

THE SUNY CHARTER SCHOOLS INSTITUTE

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

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

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



Charter Schools Institute
The State University of New York

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EDUCATION CORPORATION BACKGROUND

AMBER CHARTER SCHOOLS



MISSION

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

EDUCATION CORPORATION BACKGROUND

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

CURRENT EDUCATION CORPORATION SNAPSHOT

First School Opened:
2000

Total Number of Charters:
3

Number of Students Served:
1,435

PROPOSED FUTURE EDUCATION CORPORATION SNAPSHOT

Serves: Kindergarten – 8th

Total Number of Charters:
3

Number of Students Served:
1,398

Information about each charter is found on the following page.

EDUCATION CORPORATION BACKGROUND

Amber Charter School East Harlem



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

Amber Charter School Inwood



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

Amber Charter School Kingsbridge



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

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

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



EDUCATION CORPORATION BACKGROUND

AMBER CHARTER SCHOOLS BOARD OF TRUSTEES¹

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

KEY DESIGN ELEMENTS

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

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

“+” : This indicator is generally present.

“-” : This indicator is generally not present.

EXECUTIVE SUMMARY

FULL-TERM RENEWAL WITH CONDITIONS

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

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

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

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

THE SCHOOL IS SUBJECT TO THE FOLLOWING CONDITIONS

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

EXECUTIVE SUMMARY

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

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

2. *SUNY Renewal Policies (p. 14) are available on the [Institute’s website](#).*

EXECUTIVE SUMMARY

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

FINDINGS & INFORMATION

Is the education corporation an academic success?

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

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

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

Is the education corporation an effective, viable organization?

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

EXECUTIVE SUMMARY

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

Is the education corporation fiscally sound³?

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

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

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

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

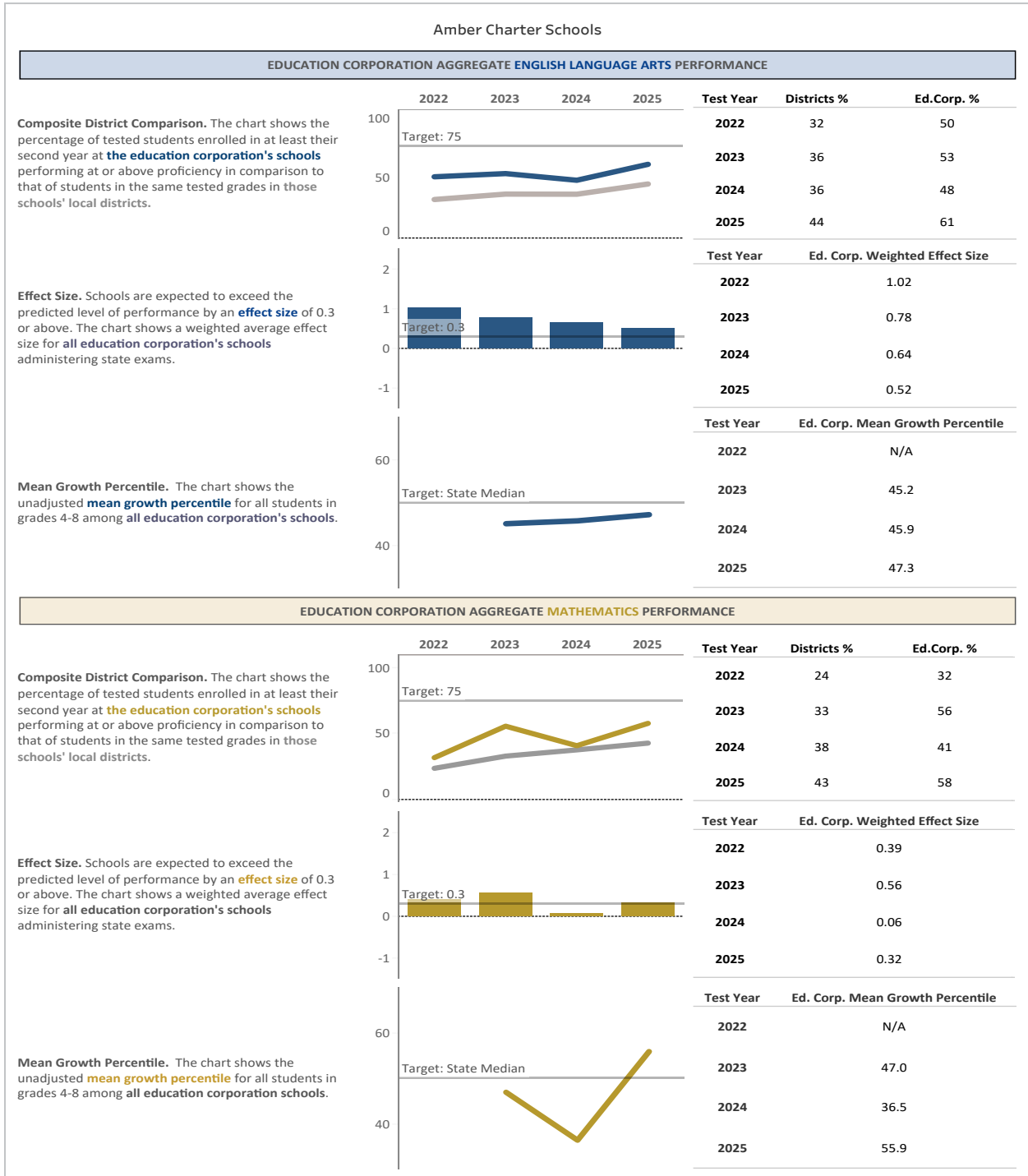
The board and the co-chief executive officers demonstrate a forward thinking approach to financial planning. Existing fiscal oversight practices, combined with long range planning and continued partnership with the Amber Education Fund, position the education corporation to manage future enrollment variability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

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



EDUCATION CORPORATION OVERVIEW

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



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



EDUCATION CORPORATION OVERVIEW

AMBER CHARTER SCHOOLS: AGGREGATE SCIENCE PERFORMANCE FOR ALL SCHOOLS

Amber Charter Schools

EDUCATION CORPORATION AGGREGATE SCIENCE PERFORMANCE

	2022	2023	2024	2025	Test Year	Districts %	Ed.Corp. %
<p>Composite District Comparison. The chart shows the percentage of tested students enrolled in at least their second year at the education corporation performing at or above proficiency in comparison to that of students in the same tested grades in those schools' local districts.</p>	87	N/A	26	40	2022	67	87
	N/A	N/A	26	40	2023	N/A	N/A
	26	40	26	40	2024	23	26
	40	26	40	40	2025	32	40

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

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

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

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



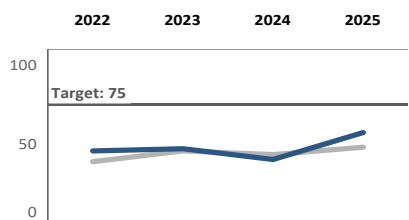
ACADEMIC PERFORMANCE

AMBER CHARTER SCHOOL EAST HARLEM

Manhattan CSD 4

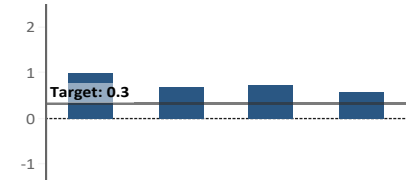
ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL

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



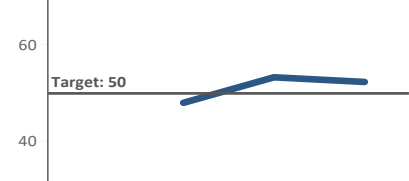
Test Year	Comp Grades	District %	School %
2022	3-5	39	46
2023	3-5	46	47
2024	3-5	44	41
2025	3-6	48	58

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



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

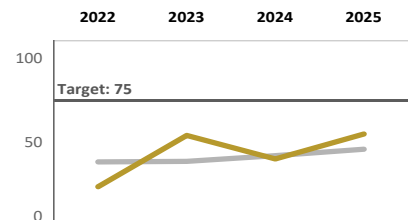
Comparative Growth Measure: Mean Growth Percentile. The school's **unadjusted mean growth percentile** for all students in grades 4-8 will be above target of 50 in ELA.



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

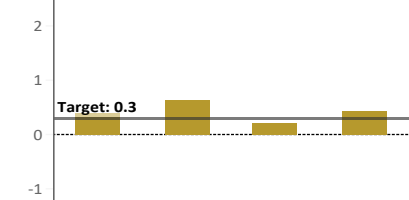
MATHEMATICS ACCOUNTABILITY PLAN GOAL

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



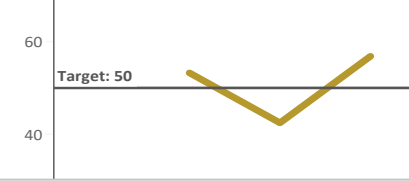
Test Year	Comp Grades	District %	School %
2022	3-5	39	24
2023	3-5	39	54
2024	3-5	42	40
2025	3-6	46	55

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



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

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



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

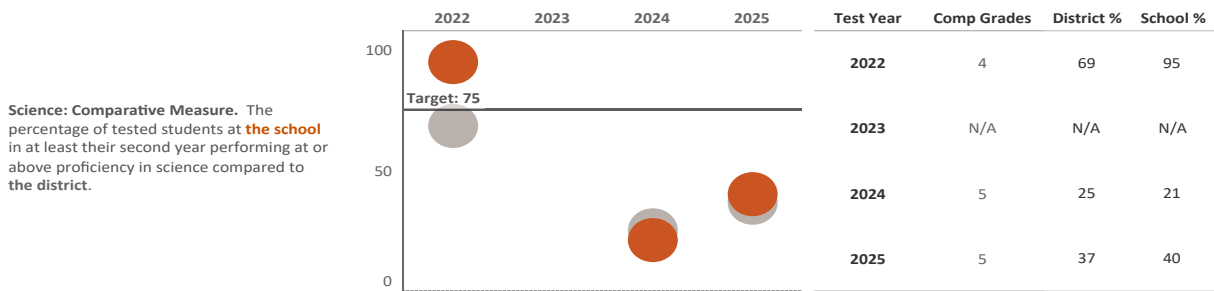


ACADEMIC PERFORMANCE

AMBER CHARTER SCHOOL EAST HARLEM

Manhattan CSD 4

SCIENCE ACCOUNTABILITY PLAN GOAL



TESTED PERCENTAGES

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

PERFORMANCE OF STUDENTS WITH DISABILITIES AND ENGLISH LANGUAGE LEARNERS*

	2022		2023		2024		2025	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
Students with Disabilities Tested on State Exam (N)	33	33	33	33	49	49	48	48
School % Proficient on Exam	39.4	21.2	33.3	39.4	18.4	32.7	39.6	43.8
District % Proficient	14.6	13.8	19.8	20.9	17.7	23.5	22.3	22.9
	2022		2023		2024		2025	
Tested on NYSESLAT Exam (N)	34		35		41		32	
School % Making Progress	23.5		54.3		22.0		40.6	

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



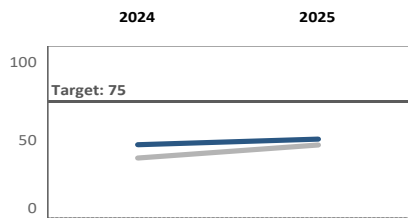
ACADEMIC PERFORMANCE

AMBER CHARTER SCHOOL INWOOD

Manhattan CSD 6

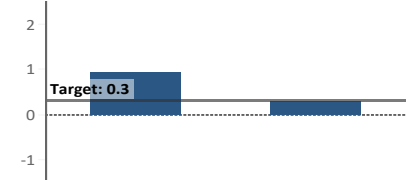
ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL

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



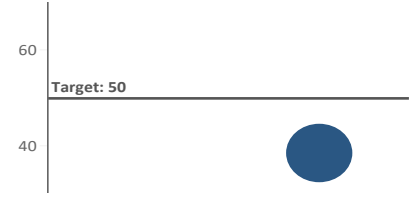
Test Year	Comp Grades	District %	School %
2024	3	39	47
2025	3-4	47	51

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



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

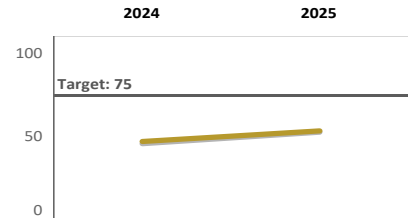
Comparative Growth Measure: Mean Growth Percentile. The school's **unadjusted mean growth percentile** for all students in grades 4-8 will be above target of 50 in ELA.



Test Year	School Mean Growth
2024	N/A
2025	38.5

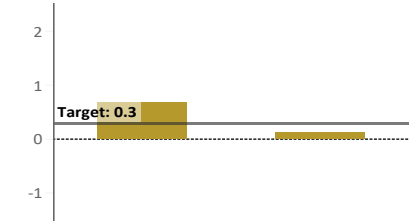
MATHEMATICS ACCOUNTABILITY PLAN GOAL

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



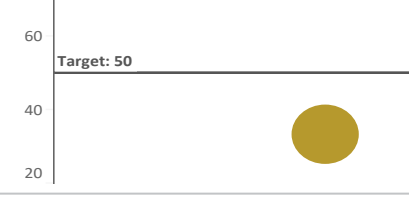
Test Year	Comp Grades	District %	School %
2024	3	46	47
2025	3-4	53	54

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



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

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



Test Year	School Mean Growth
2024	N/A
2025	33.4



ACADEMIC PERFORMANCE

AMBER CHARTER SCHOOL INWOOD

Manhattan CSD 6

SCIENCE ACCOUNTABILITY PLAN GOAL

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

N/A

TESTED PERCENTAGES

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

PERFORMANCE OF STUDENTS WITH DISABILITIES AND ENGLISH LANGUAGE LEARNERS*

	2024		2025	
	ELA	Math	ELA	Math
Students with Disabilities Tested on State Exam (N)	4	4	11	12
School % Proficient on Exam	s	s	36.4	41.7
District % Proficient	23.4	32.1	27.8	32.9
	2022	2023	2024	2025
Tested on NYSESLAT Exam (N)	11	20	28	28
School % Making Progress	18.2	20.0	28.6	21.4

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

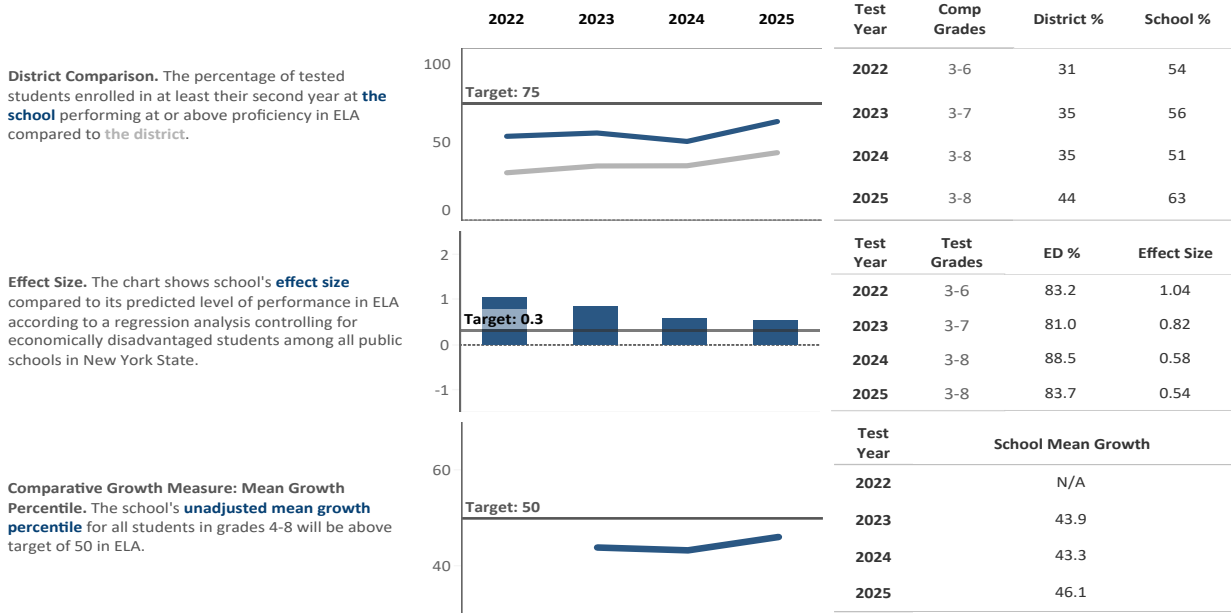


ACADEMIC PERFORMANCE

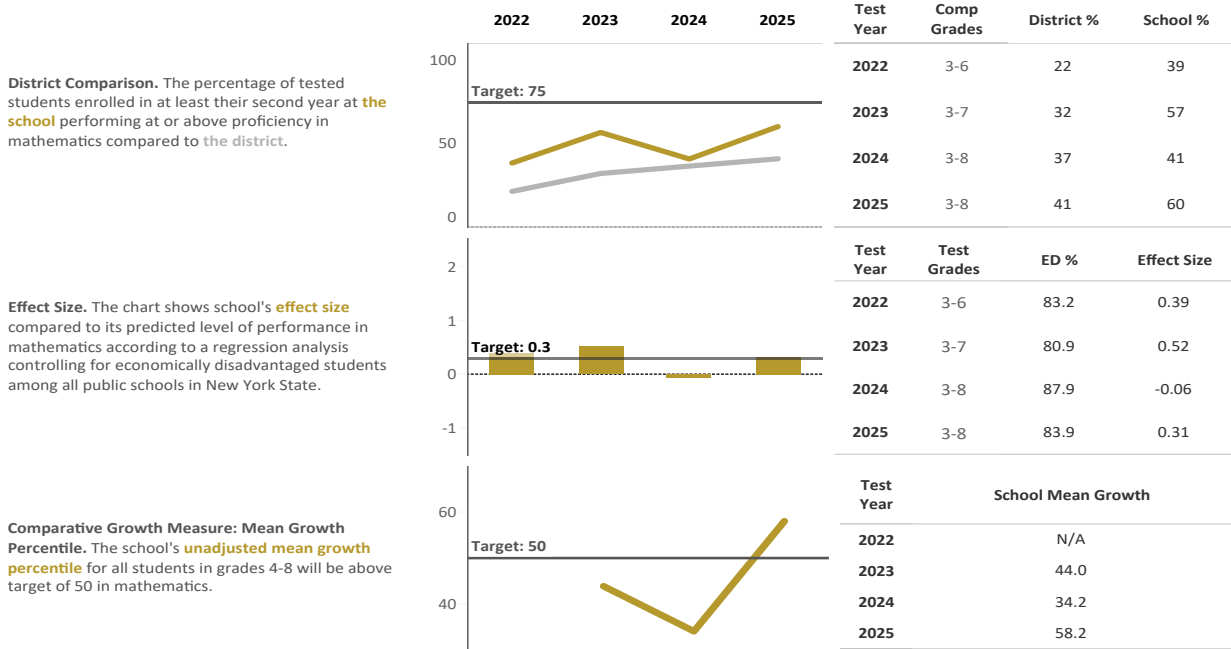
AMBER CHARTER SCHOOL KINGSBRIDGE

Bronx CSD 10

ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL



MATHEMATICS ACCOUNTABILITY PLAN GOAL



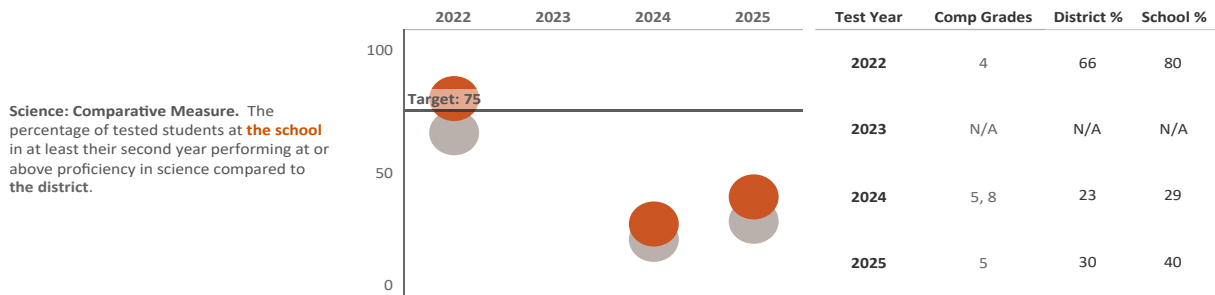


ACADEMIC PERFORMANCE

AMBER CHARTER SCHOOL KINGSBRIDGE

Bronx CSD 10

SCIENCE ACCOUNTABILITY PLAN GOAL



TESTED PERCENTAGES

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

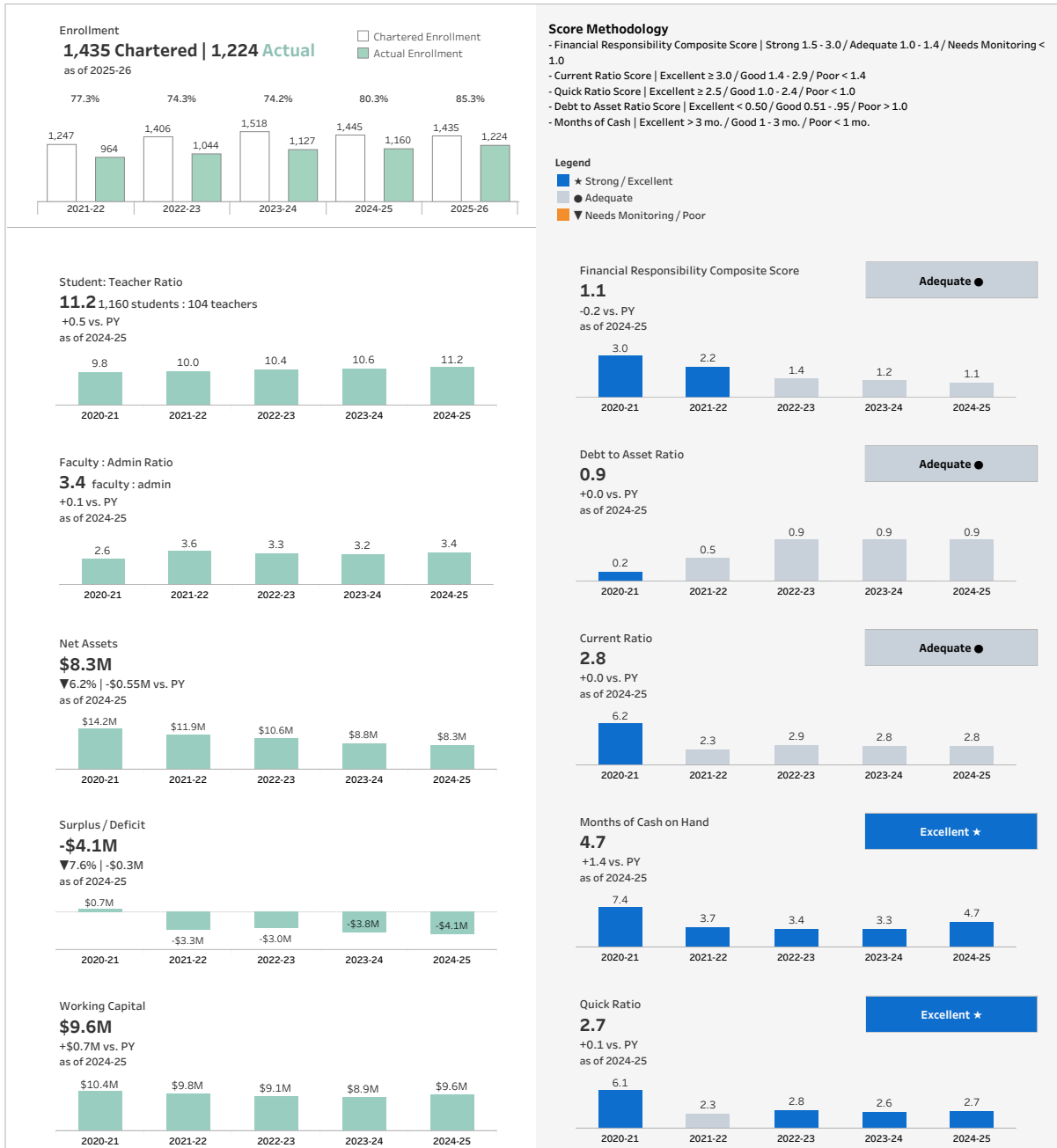
PERFORMANCE OF STUDENTS WITH DISABILITIES AND ENGLISH LANGUAGE LEARNERS*

	2022		2023		2024		2025	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
Students with Disabilities Tested on State Exam (N)	52	51	70	71	68	68	75	73
School % Proficient on Exam	28.8	19.6	30.0	46.5	32.4	30.9	33.3	42.5
District % Proficient	11.5	9.6	12.9	14.4	14.6	18.3	20.5	21.0
	2022		2023		2024		2025	
Tested on NYSESLAT Exam (N)	71		71		65		66	
School % Making Progress	12.7		54.9		33.8		45.5	

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

FISCAL DASHBOARD

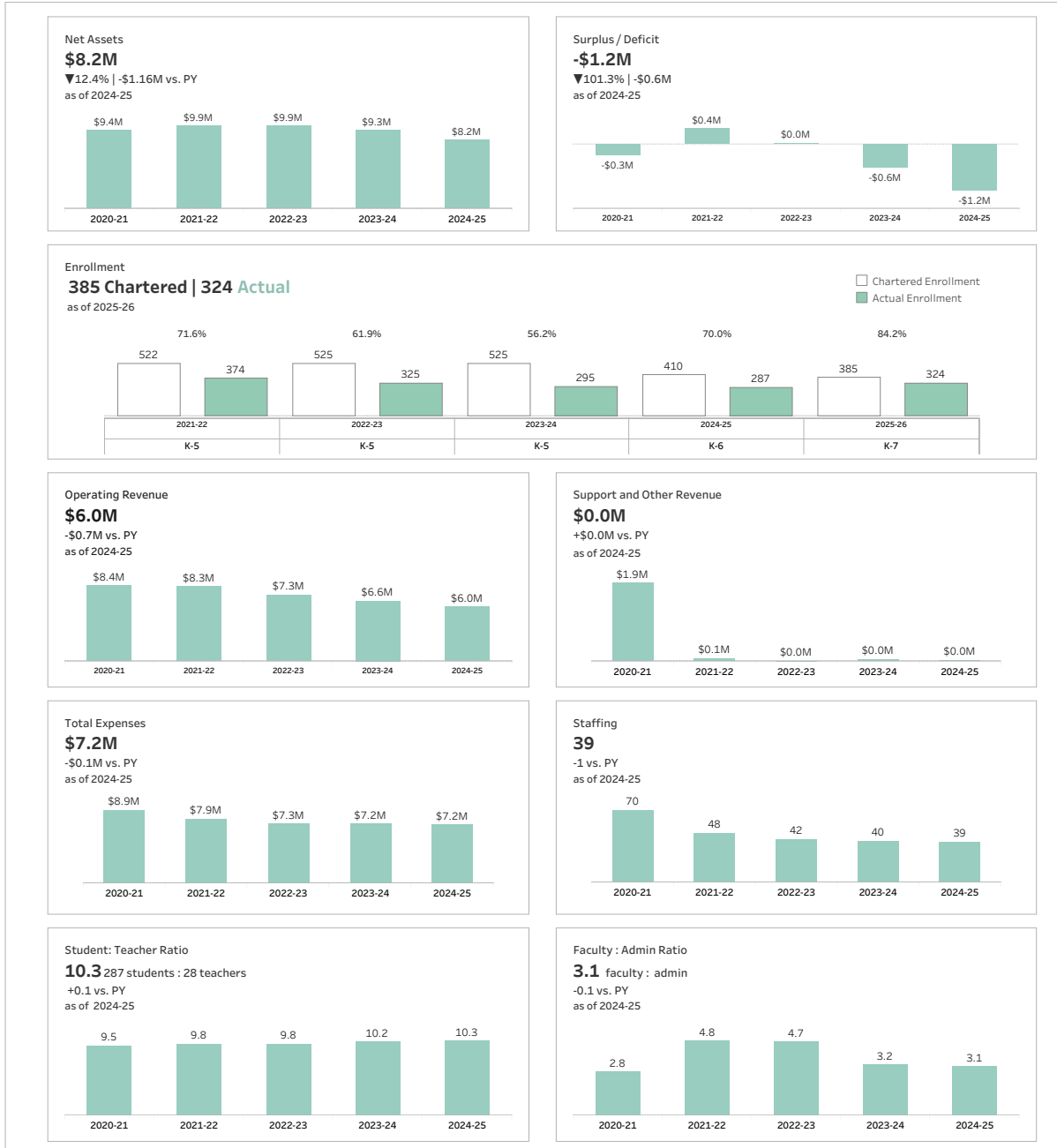
AMBER CHARTER SCHOOLS



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

FISCAL DASHBOARD

AMBER CHARTER SCHOOL EAST HARLEM



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

FISCAL DASHBOARD

AMBER CHARTER SCHOOL INWOOD



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

FISCAL DASHBOARD

AMBER CHARTER SCHOOL KINGSBRIDGE



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

COMPLIANCE REPORTING



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

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

AMBER SCHOOLS

504 Policy

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

Annual Reports

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

Open Meetings Law

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

Personnel Policies

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

SAVE Plan

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

COMPLIANCE REPORTING

Teacher Certification

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

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

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

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

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

COMMUNITY SATISFACTION & ENROLLMENT AND RETENTION

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

Parent Survey Data

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

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

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

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

Parent Focus Group

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

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

Public Comments

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

COMMUNITY SATISFACTION & ENROLLMENT AND RETENTION

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

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

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

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

COMMUNITY SATISFACTION & ENROLLMENT AND RETENTION

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

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

Enrollment and Retention

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

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

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

Amber Inwood exceeded its enrollment target for economically disadvantaged students.

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

Persistence in Enrollment

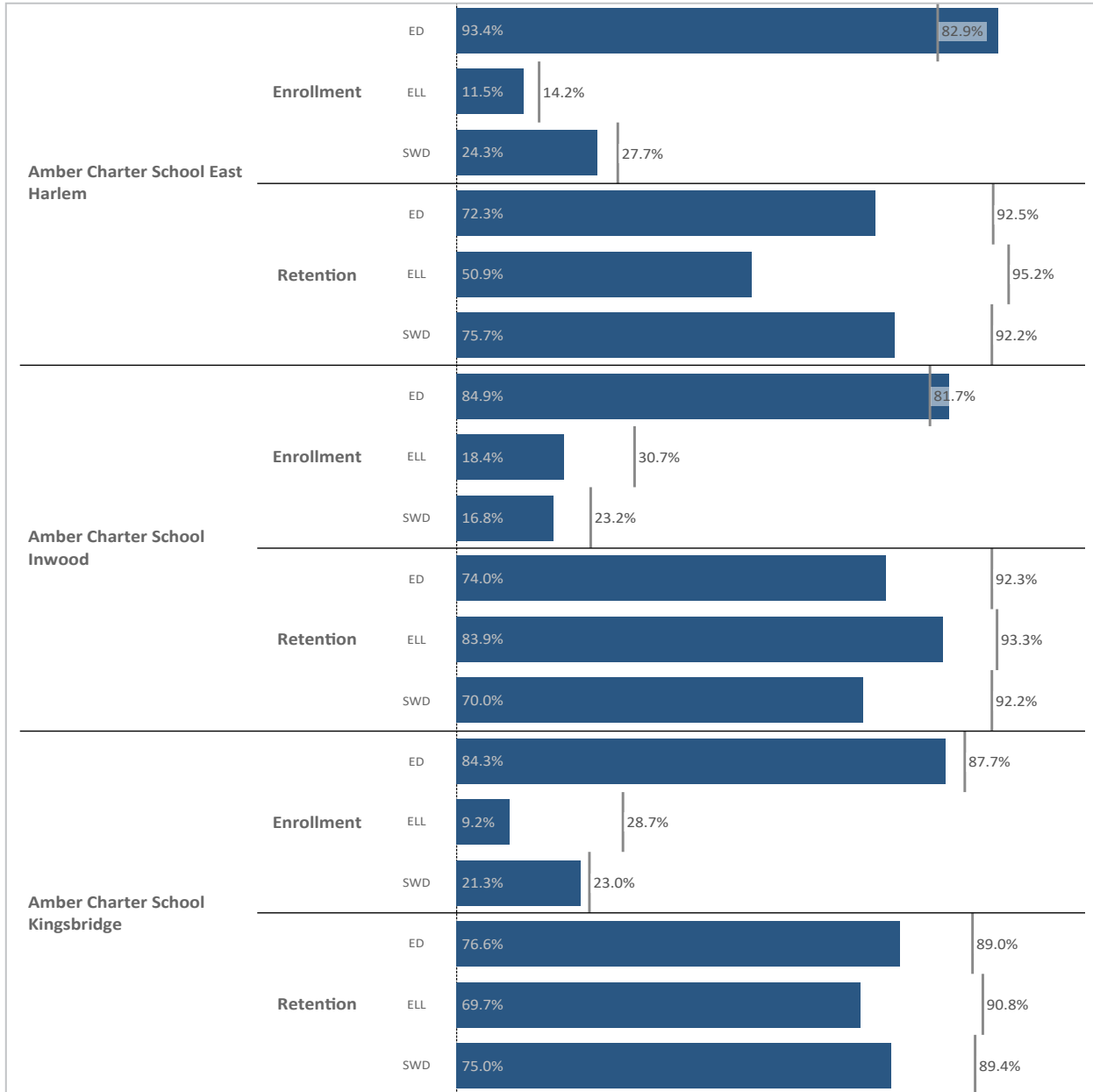
An additional indicator of parent satisfaction is persistence in enrollment. In 2024-25, 76% of Amber Schools students returned from the previous year. Student persistence data from previous years of the charter term is available in student demographics section of the report.

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



COMMUNITY SATISFACTION & ENROLLMENT AND RETENTION

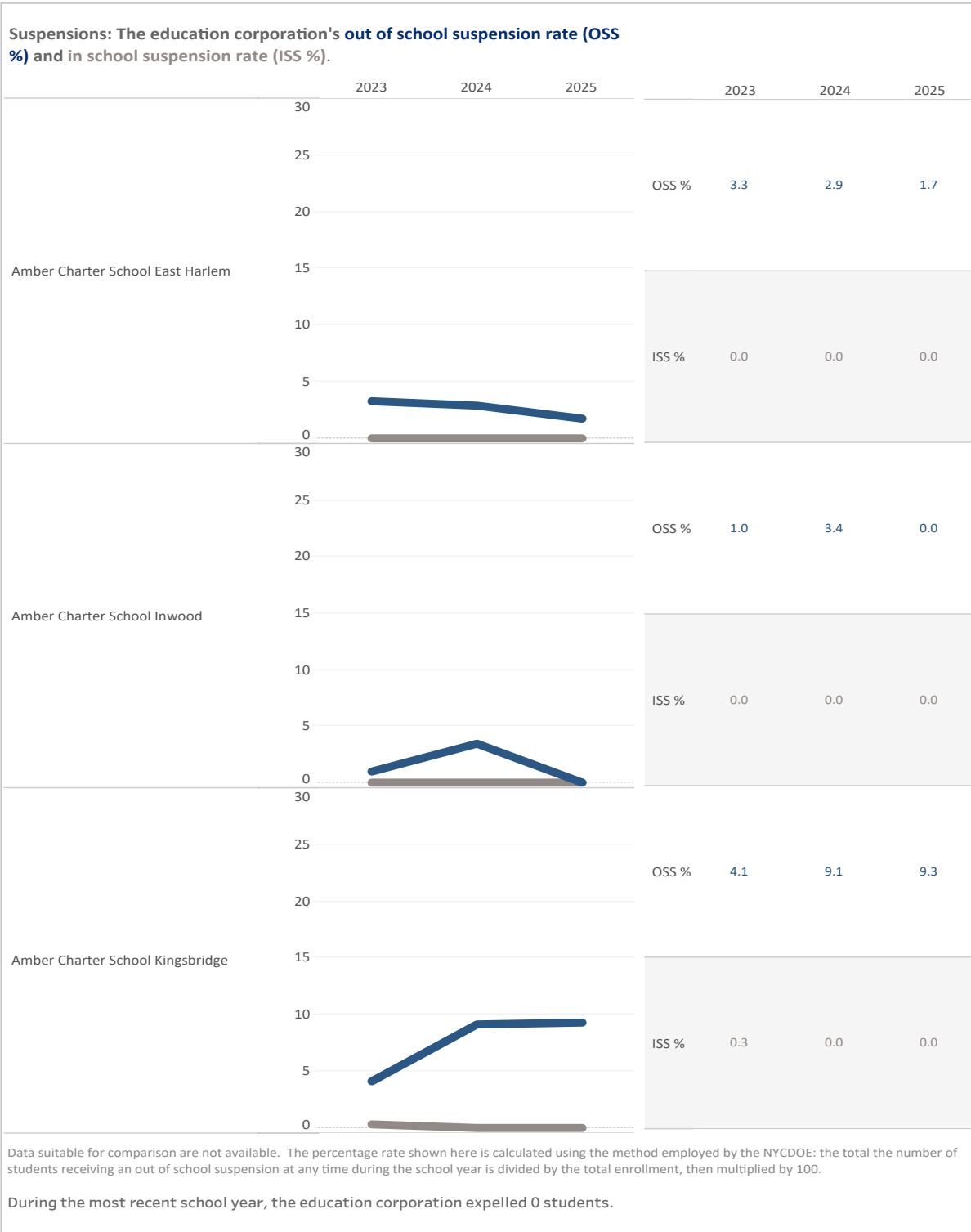
ENROLLMENT AND RETENTION TARGETS



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



COMMUNITY SATISFACTION & ENROLLMENT AND RETENTION





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