - | - | 454,896 | - | - | (415,576) | - | - | (238,983) | - | - |

| Enter Charter School Name Here | | | | | | | | | | | | | |
|--|------------------------------|--------------------------|---------|----------|----------------------------|---------|----------|--------------------------|---------|----------|--------------------------|---------|----------|
| Budget / Operating Plan | | | | | | | | | | | | | |
| 2014-15 | | | | | | | | | | | | | |
| Total Revenue | - | 2,216,707 | - | - | 2,352,117 | - | - | 1,325,448 | - | - | 1,450,184 | - | |
| Total Expenses | - | 1,937,505 | - | - | 1,897,221 | - | - | 1,741,024 | - | - | 1,489,158 | - | |
| Net Income | - | 279,202 | - | - | 454,896 | - | - | (415,576) | - | - | (238,983) | - | |
| Actual Student Enrollment | - | 470 | - | - | 470 | - | - | 470 | - | - | 470 | - | |
| Total Paid Student Enrollment | - | 470 | - | - | 470 | - | - | 470 | - | - | 470 | - | |
| | Prior Year Actual 2013-14 | 1st Quarter - 7/1 - 9/30 | | | 2nd Quarter - 10/1 - 12/31 | | | 3rd Quarter - 1/1 - 3/31 | | | 4th Quarter - 4/1 - 6/30 | | |
| | | Original | Current | Variance | Original | Current | Variance | Original | Current | Variance | Original | Current | Variance |
| ENROLLMENT - *School Districts Are Linked To Above Entries* | | | | | | | | | | | | | |
| Amber Charter School | - | 470 | - | - | 470 | - | - | 470 | - | - | 470 | - | - |
| 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 ENROLLMENT | - | 470 | - | - | 470 | - | - | 470 | - | - | 470 | - | - |
| REVENUE PER PUPIL | - | 4,716 | - | - | 5,005 | - | - | 2,820 | - | - | 3,085 | - | - |
| EXPENSES PER PUPIL | - | 4,122 | - | - | 4,037 | - | - | 3,704 | - | - | 3,594 | - | - |

| Enter Charter School Name Here Budget / Operating Plan 2014-15 | | | | | DESCRIPTION OF ASSUMPTIONS | |
|--|--------------------------|---------------------------|------------------|------------------------|----------------------------|------------------|
| Total Revenue | 7,344,457 | 7,344,457 | - | 7,344,457 | 7,344,457 | |
| Total Expenses | 7,264,918 | 7,264,918 | - | (7,264,918) | (7,264,918) | |
| Net Income | 79,539 | 79,539 | - | 79,539 | 79,539 | |
| Actual Student Enrollment | | | | | | |
| Total Paid Student Enrollment | | | | | | |
| | Original | Total Year Current | Variance | VARIANCE | | |
| | | | | Original vs. PY | Current vs. PY | |
| REVENUE | | | | | | |
| REVENUES FROM STATE SOURCES | | | | | | |
| Per Pupil Revenue | CY Per Pupil Rate | | | | | |
| Amber Charter School | 13,777 | 6,475,190 | 6,475,190 | - | 6,475,190 | 6,475,190 |
| 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 | 6,475,190 | 6,475,190 | - | 6,475,190 | 6,475,190 |
| Special Education Revenue | 62,340 | 62,340 | 62,340 | - | 62,340 | 62,340 |
| Grants | | | | | | |
| Stimulus | - | - | - | - | - | - |
| DYCD (Department of Youth and Community Developmt.) | - | - | - | - | - | - |
| Other | - | - | - | - | - | - |
| Other | 34,285 | 34,285 | 34,285 | - | 34,285 | 34,285 |
| TOTAL REVENUE FROM STATE SOURCES | 6,571,815 | 6,571,815 | 6,571,815 | - | 6,571,815 | 6,571,815 |
| REVENUE FROM FEDERAL FUNDING | | | | | | |
| IDEA Special Needs | 66,129 | 66,129 | 66,129 | - | 66,129 | 66,129 |
| Title I | 208,840 | 208,840 | 208,840 | - | 208,840 | 208,840 |
| Title Funding - Other | 22,521 | 22,521 | 22,521 | - | 22,521 | 22,521 |
| School Food Service (Free Lunch) | 175,234 | 175,234 | 175,234 | - | 175,234 | 175,234 |
| Grants | | | | | | |
| Charter School Program (CSP) Planning & Implementation | - | - | - | - | - | - |
| Other | - | - | - | - | - | - |
| Other | - | - | - | - | - | - |
| TOTAL REVENUE FROM FEDERAL SOURCES | 472,724 | 472,724 | 472,724 | - | 472,724 | 472,724 |
| LOCAL and OTHER REVENUE | | | | | | |
| Contributions and Donations | 6,600 | 6,600 | 6,600 | - | 6,600 | 6,600 |
| Fundraising | 20,000 | 20,000 | 20,000 | - | 20,000 | 20,000 |
| Erate Reimbursement | 82,333 | 82,333 | 82,333 | - | 82,333 | 82,333 |
| Earnings on Investments | - | - | - | - | - | - |
| Interest Income | 3,043 | 3,043 | 3,043 | - | 3,043 | 3,043 |
| Food Service (Income from meals) | 7,216 | 7,216 | 7,216 | - | 7,216 | 7,216 |
| Text Book | 36,958 | 36,958 | 36,958 | - | 36,958 | 36,958 |
| OTHER | 143,768 | 143,768 | 143,768 | - | 143,768 | 143,768 |
| TOTAL REVENUE FROM LOCAL and OTHER SOURCES | 299,918 | 299,918 | 299,918 | - | 299,918 | 299,918 |
| TOTAL REVENUE | 7,344,457 | 7,344,457 | 7,344,457 | - | 7,344,457 | 7,344,457 |

| Enter Charter School Name Here | | | | | | DESCRIPTION OF ASSUMPTIONS |
|---|------------------|--------------------|------------------|-----------------|--------------------|----------------------------|
| Budget / Operating Plan | | | | | | |
| 2014-15 | | | | | | |
| Total Revenue | 7,344,457 | 7,344,457 | - | 7,344,457 | 7,344,457 | |
| Total Expenses | 7,264,918 | 7,264,918 | - | (7,264,918) | (7,264,918) | |
| Net Income | 79,539 | 79,539 | - | 79,539 | 79,539 | |
| Actual Student Enrollment | | | | | | |
| Total Paid Student Enrollment | | | | | | |
| | Original | Total Year Current | Variance | Original vs. PY | Current vs. PY | |
| EXPENSES | | | | | | |
| ADMINISTRATIVE STAFF PERSONNEL COSTS | | | | | | |
| | No. of Positions | | | | | |
| Executive Management | 1.00 | 175,000 | 175,000 | - | (175,000) | (175,000) |
| Instructional Management | 2.00 | 197,000 | 197,000 | - | (197,000) | (197,000) |
| Deans, Directors & Coordinators | 6.00 | 437,934 | 437,934 | - | (437,934) | (437,934) |
| CFD / Director of Finance | 1.00 | 126,986 | 126,986 | - | (126,986) | (126,986) |
| Operation / Business Manager | 1.00 | 68,871 | 68,871 | - | (68,871) | (68,871) |
| Administrative Staff | 4.00 | 244,677 | 244,677 | - | (244,677) | (244,677) |
| TOTAL ADMINISTRATIVE STAFF | 15.00 | 1,250,468 | 1,250,468 | - | (1,250,468) | (1,250,468) |
| INSTRUCTIONAL PERSONNEL COSTS | | | | | | |
| Teachers - Regular | 22.00 | 1,613,577 | 1,613,577 | - | (1,613,577) | (1,613,577) |
| Teachers - SPED | 1.00 | 84,864 | 84,864 | - | (84,864) | (84,864) |
| Substitute Teachers | - | 88,193 | 88,193 | - | (88,193) | (88,193) |
| Teaching Assistants | 10.00 | 405,698 | 405,698 | - | (405,698) | (405,698) |
| Specialty Teachers | 7.00 | 524,332 | 524,332 | - | (524,332) | (524,332) |
| Aides | - | - | - | - | - | - |
| Therapists & Counselors | 1.00 | 66,072 | 66,072 | - | (66,072) | (66,072) |
| Other | - | 252,806 | 252,806 | - | (252,806) | (252,806) |
| TOTAL INSTRUCTIONAL | 41.00 | 3,035,542 | 3,035,542 | - | (3,035,542) | (3,035,542) |
| NON-INSTRUCTIONAL PERSONNEL COSTS | | | | | | |
| Nurse | - | - | - | - | - | - |
| Librarian | - | - | - | - | - | - |
| Custodian | 1.00 | 46,438 | 46,438 | - | (46,438) | (46,438) |
| Security | 2.00 | 94,477 | 94,477 | - | (94,477) | (94,477) |
| Other | 5.00 | 79,618 | 79,618 | - | (79,618) | (79,618) |
| TOTAL NON-INSTRUCTIONAL | 8.00 | 220,533 | 220,533 | - | (220,533) | (220,533) |
| SUBTOTAL PERSONNEL SERVICE COSTS | 64.00 | 4,506,543 | 4,506,543 | - | (4,506,543) | (4,506,543) |
| PAYROLL TAXES AND BENEFITS | | | | | | |
| Payroll Taxes | - | 17,716 | 17,716 | - | (17,716) | (17,716) |
| Fringe / Employee Benefits | - | 1,076,578 | 1,076,578 | - | (1,076,578) | (1,076,578) |
| Retirement / Pension | - | 156,728 | 156,728 | - | (156,728) | (156,728) |
| TOTAL PAYROLL TAXES AND BENEFITS | - | 1,251,022 | 1,251,022 | - | (1,251,022) | (1,251,022) |
| TOTAL PERSONNEL SERVICE COSTS | 64.00 | 5,757,565 | 5,757,565 | - | (5,757,565) | (5,757,565) |
| CONTRACTED SERVICES | | | | | | |
| Accounting / Audit | - | 41,300 | 41,300 | - | (41,300) | (41,300) |
| Legal | - | 3,000 | 3,000 | - | (3,000) | (3,000) |
| Management Company Fee | - | - | - | - | - | - |
| Nurse Services | - | - | - | - | - | - |
| Food Service / School Lunch | - | 145,045 | 145,045 | - | (145,045) | (145,045) |
| Payroll Services | - | 80,640 | 80,640 | - | (80,640) | (80,640) |
| Special Ed Services | - | - | - | - | - | - |
| Titlement Services (i.e. Title I) | - | - | - | - | - | - |
| Other Purchased / Professional / Consulting | - | 121,201 | 121,201 | - | (121,201) | (121,201) |
| TOTAL CONTRACTED SERVICES | - | 391,186 | 391,186 | - | (391,186) | (391,186) |
| SCHOOL OPERATIONS | | | | | | |
| Board Expenses | - | - | - | - | - | - |
| Classroom / Teaching Supplies & Materials | - | 49,615 | 49,615 | - | (49,615) | (49,615) |
| Special Ed Supplies & Materials | - | - | - | - | - | - |
| Textbooks / Workbooks | - | 108,495 | 108,495 | - | (108,495) | (108,495) |
| Supplies & Materials other | - | 20,853 | 20,853 | - | (20,853) | (20,853) |
| Equipment / Furniture | - | 43,445 | 43,445 | - | (43,445) | (43,445) |
| Telephone | - | 23,769 | 23,769 | - | (23,769) | (23,769) |
| Technology | - | 62,624 | 62,624 | - | (62,624) | (62,624) |
| Student Testing & Assessment | - | 21,016 | 21,016 | - | (21,016) | (21,016) |
| Field Trips | - | - | - | - | - | - |
| Transportation (student) | - | 2,000 | 2,000 | - | (2,000) | (2,000) |
| Student Services - other | - | 35,400 | 35,400 | - | (35,400) | (35,400) |
| Office Expense | - | 46,901 | 46,901 | - | (46,901) | (46,901) |
| Staff Development | - | 81,600 | 81,600 | - | (81,600) | (81,600) |
| Staff Recruitment | - | 1,000 | 1,000 | - | (1,000) | (1,000) |
| Student Recruitment / Marketing | - | 24,210 | 24,210 | - | (24,210) | (24,210) |
| School Meals / Lunch | - | - | - | - | - | - |
| Travel (Staff) | - | 12,900 | 12,900 | - | (12,900) | (12,900) |
| Fundraising | - | 40,000 | 40,000 | - | (40,000) | (40,000) |
| Other | - | 219,798 | 219,798 | - | (219,798) | (219,798) |
| TOTAL SCHOOL OPERATIONS | - | 793,628 | 793,628 | - | (793,628) | (793,628) |
| FACILITY OPERATION & MAINTENANCE | | | | | | |
| Insurance | - | 118,547 | 118,547 | - | (118,547) | (118,547) |
| Janitorial | - | 19,373 | 19,373 | - | (19,373) | (19,373) |
| Building and Land Rent / Lease | - | - | - | - | - | - |
| Repairs & Maintenance | - | 37,951 | 37,951 | - | (37,951) | (37,951) |
| Equipment / Furniture | - | 2,500 | 2,500 | - | (2,500) | (2,500) |
| Security | - | 9,415 | 9,415 | - | (9,415) | (9,415) |
| Utilities | - | 134,754 | 134,754 | - | (134,754) | (134,754) |
| TOTAL FACILITY OPERATION & MAINTENANCE | - | 322,540 | 322,540 | - | (322,540) | (322,540) |
| DEPRECIATION & AMORTIZATION | | | | | | |
| RESERVES / CONTINGENCY | - | - | - | - | - | - |
| TOTAL EXPENSES | - | 7,264,918 | 7,264,918 | - | (7,264,918) | (7,264,918) |
| NET INCOME | - | 79,539 | 79,539 | - | 79,539 | 79,539 |

| Enter Charter School Name Here Budget / Operating Plan 2014-15 | | | | | DESCRIPTION OF ASSUMPTIONS | |
|--|-----------------|-------------------------------|-----------------|------------------------|----------------------------|--|
| Total Revenue | 7,344,457 | 7,344,457 | - | 7,344,457 | 7,344,457 | |
| Total Expenses | 7,264,918 | 7,264,918 | - | (7,264,918) | (7,264,918) | |
| Net Income | 79,539 | 79,539 | - | 79,539 | 79,539 | |
| Actual Student Enrollment | | | | | | |
| Total Paid Student Enrollment | | | | | | |
| | Original | Total Year Current | Variance | VARIANCE | | |
| | | | | Original vs. PY | Current vs. PY | |
| ENROLLMENT - *School Districts Are Linked To Above Entries* | | | | | | |
| Amber Charter School | | | | | | |
| 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 ENROLLMENT | | | | | | |
| REVENUE PER PUPIL | | | | | | |
| EXPENSES PER PUPIL | | | | | | |

Appendix E: Disclosure of Financial Interest Form

Created Wednesday, July 09, 2014

Updated Monday, July 21, 2014

Page 1

310400860806 AMBER CS

An Appendix E: Disclosure of Financial Interest Form must be completed for each active Trustee who served on the charter school's Board of Trustees during the 2013-14 school year. Trustees are at times difficult to track down in the summer months. Trustees may complete and submit at their leisure (but before the deadline) their individual form at:

<http://fluidsurveys.com/surveys/vickie-smith/appendix-e-trustee-disclosure-form/>. Trustees may download and/or email their forms to you upon completion.

Trustees who are technologically advanced may complete the survey using their smartphones or other mobile devices by downloading the this bar code link to the survey <https://fluidsurveys.com/account/surveys/540612/publish/qrcode/>. (Make sure you have the bar code application reader on your phone).

If a Trustee is unable to complete the form by the deadline (i.e, out of the country), the school is responsible for submitting the information required on the form for that individual trustee.

Just send the links via email today to your Trustees requesting that they each complete their form as soon as possible.
Thank you.

Yes, each member of the school's Board of Trustees has received a link to the Disclosure of Financial Interest Form.

Yes

Thank you.

Appendix F: BOT Membership Table

Created Wednesday, July 09, 2014

Updated Monday, July 14, 2014

Page 1

310400860806 AMBER CS

1. Current Board Member Information

| | Full Name of Individual Trustees | Position on Board (Officer or Rep). | Voting Member | Area of Expertise &/or Additional Role | Terms Served & Length (include date of election and expiration) | Committee affiliations |
|----|----------------------------------|-------------------------------------|---------------|--|---|--|
| 1 | David Briggs | Chair/President | Yes | | Chairman (2002) Last Elected (Dec. 2011) | Executive Committee Development Committee |
| 2 | Soledad Hiciano | Vice Chair/Vice President | Yes | | Vice Chairman(2000) No Re-election | Executive Committee Education Committee |
| 3 | Jessica Jimenez, Esq. | Secretary | Yes | | Secretary (2011) Last Elected (May 2011) | Executive Committee |
| 4 | Julio Sandoval | Treasurer | Yes | | Treasurer (2011) Last Elected (May 2011) | Executive Committee Finance Committee |
| 5 | Frank Aldridge | Member | Yes | | Member (2012) Last Elected (July 2012) | Finance Committee |
| 6 | Cecilia Castro | Parent Rep | Yes | | Member (2011) (By Laws, Parent Rep.) Last Elected (Nov. 11) | Education Committee |
| 7 | Manuel Morales | Member | Yes | | Member (2011) Last Elected (Nov. 11) | Education Committee |
| 8 | Jenna Pantel | Member | Yes | | Member (2012) Last Elected (Dec. 2012) | Education Committee |
| 9 | Jorge Romero | Member | Yes | | Member (2012) Last Elected (June 2012) | Finance Committee |
| 10 | James Serafino | Member | Yes | | Member (2011) Last Elected (Dec. 2011) | Facilities Committee |
| 11 | Ann Weiner | Member | Yes | | Member (2012) Last Elected (Sept. 2012) | Education Committee |
| 12 | Aileen Wilson | Member | Yes | | Member (2012) Last Elected (July 2012) | Education Committee |
| 13 | Kathleen McCann | Member Ex-Officio | Yes | Teacher Representative | Member (2013) Last Elected (Sept. 2013) | Education Committee |

| | | | | | | |
|----|-------------------|-------------------|----|------------------------------|--------------------------------|---|
| 14 | Dr. Vasthi Acosta | Member Ex-Officio | No | Head of School/ Principal | Member (2008) Without Limit | Education Committee Facilities Committee Development Committee Finance Committee |
|----|-------------------|-------------------|----|------------------------------|--------------------------------|---|

2. Total Number of Members Joining Board during the 2013-14 school year

1

3. Total Number of Members Departing the Board during the 2013-14 school year

1

4. According to the School's by-laws, what is the maximum number of trustees that may comprise the governing board?

19

5. How many times did the Board meet during the 2013-14 school year?

11

6. How many times will the Board meet during the 2014-15 school year?

11

Thank you.

Amber Charter School

2013-2014 Annual Report to New York State Education Department

III. Key Focus Area D: 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.

Appendix I: Teacher and Administrator Attrition

Created Monday, July 14, 2014

Updated Wednesday, July 30, 2014

Page 1

Charter School Name: 310400860806 AMBER CS

Instructions for completing the Teacher and Administrator Attrition Tables

ALL charter schools should provide, for teachers and administrators only, the full time equivalent (FTE) of staff on June 30, 2013, the FTE for added staff from July 1, 2013 through June 30, 2014, and the FTE for any departed staff from July 1, 2013 through June 30, 2014 using the two tables provided.

2013-14 Teacher Attrition Table

| FTE Teachers on June 30, 2013 | FTE Teachers Additions 7/1/13 – 6/30/14 | FTE Teacher Departures 7/1/13 – 6/30/14 |
|-------------------------------|---|---|
| 30 | 3 | 0 |

2013-14 Administrator Position Attrition Table

| FTE Administrator Positions On 6/30/2013 | FTE Administrator Additions 7/1/13 – 6/30/14 | FTE Administrator Departures 7/1/13 – 6/30/14 |
|--|--|---|
| 12 | 3 | 2 |

Thank you

Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Thursday, July 10, 2014

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/ea0f4>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

David Briggs

2. Charter School Name:

Amber Charter School

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

• Chair/President

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

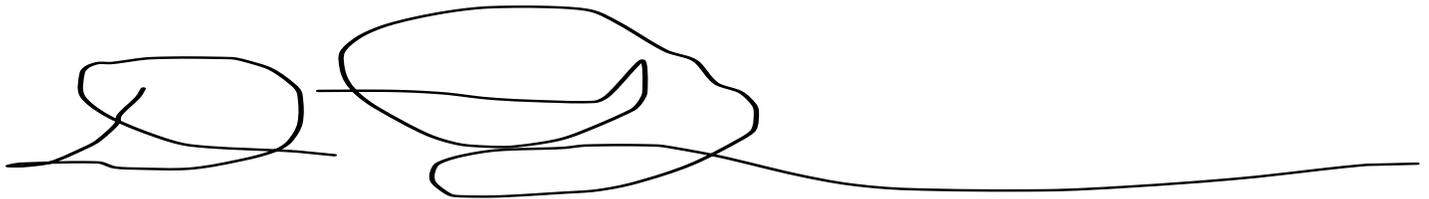
14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

Yes

14a. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school that is doing business with the school through a management or services agreement, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write None.

| | Organization Conducting Business with the School | Nature of Business Conducted | Approximate Value of the Business Conducted | Name of Trustee and/or Immediate Family Member with Interest | Steps Taken to Avoid Conflict of Interest |
|---|--|------------------------------|---|--|---|
| 1 | Loci Architecture | Architectural Services | None | David Briggs | |
| 2 | | | | | |
| 3 | | | | | |
| 4 | | | | | |
| 5 | | | | | |

Signature of Trustee



Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Thursday, July 10, 2014

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/2e2a2>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

Jenna Pantel

2. Charter School Name:

Amber Charter School

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

• Other, please specify...: Trustee-- member of education committee

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

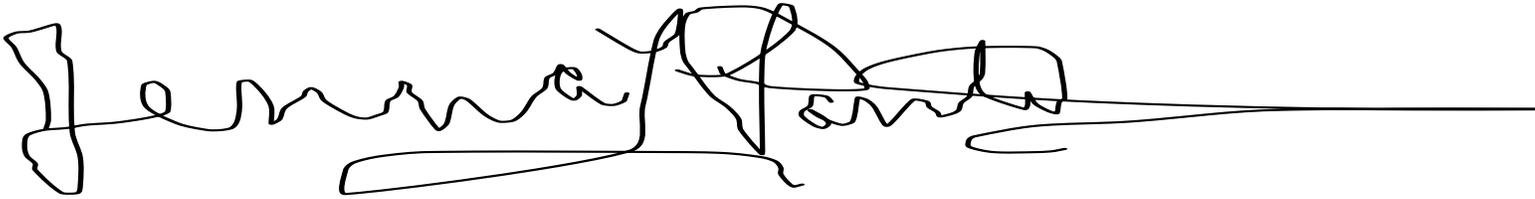
13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

A handwritten signature in black ink, written in a cursive style. The signature is long and spans across the width of the page. It appears to be a name, possibly "James A. Smith", though the letters are highly stylized and difficult to decipher. The signature is written on a horizontal line.

Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Thursday, July 10, 2014

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/323a9>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

Julio Sandoval

2. Charter School Name:

Amber Charter School

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

-
- Treasurer
-

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

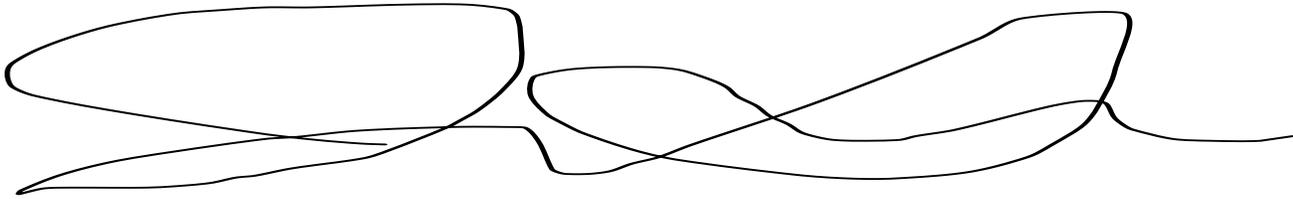
13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

A handwritten signature in black ink, consisting of several overlapping loops and a long horizontal stroke extending to the right.

Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Thursday, July 10, 2014

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/7d35e>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

Frank Aldridge

2. Charter School Name:

Amber Charter School

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

(No response)

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

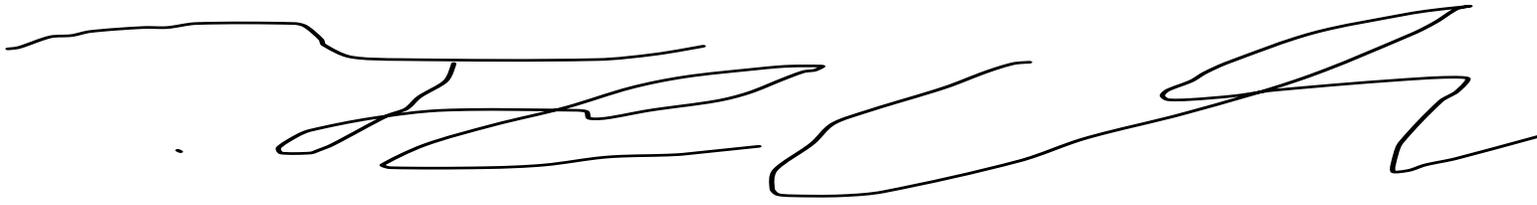
13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

A handwritten signature in black ink, consisting of several overlapping loops and a long horizontal stroke at the end, extending across the width of the page.

Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Thursday, July 10, 2014

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/b9d63>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

James N. Serafino

2. Charter School Name:

Amber Charter School

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

• Other, please specify...: Board Member

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

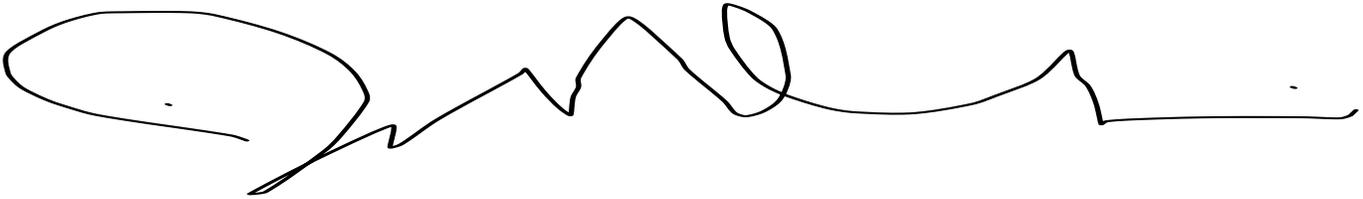
13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

A handwritten signature in black ink, consisting of a large, loopy initial followed by a series of connected, somewhat jagged lines that end in a horizontal stroke.

Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Thursday, July 10, 2014

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/69d92>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

Vasthi Acosta

2. Charter School Name:

Amber Charter School

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

-
- Other, please specify...: ex-officio member
-

9. Are you a trustee and also an employee of the school?

Yes

9a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date in the next

| | |
|--|-----------------------------------|
| [TEMP.0] 9a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date in the next Position Held | Head of School/Principal |
| [TEMP.1] 9a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date in the next Responsibilities | Oversee the running of the school |
| [TEMP.2] 9a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date in the next Salary | \$165,000 |
| [TEMP.3] 9a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date in the next Start Date | 2008 |

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

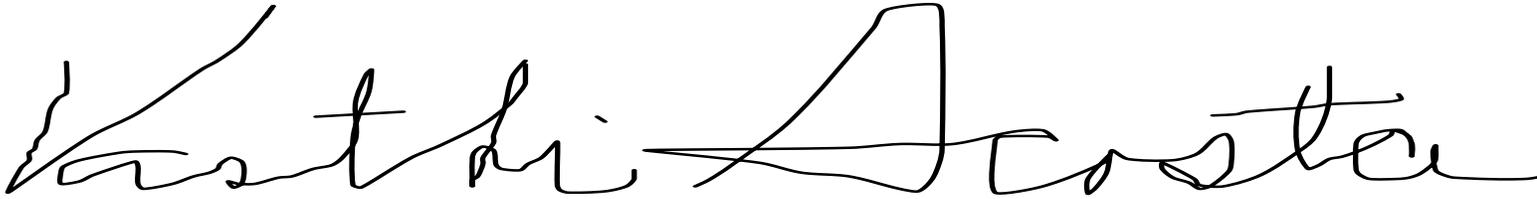
13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

A handwritten signature in black ink that reads "Kristi A. Coster". The signature is written in a cursive style with a large, prominent initial 'K' and a distinct 'A'.

Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Thursday, July 10, 2014

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/c4b02>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

Aileen Wilson

2. Charter School Name:

Amber Charter School

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

(No response)

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

Aileen Wilson

Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Thursday, July 10, 2014

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/6462a>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

Kathleen McCann

2. Charter School Name:

Amber Charter School

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

-
- Other, please specify...: teacher representative
-

9. Are you a trustee and also an employee of the school?

Yes

9a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date in the next

| | |
|--|--|
| [TEMP.0] 9a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date in the next Position Held | Teacher |
| [TEMP.1] 9a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date in the next Responsibilities | I am a fourth grade teacher at Amber. I teach all general subjects in a standard elementary classroom. I represent the teachers on the board, as a voice of the staff. |
| [TEMP.2] 9a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date in the next Salary | \$79,138 |
| [TEMP.3] 9a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date in the next Start Date | September 1, 2008 |

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

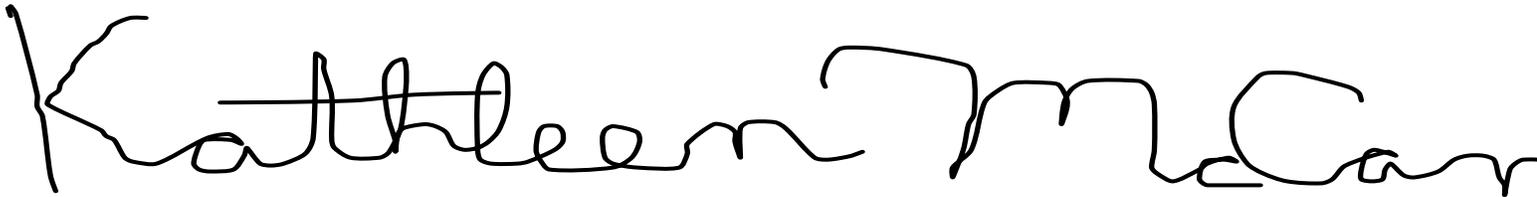
13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

A handwritten signature in black ink that reads "Kathleen McCar". The signature is written in a cursive style with a large initial 'K' and a stylized 'M'.

Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Thursday, July 10, 2014

Updated Friday, May 15, 2015

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/0055c>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

Soledad Hiciano

2. Charter School Name:

Amber Charter School

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

-
- Vice Chair/Vice President
-

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

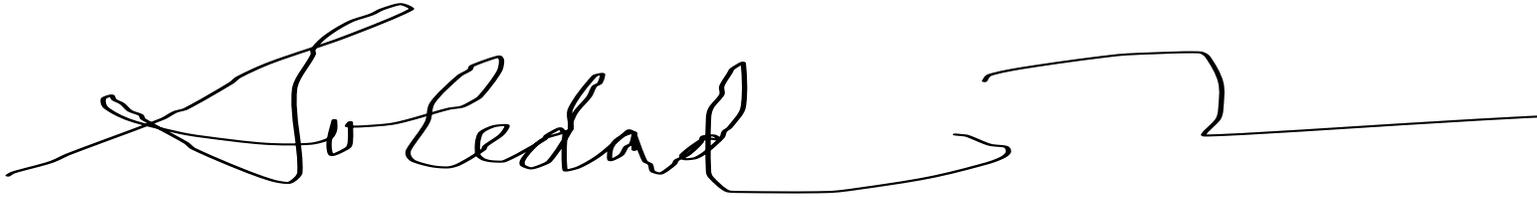
13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

A handwritten signature in black ink that reads "Soledad". The signature is written in a cursive style with a long horizontal line extending to the right from the end of the name.

Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Thursday, July 10, 2014

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/898aa>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

Jessica Jimenez

2. Charter School Name:

Amber Charter School

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

-
- Secretary
-

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

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Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Friday, July 11, 2014

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/ae4bf>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

MANUEL MORALES

2. Charter School Name:

Amber Charter School

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

(No response)

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

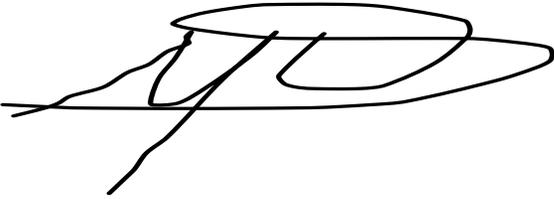
13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

A handwritten signature in black ink, consisting of several overlapping loops and a long horizontal stroke at the bottom.

Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Friday, July 11, 2014

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/eb00f>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

Ann Wiener

2. Charter School Name:

Amber Charter School

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

• Other, please specify...: Education Committee

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Monday, July 28, 2014

Updated Friday, May 15, 2015

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/ea3c8>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

Cecilia Castro

2. Charter School Name:

Amber Charter School

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

-
- Parent Representative
-

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

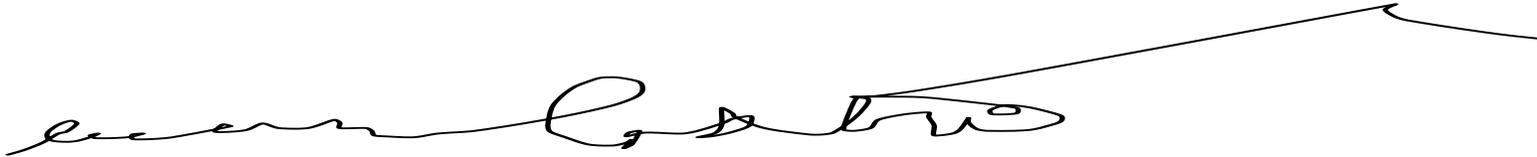
13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

A handwritten signature in black ink, appearing to read "Sean Castro". The signature is written in a cursive style and extends across the width of the page.

Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Thursday, July 31, 2014

Updated Saturday, August 02, 2014

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/55636>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

Ellen Eagen

2. Charter School Name:

Amber Charter School

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

(No response)

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

A handwritten signature in black ink, appearing to be 'Cullin', written in a cursive style.

Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Friday, August 01, 2014

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/fa803>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

Jorge Romero

2. Charter School Name:

Amber Charter School

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

(No response)

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

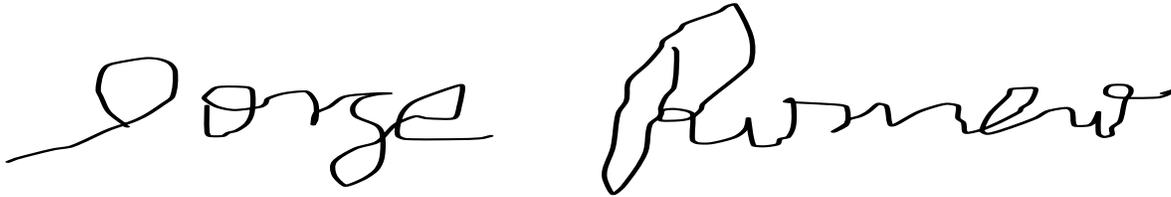
13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

A handwritten signature in black ink, reading "George Rument". The signature is written in a cursive style with a large initial "G" and "R".