



# SUMMARY OF FINDINGS AND RECOMMENDATIONS

PROPOSAL TO AUTHORIZE  
AMBER CHARTER SCHOOL  
TO OPERATE THE PROPOSED  
AMBER CHARTER SCHOOL III

# EXECUTIVE SUMMARY

The board of trustees of Amber Charter School (“Amber” or the “education corporation”), a not-for-profit charter school education corporation authorized by the State University of New York Board of Trustees (the “SUNY Trustees”) to operate two schools, Amber Charter School East Harlem (“Amber East Harlem”), and Amber Charter School Kingsbridge (“Amber Kingsbridge”), seeks the authority to operate one additional charter school to be located in a private facility in New York City Community School District (“CSD”) 6. The education corporation submitted the proposal for authority to operate Amber Charter School III (“Amber III”) to the SUNY Charter Schools Institute (the “Institute”) on January 19, 2019, in response to the Institute’s 2019 Request for Proposals (the “RFP”) (available at: <http://www.newyorkcharters.org/suny-releases-final-2019-rfp/>) released on behalf of the SUNY Trustees on December 12, 2018. The Institute makes copies of initial applications available at: <http://www.newyorkcharters.org/request-for-proposals/2019-suny-request-for-proposals-round-1-spring-cycle/>.

Amber III will open in September 2020 with 400 students in Kindergarten- 1<sup>st</sup> grade and 5<sup>th</sup>- 6<sup>th</sup> grade, will add one elementary and one middle school grade level each year, and ultimately grow to serve 923 students in Kindergarten- 8<sup>th</sup> grade during its first charter term. Given the large number of applications to its first two schools, Amber proposes to create a larger third school. The founders expect the majority of rising 5<sup>th</sup> grade students from Amber Kingsbridge and rising 6<sup>th</sup> grade students from Amber East Harlem to apply to Amber III each year. Amber III will fill all seats that become available through attrition in Kindergarten – 2<sup>nd</sup> grade and 5<sup>th</sup>– 6<sup>th</sup> grade. The school will replicate the highly effective instructional program implemented at the other schools operated by the education corporation. As applicable, information regarding the renewal history, academic performance, and student discipline for the existing schools is presented in Appendix B.

Amber has a partnership with the Community Association of Progressive Dominicans, Inc. (“ACDP”), a community-based organization that provides human services and education programming to residents of Upper Manhattan and the Bronx. This partnership enables Amber to access ACDP’s strong community ties and make connections with members of the school’s target population.

After a thorough review process consistent with the New York Charter Schools Act of 1998 (as amended, the “Act”), the Institute finds that the proposal for Amber’s authority to operate Amber III rigorously demonstrates the criteria detailed in the Institute’s 2019 RFP, which align with the Act.

Based on the proposal, as amended by the applicant, and the foregoing:

The Institute recommends that the SUNY Trustees approve the proposal to authorize Amber Charter School to operate Amber Charter School III.

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# FINDINGS

Based on the comprehensive review of the proposal and interviews of the applicant and the education corporation board of trustees, the Institute makes the following findings.

1. The charter school described in the proposal meets the requirements of the Act and other applicable laws, rules, and regulations as reflected in (among other things):
  - the inclusion of appropriate policies and procedures for the provision of services and programs for students with disabilities and English language learners (“ELLs”);
  - the required policies for addressing issues related to student discipline, personnel matters, and health services;
  - an admissions policy that complies with the Act and federal law;
  - the inclusion of the by-laws for the education corporation; and,
  - the inclusion of an analysis of the projected fiscal and programmatic impact of the proposed school on surrounding public and private schools.
2. The applicant has demonstrated the ability to operate the school in an educationally and fiscally sound manner as reflected in (among other things):
  - the provision of an educational program that meets or exceeds the state performance standards;
  - the articulation of a culture of self-evaluation and accountability at both the administrative and board levels;
  - the student achievement goals articulated by the applicant;
  - appropriate rosters of educational personnel;
  - a sound mission statement;
  - a comprehensive assessment plan;
  - the provision of sound startup, first-year, and five-year budget plans;
  - a plan to acquire comprehensive general liability insurance to include any vehicles, employees, and property;
  - evidence of adequate community support for, and interest in, the charter school sufficient to allow the school to reach anticipated enrollment;
  - the inclusion of descriptions of programmatic and independent fiscal audits with fiscal audits occurring at least annually;
  - the inclusion of a school calendar and school day schedule that provide at least as much instructional time during the school year as required of other public schools; and,
  - the inclusion of methods and strategies for serving students with disabilities in compliance with federal laws and regulations.
3. Granting the proposal is likely to: a) have a significant educational benefit to the students expected to attend the proposed charter school; b) improve student learning and achievement; and, c) materially further the purposes of the Act. This finding is supported by (among other things):
  - a rigorous curriculum and instructional practices at the education corporation’s first two schools that have resulted in strong student outcomes and a multiple full term renewals from the Institute;
  - a strong board with a wealth of experience in a variety of fields that includes a mix of veteran and new members, which will ensure succession planning and continued strong oversight of the schools over time;

- access to Amber’s shared services team, which will provide support to the proposed school in areas such as human resources, finance, operations, communications, and instructional leadership;
  - an extended school day that provides more than 1,200 hours of instruction, or 33% more than the state minimum of 900 hours mandated for 1<sup>st</sup> – 6<sup>th</sup> grade and 21% more than the 990 hours mandated for 7<sup>th</sup> – 12<sup>th</sup> grade; and,
  - evidence of strong demand for seats at the proposed school and the support of current Amber parents, many of whom have requested a middle school option due to a lack of high quality middle school choices in CSD 6.
4. The proposed charter school would meet or exceed enrollment and retention targets, as prescribed by the SUNY Trustees, of students with disabilities, ELLs, and students who are eligible applicants for the federal Free and Reduced Price Lunch (“FRPL”) program as required by Education Law § 2852(9–a)(b)(i).
  5. The applicant has conducted public outreach for the school, in conformity with a thorough and meaningful public review process prescribed by the SUNY Trustees, to solicit community input regarding the proposed charter school and to address comments received from the impacted community concerning the educational and programmatic needs of students in conformity with Education Law § 2852(9–a)(b)(ii).
  6. The Institute has determined that the proposal rigorously demonstrates the criteria and best satisfies the objectives contained within the RFP, and, therefore, is a “qualified application” within the meaning of Education Law § 2852(9–a)(d) that should be submitted to the New York State Board of Regents (the “Board of Regents”) for approval.

The Institute developed the RFP “in a manner that facilitate[d] a thoughtful review of charter school applications, consider[ed] the demand for charter schools by the community, and s[ought] to locate charter schools in a region or regions where there may be a lack of alternatives and access to charter schools would provide new alternatives within the local public education system that would offer the greatest educational benefit to students,” in accordance with Education Law § 2852(9–a)(b). The Institute also posted the draft RFP for public comment and responded to same.

The Institute conducted a rigorous evaluation of the proposal under consideration including academic and fiscal soundness, and legal reviews. In addition, the Institute engaged independent consultants to evaluate the proposal based on the criteria set forth in the RFP. Pursuant to its protocols, the Institute conducted an interview with the founding team including the applicant, the education corporation board of trustees, and key Amber III leadership. Trustee Joseph Belluck, Chairman of the SUNY Trustees’ Charter Schools Committee, also met with the founding team.

Amendments to the Act in 2015 restricted the total number of charter schools the SUNY Trustees and the Board of Regents may approve to open in New York City. Since then the SUNY Trustees and the Board of Regents have approved all except for seven charters for that area.

# BACKGROUND & DESCRIPTION

Amber East Harlem opened its doors in 2000 under the authorization of the SUNY Trustees as part of the original round of charter schools in New York and was one of the first Latino-led charter schools in the state. The school began with Kindergarten – 1<sup>st</sup> grade, expanded to 5<sup>th</sup> grade, and subsequently earned full-term renewals in 2005, 2010, and 2015. The school is now in its 18<sup>th</sup> year of operation and continues to provide a high quality educational experience for elementary school students in East Harlem. In 2016, Amber Kingsbridge opened with Kindergarten – 1<sup>st</sup> grade and currently serves students in Kindergarten – 3<sup>rd</sup> grade. Both schools are located in private facilities. Amber East Harlem utilizes a thin union contract with the United Federation of Teachers (“UFT”), which Amber hopes to utilize at the new school. Given that the enrollment at Amber III will be over 250 students in the first two years of operation, school employees who are eligible for representation under Article 14 of the New York Civil Service Law will automatically be deemed to be represented in a separate UFT negotiating unit at the school.

Amber seeks to open a third school to build on the education corporation’s highly successful elementary school program. Amber’s leadership team has worked together for many years to hone its elementary model and replicate successfully. Additionally, Amber reports that numerous current elementary school parents have requested that the education corporation provide a middle school option as there is currently a lack of high performing middle schools in CSD 6. If approved, Amber III will provide a Kindergarten – 8<sup>th</sup> grade feeder pattern for three elementary schools and one middle school with approximately 1,900 students.

## MISSION, PHILOSOPHY, AND KEY DESIGN ELEMENTS

Amber III will share the same mission as other Amber schools:

*To 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.*

Amber III will implement the following key design elements:

- **Ensure a Rigorous and Comprehensive Core Academic Experience.** Amber III students will engage in rigorous academic experiences, value and demonstrate discipline and hard work, and take responsibility for their learning. All students will learn through direct skill and strategy building instruction blended with opportunities to think critically, write creatively, make cross-content connections, and construct knowledge grounded in hands-on and real-world experiences. This is evident in the authentic work students produce, their performance on formative and summative assessments, their responses to thought-provoking questions, and their reflections on their own learning, both orally and in writing. Learning will be challenging, exploratory, integrative, and relevant.
- **Support Students in a Multitude of Ways.** Amber III will be an inclusive environment in which students have nine years to develop deep, long-term relationships with peers and staff members in a Kindergarten – 8<sup>th</sup> grade setting. Small class sizes and low teacher-to-student ratios enable teachers to modify and differentiate core instruction for a broad range of challenged to advanced

students. Amber will employ a Response to Intervention (“RTI”) framework based on benchmark and formative assessment results to categorize, support, and monitor students’ needs. Special education, Title I, and English as a second language (“ESL”) teachers will provide instruction and interventions for at-risk students including students struggling academically, students with disabilities, and ELLs.

- **Create an Educational Community that Celebrates Culture and Fosters a Love of Learning.** In addition to the “AMBER Way,” which articulates key character traits (Achievement, coMmunity, responsiBility, honEsty and Respect), students will engage in lessons that involve projects, investigations, explorations, and the integration of the arts. Amber III students will also work collaboratively within and across classrooms and grade levels on meaningful community service projects. In the middle grades, the school will provide an advisory program to foster connectedness and communication while supporting students’ social and emotional development and academic performance.
- **Provide Clear Pathways to High school and College.** Amber III students will forge successful pathways through high school, college, and life. They will begin to contemplate their future aspirations and understand what it will take to pursue higher education and stimulating, impactful careers of their choice. The school will provide numerous opportunities for students to explore college and career pathways through college visits, meetings with college-aged or early career adults, partnerships with post-secondary institutions, and real-world internships.

## CALENDAR AND SCHEDULE

Amber III will offer approximately 180 days of instruction each year. The first day of instruction for the 2020–21 school year will be on or around September 8, 2020, and the last day will be on or around June 24, 2021. Subsequent school years will follow a similar calendar. The school day will begin each morning at 8:10 A.M. and end at 2:55 P.M. Amber III will provide students with more than 1,200 hours of instruction per year, a 33% increase over the state minimum of 900 hours for 1<sup>st</sup> – 6<sup>th</sup> grade and a 21% increase over the state minimum of 990 hours for 7<sup>th</sup> – 12<sup>th</sup> grade mandated by Education Law § 2851(2) (n) and 8 NYCRR § 175.5 and provided at the majority of schools within the New York City Department of Education (“NYCDOE” or the “district”).

## ACADEMIC PROGRAM

Amber III intends to utilize much of the same curriculum resources and instructional design as Amber East Harlem and Amber Kingsbridge, with specific enhancements and additions to ensure rigorous and engaging learning for middle school students. The founders propose a rich core academic program in the areas of literacy, mathematics, science, and social studies, as well as special curricula to support instruction in Spanish, the arts, physical education, and technology. Amber III students will learn through direct skill and strategy building instruction blended with opportunities to think critically, write creatively, make cross content connections, and construct knowledge grounded in hands-on and real-world experiences. Amber III will implement its academic program as follows.

### **English Language Arts (“ELA”) (Reading and Writing)**

Amber III will provide 475 instructional minutes of ELA weekly for elementary school students and 325 minutes of ELA/humanities instruction weekly for middle school students. For students who need additional support, the school will provide 40-45 minutes of intervention using tools that include academic intervention software. Amber III will implement the Journeys curriculum, published by Houghton Mifflin Harcourt, as a foundational resource for Kindergarten – 4<sup>th</sup> grade literacy instruction. An in-house curriculum developed and refined by Amber staff will guide writing instruction. Amber has experienced success using these tools and its lead teachers will support their colleagues at Amber III. Local and national research led to the selection of Wit & Wisdom as the 5<sup>th</sup>– 8<sup>th</sup> grade ELA curriculum.

### **Mathematics**

In mathematics, Amber III will provide 450 weekly minutes of instruction for elementary school students and 325 weekly minutes for middle school students. For students who need additional support, the school will provide 40-45 minutes of intervention. Amber III seeks to replicate Amber East Harlem and Amber Kingsbridge’s successful mathematics results by implementing the same mathematics curriculum, GO Math!, in Kindergarten – 5<sup>th</sup> grade. Middle school teachers will use LearnZillion Illustrative Mathematics due to the commercial curriculum’s development of language and mathematics content together. When needed, students will work with academic intervention software to strengthen their skills in mathematics.

### **Science**

Elementary students at Amber III will receive 180 minutes of science weekly, which increases to 235 minutes weekly for middle school students. Both elementary and middle school science instruction will be based on ScienceFusion. This curriculum provides teachers with a full range of interactive instructional options to engage students in small-group, laboratory, and whole-class settings, as well as digital lessons and virtual laboratory activities. The school will provide extended lab periods weekly to immerse students in exploratory and collaborative learning.

### **Social Studies**

Elementary students at Amber III will receive 90 minutes of social studies weekly, which increases to 130 minutes weekly for middle school students. Social studies instruction for elementary and middle school students is based on McGraw Hill Networks. This curriculum meets the specific needs of New York classrooms and follows the New York State Learning Standards for social studies. Using both print and digital formats, the program engages students in studies of history, geography, economics, government, and culture.

### **Spanish**

Amber III students will participate in 90 minutes of weekly Spanish instruction in elementary school and 195 weekly minutes in middle school. Instruction will focus on the use of language outside of classroom settings, with the goal of bringing a global competence to students’ future careers and experiences. All students will graduate from Amber III as dual Spanish speakers and readers.

### **Arts**

Amber III’s arts instruction is based on the New York State Learning Standards for the arts. In elementary school, the school will devote 225 minutes each week to music or art. In middle school, the school will provide 130 minutes of specialty classes, which may include music or art.

### **Physical Education**

Amber III's instruction in physical education is aligned to the New York State Learning Standards for health, physical education, and family and consumer sciences. In elementary school, students will receive 45 minutes of physical education instruction weekly. In middle school, Amber III will provide 130 minutes of specialty courses, which may include physical education.

### **Technology**

Amber's approach to technology is integrated across all content areas and is based on the International Society for Technology in Education Standards for Students. Elementary students will participate in 45 minutes of technology instruction weekly. In middle school, Amber III will provide 130 minutes of specialty classes, which may include technology.

### **Science, Technology, Engineering, Arts, and Mathematics ("STEAM") Academic Enrichment**

Amber III will provide middle school students with 150 minutes per week of STEAM academic enrichment for deeper, broader, and integrated exploration work. These classes will take many forms, such as interdisciplinary learning, research projects, and service learning experiences that engage students in contemporary, innovative, and intellectually challenging ways.

## EXISTING SCHOOL PERFORMANCE

Information regarding the renewal history, academic performance, and student discipline for the existing schools is presented in Appendix B.

## SCHOOL CULTURE AND DISCIPLINE

Amber trustees and leaders believe that character development of Amber students is as important as any academic subject. The schools have outlined the "Amber Way" as "Achievement, coMmunity, responsiBility, honEsty, Respect." In addition to the "Amber Way," Amber III will cultivate an academic culture based on the core values of POWER:

- **Persistence:** You can do it with hard work.
- **Observe:** Use the 5 Ws (who, what, where, when, why) and how.
- **Words:** Look at words around text to help you.
- **Evidence:** Use text to help you.
- **Re-Read:** Read aloud over and over again to help you.

Amber's focus on character development is extended via community service projects beginning in 4<sup>th</sup> grade. In middle school, Amber III's advisory program will foster connectedness and communication while supporting students' academic and social development. In 7<sup>th</sup> and 8<sup>th</sup> grade, the school will intentionally integrate high school readiness and pathways to college and careers.

## ORGANIZATIONAL CAPACITY

Amber III will receive support from Amber’s shared services team, which provides Amber schools with assistance in areas such as human resources, finance, operations, communications, and instructional leadership. At the school site, the principal will serve as the chief administrator supported by a director of operations. In Year 1, instructional leaders will include an assistant principal, dean of students, and data and assessment manager. By Year 5, when the school serves Kindergarten – 8<sup>th</sup> grade, Amber III will also have a special education coordinator and two assistant principals for elementary and middle school grades. Each will supervise a team that includes data and assessment managers, staff developers, and social workers in addition to classroom and specialty teachers. Grade team leaders will provide a key link between school administrators and teachers.

## GOVERNANCE

The by-laws of Amber III indicate that the education corporation board will consist of no fewer than seven and no more than 19 voting members. One seat is reserved for each of the following: the executive director of ACDP; a parent from each school; and, one teacher representative from the education corporation. The current members of the board of trustees are set forth below:

### **1. Soledad Hiciano, Board Chair**

Ms. Hiciano is the executive director of ACDP and has served on the Amber board in different capacities since the school’s founding in 2000. ACDP is a highly respected community organization serving thousands of families in Upper Manhattan and the Bronx.

### **2. John Gutierrez, Vice-Chair**

Dr. Gutierrez is an assistant professor in the Department of Latin American and Latina/o Studies at John Jay College of Criminal Justice/CUNY. He is a historian of the Spanish-speaking Caribbean islands, specializing in the history of Cuba. Before joining the faculty at John Jay, Dr. Gutiérrez was an associate at the MirRam Group specializing in communications, policy analysis, and fundraising. He earned his bachelor’s degree at Vassar College and his doctorate at the Graduate Center/CUNY, where he was the recipient of a Ralph Bunche Dissertation Fellowship.

### **3. Frank Aldridge, Treasurer**

Mr. Aldridge is vice president of strategy and corporate development at Tradeweb Markets LLC. Mr. Aldridge began his career at Ernst & Young LLP in its Financial Services Office, where he worked in their audit and advisory practices. He received his bachelor of business administration in accounting from the University of Georgia and his master of business administration from New York University.

### **4. Amador Centeno, Secretary**

Mr. Centeno is the vice president of facilities management and campus services at Columbia University Medical Center, overseeing a broad portfolio including capital projects, maintenance, housing, finance, compliance, public safety, health services, and dining. He holds a master of science degree in health services administration from Iona College and a bachelor of arts degree in economics from Lehman College.

## **5. Vasthi R. Acosta, Trustee**

Dr. Acosta is the executive director of Amber Charter School and serves as an ex-officio, non-voting trustee. She was hired at Amber in 2007 as the director of curriculum and instruction. In 2008, she was appointed head of school/principal, a position she held until 2014 when she became executive director. Previously, Dr. Acosta was a teacher and assistant principal in the NYCDOE, a college professor in early childhood education at Hostos Community College, and a curriculum developer and teacher trainer at Teachers College. She is the founding convener of the Latino Charter Leaders Roundtable. Dr. Acosta is a graduate of Columbia University's Teachers College where she was awarded both doctor of education and master of arts degrees. She also holds a master of science degree from Bank Street College of Education and a bachelor of arts degree from Fordham University.

## **6. Kelly Combs, Trustee**

Ms. Combs is an architect and designer with Gensler, leading teams on technical and aesthetic design in the education practice area for higher education and K-12 facilities as well as specialty spaces such as Innovation Labs and Maker Spaces. She is an active member of the AIA Committee for Education Architecture. Ms. Combs develops roundtable discussions, panel events, and Maker/STEM workshops for K-12 children.

## **7. Dr. Miguelina Germán, Trustee**

Dr. Germán is a clinical psychologist and researcher with over 15 years of experience treating children, families, and adults and evaluating clinical intervention programs. She is currently the assistant director of the Pediatric Behavioral Health Integrated Program at Montefiore Medical Group, which has integrated pediatric behavioral health providers into 20 primary care practices that serve 90,000 children across the Bronx and lower Westchester County. Dr. Germán completed her undergraduate work at Columbia University and obtained her doctoral degree from Arizona State University.

## **8. Elena Goldberg Velazquez, Trustee**

Ms. Goldberg Velazquez, Esq. is a principal appellate court attorney in the New York State Supreme Court, Appellate Division. Previously, Ms. Goldberg Velazquez worked at Soto, Sanchez, and Negron, LLP where she handled civil litigation. She is active in the Puerto Rican Bar Association, serves on the New York State Bar Association Diversity Committee, and acts as chair of the judicial diversity sub-committee. Ms. Goldberg Velazquez earned her bachelor of arts degree in political science and international relations from Syracuse University and her juris doctorate from City University of New York School of Law Queens College.

## **9. Beatriz Gonzalez, Trustee**

Ms. Gonzalez is currently the vice president comptroller at Smile Train where she manages the company's finance and accounting and works closely with fundraising and grant management. Ms. Gonzalez is a certified public accountant with over 12 years of experience working at a public accounting firm, where she performed audits focused on non-profits. Ms. Gonzalez graduated cum laude from Rutgers University with a degree in accounting.

## **10. Jazmine Landa, Trustee**

Ms. Landa serves as the Amber Kingsbridge parent representative on the board. Ms. Landa is the office manager at CARES, Mt. Sinai/St. Luke's Hospital. She has a medical assistant diploma from Brown Mackie College and is pursuing a bachelor's degree in health studies from Walden University.

### **11. Shawnte Lorick, Trustee**

Ms. Lorick serves as the Amber East Harlem parent representative on the board. She is a probation officer specialist at the United States District Court. Ms. Lorick is a licensed social worker, with two master's degrees in social work and criminal justice from SUNY Albany.

### **12. Bradley Olsen, Trustee**

Mr. Olsen is a managing director at CIBC Commercial Banking where he is a trusted adviser for clients focused on banking solutions and process innovation. He has a bachelor of science degree in business administration and finance from the University of Southern California.

### **13. Jenna Pantel, Trustee**

Ms. Pantel is an associate at a New York City education law firm where she represents parents of students with disabilities. She currently serves as the chair of the Amber board's education committee. Ms. Pantel graduated magna cum laude from Syracuse University's Newhouse School of Public Communications and the College of Arts and Sciences. Subsequently she graduated magna cum laude with her juris doctorate from the University of Miami School of Law. While at the University of Miami, Ms. Pantel was a fellow at the Center for Ethics and Public Service's Street Law program, and taught law and ethics to Miami high school students.

### **14. Brian Quillin, Trustee**

Mr. Quillin is the teacher representative on the board. He joined the Amber faculty in 2013 and has worked as a tutor, teacher assistant, and teacher. He is currently the music and English as a new language intervention teacher at Amber Kingsbridge. Mr. Quillin's undergraduate degree is from SUNY Fredonia, and his graduate degree in music education is from Hunter College.

## FACILITIES

Amber III plans to locate its Kindergarten – 8<sup>th</sup> grade program in CSD 6 and has identified a potential site. Amber has started negotiating with Azimuth Development Group for a 35-year lease of an existing high school located at 532 West 215<sup>th</sup> St. The facility is a 68,000 square foot building that currently houses Northeastern Academy. Amber has retained DBI, a real estate management consulting firm, and intends to complete lease negotiations by March 2019.

The education corporation is currently exploring a number of facilities funding options including Civic Builders. The education corporation intends to commence modest renovations on the proposed site by July 1, 2019 and be ready to occupy the space a year later. The facility is located in a residential neighborhood near parks and athletic facilities owned by Columbia University. Amber has a well-established partnership with Columbia University and anticipates leveraging this relationship to access nearby athletic fields.

## FISCAL IMPACT

The fiscal impact of Amber III on the district is summarized below.

Charter Year	A. Expected Number of Students	B. Basic Charter School Per Pupil Aid	C. Projected Per Pupil Revenue (AxB)	D. Other District Revenue (SPED, Food Service, Grants, etc.)	E. Total Project Funding from District to Charter School (C+D)	F. New York City School District Budget	G. Projected District Impact (E/F)
Year 1 (2020-21)	400	15,307	6,122,800	2,252,376	8,375,176	25,600,000,000	0.03%
Year 5 (2024-25)	923	15,307	14,128,361	4,992,565	19,120,926	25,600,000,000	0.08%

\*The NYCDOE budget was derived from the NYCDOE’s website: <https://www.schools.nyc.gov/about-us/funding/funding-our-schools>.

The Institute finds that the fiscal impact of the proposed school on the district, public charter, public district, and nonpublic schools in the same geographic area will be minimal. In the event that the school opens with a slightly higher enrollment, the Institute has determined that the fiscal impact of the proposed school on the district, public charter, public district, and nonpublic schools in the same geographic area will also be minimal.

The Institute reviewed the school’s proposed startup and fiscal plans and supporting evidence for each year of the proposed charter term. The Institute finds the budgets and fiscal plans are sound and that sufficient startup funds will be available to the new charter school.

The Institute analyzed the existing education corporation with the authority to operate two schools and finds all three fiscally strong as the SUNY Fiscal Dashboards reflect. Please see the attached fiscal dashboard in Appendix C reporting the last five years of operations based on audited financial statements of the existing education corporation.

## NOTIFICATION & PUBLIC COMMENTS

The Institute notified the district as well as public and private schools in the same geographic area of the proposed school about receipt of the proposal, and the proposal was posted on the Institute’s website for public review. The district scheduled a public hearing pertaining to the proposed school for February 27, 2019, and will provide the Institute with a summary of comments made at the hearing. Should the district make the summary of public comments available prior to the March 4, 2019 Committee meeting, the Institute will share the information with members of the Committee at that time. The Institute carefully reviews and considers all public comments received prior to finalizing its recommendation. Additional information about public comments is provided in Appendix A.

# PREFERENCE SCORING

Education Law § 2852(9-a) requires authorizers to establish a scoring rubric and grant priority to applications meeting both statutory and authorizer standards. The purpose of the preference criteria is to prioritize proposals in the event that the number of proposals meeting the SUNY Trustees' requirements exceeds the maximum number of charters to be issued, or issued in New York City in 2019. The RFP identified the minimum eligibility requirements and mandated preference criteria required by Education Law § 2852(9-a), as described in greater detail below, as well as SUNY's additional criteria. (See 2019 RFP at 10 or Replication RFP at 9.) The Amber III proposal met the eligibility requirements, as evidenced by the following:

- the proposal was sufficiently complete, i.e., it included a Transmittal and Summary form, Proposal Summary, and responses to all RFP requests as prescribed by the Institute;
- the proposal included a viable plan to meet the enrollment and retention targets established by the SUNY Trustees for students with disabilities, ELLs, and students who are eligible to participate in the FRPL program (as detailed in Request 5); and,
- the proposal provided evidence of public outreach that conforms to the Act and the process prescribed by the SUNY Trustees for the purpose of soliciting and incorporating community input regarding the proposed charter school and its academic program (as detailed in Request 4).

As Amber III's proposal submission met the eligibility criteria, the Institute's evaluation continued with a full review of the proposal, an interview of the application team and board of trustees, and requests for clarification and/or amendments to the proposal. The review process then continued with an evaluation of the proposal in relation to the nine Preference Criteria contained in the RFP for which proposals can earn credit as described in the RFP's Preference Scoring Guidance. The Preference Criteria, which in addition to eligibility criteria and the overall high standards established by the SUNY Trustees, include the demonstration of the following in compliance with Education Law §§ 2852(9-a)(c)(i)-(viii):

- increasing student achievement and decreasing student achievement gaps in reading/language arts and mathematics;
- increasing high school graduation rates and focusing on serving specific high school student populations including, but not limited to, students at risk of not obtaining a high school diploma, re-enrolled high school dropouts, and students with academic skills below grade level;
- focusing on the academic achievement of middle school students and preparing them for a successful transition to high school;
- utilizing high-quality assessments designed to measure a student's knowledge, understanding of, and ability to apply critical concepts through the use of a variety of item types and formats;
- increasing the acquisition, adoption, and use of local instructional improvement systems that provide teachers, principals, and administrators with the information and resources they need to inform and improve their instructional practices, decision-making, and overall effectiveness;
- partnering with low-performing public schools in the area to share best educational practices and innovations;
- demonstrating the management and leadership techniques necessary to overcome initial startup problems to establish a thriving, financially viable charter school; and,
- demonstrating the support of the school district in which the proposed charter school will be located and the intent to establish an ongoing relationship with such school district.

Pursuant to the RFP, in compliance with the requirements for new charter applications set forth in Education Law § 2852(9-a)(b)(i-ii), (g), the Institute recommends the SUNY Trustees approve the application for one new charter as proposed. Amber Charter School III earned a score of 32.2 preference points out of a maximum of 45. Based on this score and the other information and findings set forth herein, the Institute recommends that the SUNY trustees approve the authority of Amber Charter School to operate Amber Charter School III.

## CONCLUSION & RECOMMENDATIONS

Based on its review and findings, the Institute recommends that the SUNY Trustees approve the proposal to grant Amber Charter School the authority to operate Amber Charter School III to open in September 2020 .

# APPENDIX A:

## SUMMARY OF PUBLIC COMMENTS RECEIVED

### SUMMARY OF PUBLIC COMMENTS RECEIVED DURING THE SUNY PUBLIC COMMENT PERIOD THROUGH MARCH 1, 2019

On or about January 16, 2019, in accordance with Education Law § 2857(1), the Institute notified the district as well as public and private schools in the same geographic area of the proposed school about receipt of the proposal to establish Amber III. The notice reminded the district that New York State Commissioner of Education's regulations require the school district to hold a public hearing within 30 days of the notice for each new charter application. The district scheduled a public hearing pertaining to the proposed school for February 27, 2019, and will provide the Institute with a summary of comments made at the hearing. Should the district make the summary of public comments available prior to the March 4, 2019 Committee meeting, the Institute will share the information with members of the Committee at that time. A redacted copy of the Amber III proposal was also posted on the Institute's website for public review at: <http://www.newyorkcharters.org/request-for-proposals/2019-suny-request-for-proposals-round-1-spring-cycle/amber-charter-school-iii/>.

The Institute received letters of support for the proposed school from elected officials including Congressman Adriano Espaillat, State Assembly Member Carmen De la Rosa, and City Council Member Ydanis Rodriguez, all of whom cite the high demand for seats at Amber schools and the education corporation's strong results to date in their advocacy of the proposed school. The Institute also received letters of support from multiple nonprofit and community based organizations with which Amber works including the education corporation's partner organization, ACDP, as well as the New York City Charter Schools' ELL Consortium, Unidos US, Raza Development Fund, and the Hispanic Federation. Additional letters of support come from numerous other New York City charter schools and a variety of local business and organizations, such as the Riverdale YM/YWCA, Kingsbridge Heights Community Center, the Museum of the City of New York, and Montefiore Hospital.

To date the Institute has not received any direct comments in opposition to the proposed school.

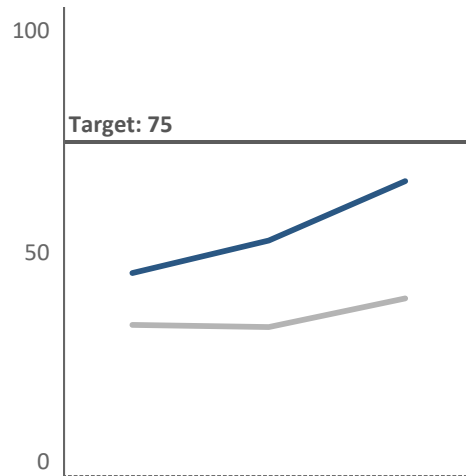
# APPENDIX B: EXISTING SCHOOL PERFORMANCE

Amber Charter School East Harlem

Manhattan CSD 4

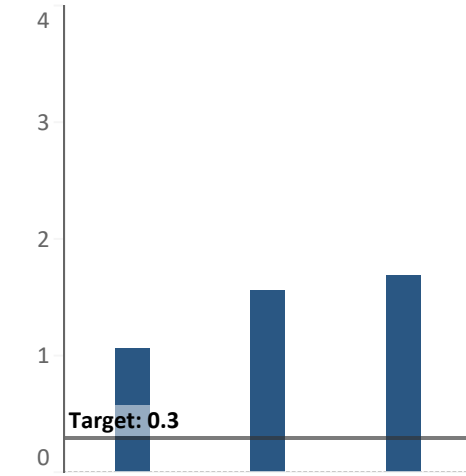
## ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL

**Comparative Measure: District Comparison.** Each year, the percentage of students at **the school** in at least their second year performing at or above proficiency in ELA will be greater than that of students in the same tested grades in **the district**.



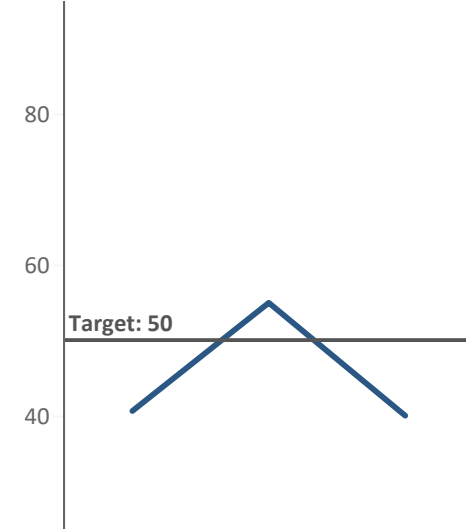
Test Year	Comp Grades	District %	School %
2016	3-5	34	46
2017	3-5	34	53
2018	3-5	40	66

**Comparative Measure: Effect Size.** Each year, the school will exceed its predicted level of performance by an effect size of 0.3 or above in **ELA** according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.



Test Year	Test Grades	Effect Size
2016	3-5	1.06
2017	3-5	1.45
2018	3-5	1.67

**Comparative Growth Measure: Mean Growth Percentile.** Each year, the school's unadjusted mean growth percentile for all students in grades 4-8 will be above the state's unadjusted median growth percentile in **ELA**.



Test Year	School Mean Growth
2016	40.8
2017	55.2
2018	40.2

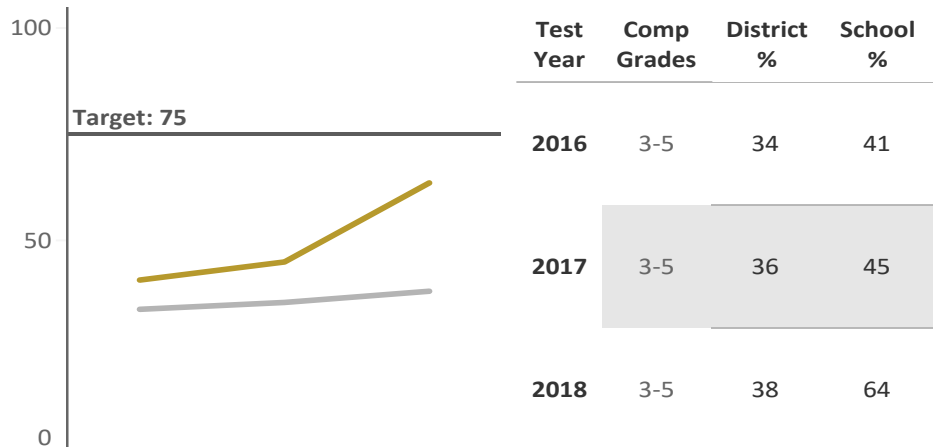
# APPENDIX B: EXISTING SCHOOL PERFORMANCE

Amber Charter School East Harlem

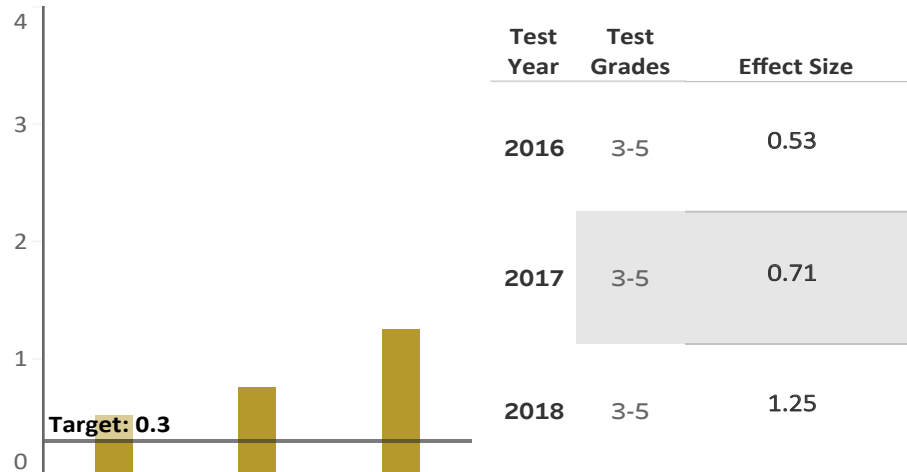
Manhattan CSD 4

## MATHEMATICS ACCOUNTABILITY PLAN GOAL

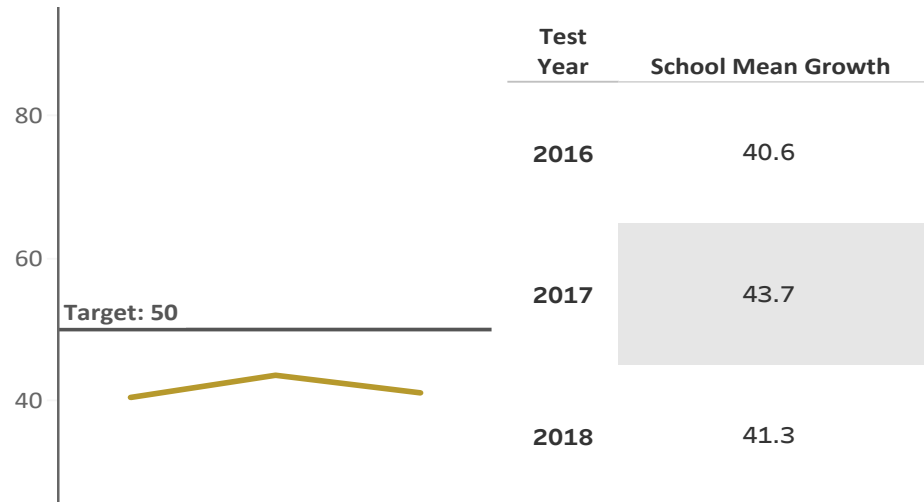
**Comparative Measure: District Comparison.** Each year, the percentage of students at **the school** in at least their second year performing at or above proficiency in Mathematics will be greater than that of students in the same tested grades in **the district**.



**Comparative Measure: Effect Size.** Each year, the school will exceed its predicted level of performance by an effect size of 0.3 or above in **Mathematics** according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.



**Comparative Growth Measure: Mean Growth Percentile.** Each year, the school's unadjusted mean growth percentile for all students in grades 4-8 will be above the state's unadjusted median growth percentile in **Mathematics**.



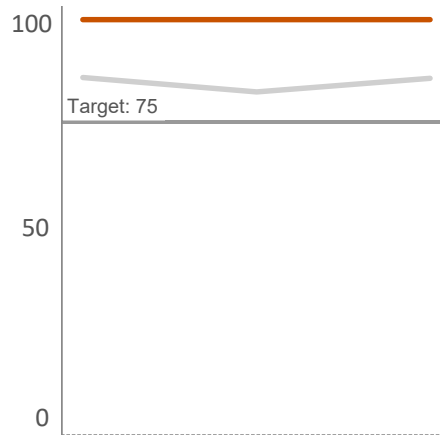
# APPENDIX B: EXISTING SCHOOL PERFORMANCE

Amber Charter School East Harlem

Manhattan CSD 4

## SCIENCE ACCOUNTABILITY PLAN GOAL

**Science: Comparative Measure.** Each year, the percentage of students at the school in at least their second year performing at or above proficiency in **science** will exceed that of students in the same tested grades in the **district**.



	District %	School %
2016	86	100
2017	83	100
2018	86	100

## SPECIAL POPULATIONS PERFORMANCE

	2016	2017	2018
<b>Enrollment Receiving Mandated Academic Services</b>	87	84	89
<b>Tested on State Exam</b>	29	35	34
<b>School Percent Proficient on ELA Exam</b>	27.6	22.9	41.2
<b>District Percent Proficient</b>	8.2	8.8	13.5

	2016	2017	2018
<b>ELL Enrollment</b>	24	23	45
<b>Tested on NYSESLAT Exam</b>	24	19	45
<b>School Percent 'Commanding' or Making Progress on NYSESLAT</b>	70.8	15.8	35.6

The academic outcome data about the performance of students receiving special education services and ELLs above is not tied to separate goals in the school's formal Accountability Plan.

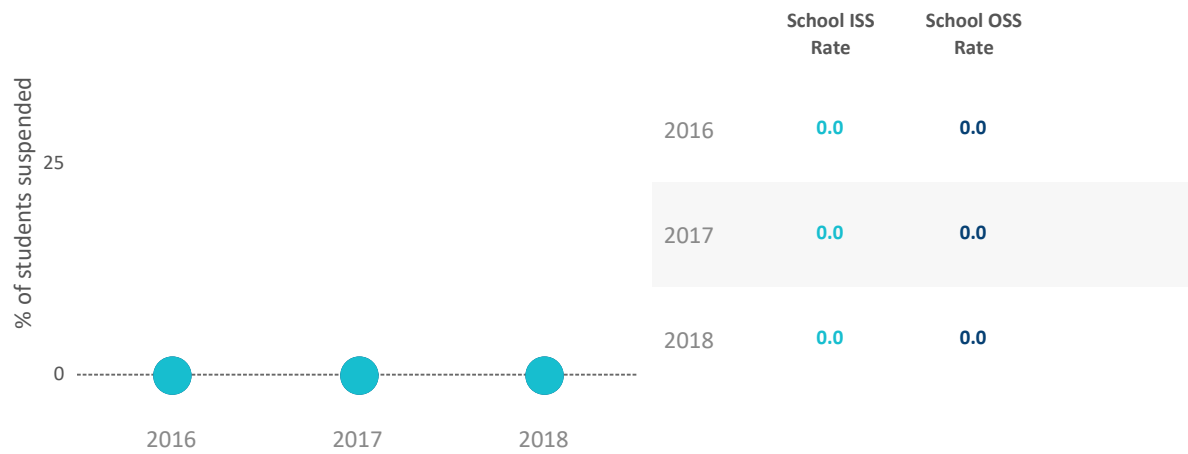
The NYSESLAT, the New York State English as a Second Language Achievement Test, is a standardized state exam.

"Making Progress" is defined as moving up at least one level of proficiency. Student scores fall into five categories/proficiency levels: Entering; Emerging; Transitioning; Expanding; and, Commanding.

# APPENDIX B: EXISTING SCHOOL PERFORMANCE

Amber Charter School East Harlem

Manhattan CSD 4



CSD data suitable for comparison are not available. The percentage rate shown here is calculated using the method employed by the New York City Department of Education ("NYCDOE"): the total the number of students receiving an in school or out of school suspension at any time during the school year is divided by the total enrollment, then multiplied by 100.

**Persistence in Enrollment:** The percentage of students eligible to return from previous year who did return



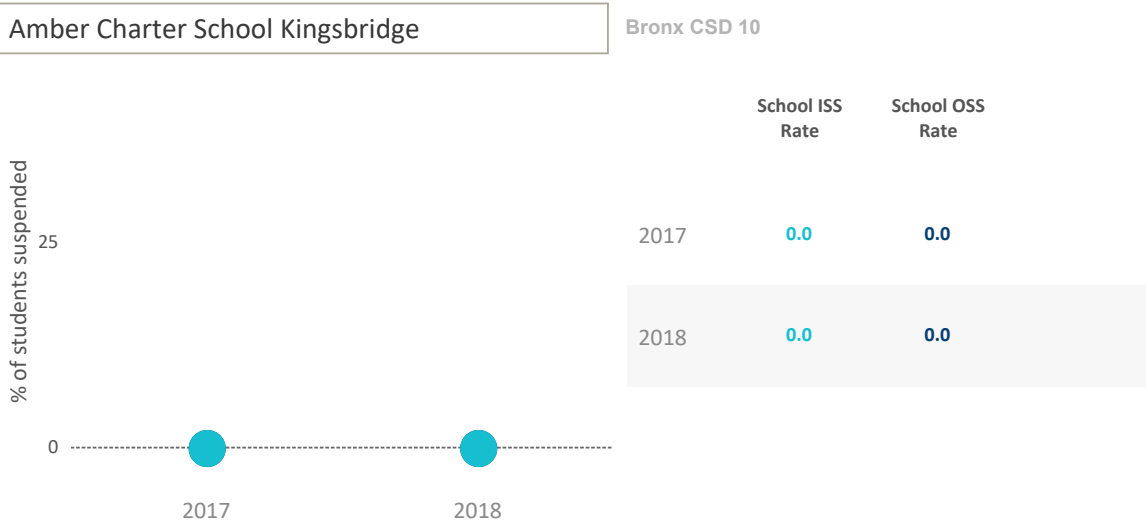
**Expulsions:** The number of students expelled from the school each year.

Year	2016	2017	2018
Expulsions	0	0	0

## Amber Charter School East Harlem's Enrollment and Retention Status: 2017-18

		District Target	School
<b>Enrollment</b>	Economically disadvantaged	88.2	85.1
	English language learners	16.1	9.1
	Students with disabilities	24.7	18.0
<b>Retention</b>	Economically disadvantaged	94.0	86.3
	English language learners	94.5	91.3
	Students with disabilities	94.7	84.9

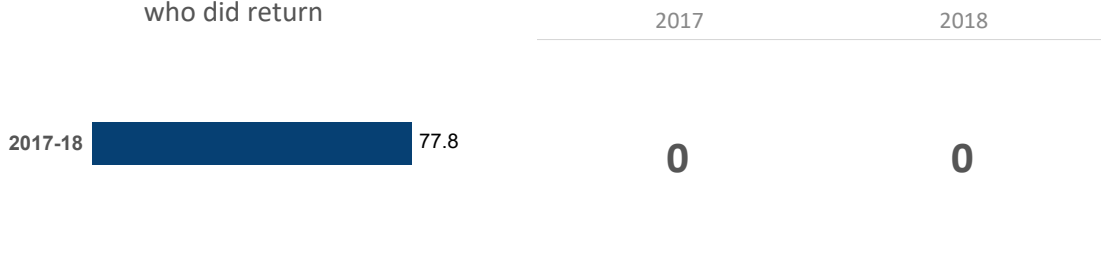
# APPENDIX B: EXISTING SCHOOL PERFORMANCE



CSD data suitable for comparison are not available. The percentage rate shown here is calculated using the method employed by the New York City Department of Education ("NYCDOE"): the total the number of students receiving an in school or out of school suspension at any time during the school year is divided by the total enrollment, then multiplied by 100.

**Persistence in Enrollment:** The percentage of students eligible to return from previous year who did return

**Expulsions:** The number of students expelled from the school each year.



## Amber Charter School Kingsbridge's Enrollment and Retention Status: 2017-18

			District Target	School
<b>Enrollment</b>	Economically disadvantaged	<div style="width: 87%; height: 15px; background-color: #004a7c;"></div>	90.5	79.3
	English language learners	<div style="width: 41%; height: 15px; background-color: #004a7c;"></div>	24.5	9.6
	Students with disabilities	<div style="width: 25%; height: 15px; background-color: #004a7c;"></div>	19.3	14.8
<b>Retention</b>	Economically disadvantaged	<div style="width: 75%; height: 15px; background-color: #004a7c;"></div>	93.6	72.4
	English language learners	<div style="width: 76%; height: 15px; background-color: #004a7c;"></div>	94.3	70.8
	Students with disabilities	<div style="width: 83%; height: 15px; background-color: #004a7c;"></div>	94.0	78.6

# APPENDIX B: EXISTING SCHOOL PERFORMANCE

## Education Corporation Timeline of Charter Renewal

● School Opening   ■ Initial Renewal - Full-Term   ◆ Subsequent Renewal

Amber Charter School East Harlem

● 2000

■ 2005

◆ 2010

◆ 2015

# APPENDIX C: FISCAL DASHBOARD

## AMBER CHARTER SCHOOL (COMBINED)

### SCHOOL INFORMATION

#### BALANCE SHEET

##### Assets

##### Current Assets

				MERGED	MERGED
	2013-14	2014-15	2015-16	2016-17	2017-18
Cash and Cash Equivalents - <b>GRAPH 1</b>	-	-	-	1,465,977	2,774,746
Grants and Contracts Receivable	-	-	-	202,567	514,931
Accounts Receivable	-	-	-	-	-
Prepaid Expenses	-	-	-	22,094	24,618
Contributions and Other Receivables	-	-	-	245,686	331,608
<b>Total Current Assets - GRAPH 1</b>	-	-	-	<b>1,936,324</b>	<b>3,645,903</b>
Property, Building and Equipment, net	-	-	-	3,857,652	4,022,746
Other Assets	-	-	-	2,382,537	1,628,601
<b>Total Assets - GRAPH 1</b>	-	-	-	<b>8,176,513</b>	<b>9,297,250</b>

##### Liabilities and Net Assets

##### Current Liabilities

Accounts Payable and Accrued Expenses	-	-	-	379,290	203,747
Accrued Payroll and Benefits	-	-	-	574,535	1,075,598
Deferred Revenue	-	-	-	5,259	8,353
Current Maturities of Long-Term Debt	-	-	-	57,790	65,983
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	-	-	-	-	-
<b>Total Current Liabilities - GRAPH 1</b>	-	-	-	<b>1,016,874</b>	<b>1,353,681</b>
Deferred Rent/Lease Liability	-	-	-	-	301,178
All other L-T debt and notes payable, net current maturities	-	-	-	2,098,753	2,032,769
<b>Total Liabilities - GRAPH 1</b>	-	-	-	<b>3,115,627</b>	<b>3,687,628</b>

##### Net Assets

Unrestricted	-	-	-	5,060,886	5,609,622
Temporarily restricted	-	-	-	-	-
<b>Total Net Assets</b>	-	-	-	<b>5,060,886</b>	<b>5,609,622</b>
<b>Total Liabilities and Net Assets</b>	-	-	-	<b>8,176,513</b>	<b>9,297,250</b>

#### ACTIVITIES

##### Operating Revenue

Resident Student Enrollment	-	-	-	8,880,654	11,171,646
Students with Disabilities	-	-	-	3,200	112,212
<b>Grants and Contracts</b>					
State and local	-	-	-	306,144	73,128
Federal - Title and IDEA	-	-	-	271,404	535,276
Federal - Other	-	-	-	750,000	47,714
Other	-	-	-	147,249	158,973
NYC DoE Rental Assistance	-	-	-	341,459	825,914
Food Service/Child Nutrition Program	-	-	-	290,742	399,604
<b>Total Operating Revenue</b>	-	-	-	<b>10,990,852</b>	<b>13,324,467</b>

##### Expenses

Regular Education	-	-	-	8,585,422	10,148,478
SPED	-	-	-	202,859	515,804
Other	-	-	-	-	-
<b>Total Program Services</b>	-	-	-	<b>8,788,281</b>	<b>10,664,282</b>
Management and General	-	-	-	2,236,554	2,133,809
Fundraising	-	-	-	-	529
<b>Total Expenses - GRAPHS 2, 3 &amp; 4</b>	-	-	-	<b>11,024,835</b>	<b>12,798,620</b>
<b>Surplus / (Deficit) From School Operations</b>	-	-	-	<b>(33,983)</b>	<b>525,847</b>

##### Support and Other Revenue

Contributions	-	-	-	264,476	7,434
Fundraising	-	-	-	-	-
Miscellaneous Income	-	-	-	17,333	75,853
Net assets released from restriction	-	-	-	-	-
<b>Total Support and Other Revenue</b>	-	-	-	<b>281,809</b>	<b>83,287</b>
Total Unrestricted Revenue	-	-	-	11,272,661	13,407,754
Total Temporarily Restricted Revenue	-	-	-	-	-
<b>Total Revenue - GRAPHS 2 &amp; 3</b>	-	-	-	<b>11,272,661</b>	<b>13,407,754</b>
<b>Change in Net Assets</b>	-	-	-	<b>247,826</b>	<b>609,134</b>
<b>Net Assets - Beginning of Year - GRAPH 2</b>	-	-	-	<b>4,752,662</b>	<b>5,000,488</b>
Prior Year Adjustment(s)	-	-	-	-	-
<b>Net Assets - End of Year - GRAPH 2</b>	-	-	-	<b>5,000,488</b>	<b>5,609,622</b>

# APPENDIX C: FISCAL DASHBOARD

## AMBER CHARTER SCHOOL (COMBINED)

### SCHOOL INFORMATION - (Continued)

#### Functional Expense Breakdown

	2013-14	2014-15	2015-16	2016-17	2017-18
Personnel Service					
Administrative Staff Personnel	-	-	-	2,265,306	1,438,786
Instructional Personnel	-	-	-	3,366,913	4,125,689
Non-Instructional Personnel	-	-	-	192,549	878,706
Personnel Services (Combined)	-	-	-	-	-
<b>Total Salaries and Staff</b>	-	-	-	<b>5,824,768</b>	<b>6,443,181</b>
Fringe Benefits & Payroll Taxes	-	-	-	1,781,195	1,954,145
Retirement	-	-	-	-	219,116
Management Company Fees	-	-	-	-	-
Building and Land Rent / Lease	-	-	-	448,500	1,311,473
Staff Development	-	-	-	67,909	110,903
Professional Fees, Consultant & Purchased Services	-	-	-	777,894	751,910
Marketing / Recruitment	-	-	-	46,499	49,357
Student Supplies, Materials & Services	-	-	-	371,222	245,367
Depreciation	-	-	-	371,119	420,419
Other	-	-	-	1,335,729	1,292,749
<b>Total Expenses</b>	-	-	-	<b>11,024,835</b>	<b>12,798,620</b>

### SCHOOL ANALYSIS

#### ENROLLMENT

	2013-14	2014-15	2015-16	2016-17	2017-18
Original Chartered Enrollment	-	-	-	875	987
Final Chartered Enrollment (includes any revisions)	-	-	-	629	744
<b>Actual Enrollment - GRAPH 4</b>	-	-	-	<b>607</b>	<b>737</b>
Chartered Grades	-	-	-	-	-
Final Chartered Grades (includes any revisions)	-	-	-	-	-

#### Primary School District:

Per Pupil Funding (Weighted Avg of All Districts)					
Increase over prior year	0.0%	0.0%	0.0%	0.0%	0.0%

#### PER STUDENT BREAKDOWN

##### Revenue

Operating	-	-	-	18,107	18,079
Other Revenue and Support	-	-	-	464	113
<b>TOTAL - GRAPH 3</b>	-	-	-	<b>18,571</b>	<b>18,192</b>

##### Expenses

Program Services	-	-	-	14,478	14,470
Management and General, Fundraising	-	-	-	3,685	2,896
<b>TOTAL - GRAPH 3</b>	-	-	-	<b>18,163</b>	<b>17,366</b>
% of Program Services	0.0%	0.0%	0.0%	79.7%	83.3%
% of Management and Other	0.0%	0.0%	0.0%	20.3%	16.7%
<b>% of Revenue Exceeding Expenses - GRAPH 5</b>	0.0%	0.0%	0.0%	<b>2.2%</b>	<b>4.8%</b>

#### Student to Faculty Ratio

-	-	-	10.1	9.8
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#### Faculty to Admin Ratio

-	-	-	4.3	2.9
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#### Financial Responsibility Composite Scores - GRAPH 6

Score					
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 / Fiscally Needs Monitoring < 1.0	0.0	0.0	0.0	2.8	3.0
	N/A	N/A	N/A	Fiscally Strong	Fiscally Strong

#### Working Capital - GRAPH 7

Net Working Capital	0	0	0	919,450	2,292,222
As % of Unrestricted Revenue	0.0%	0.0%	0.0%	8.2%	17.1%
Working Capital (Current) Ratio Score	0.0	0.0	0.0	1.9	2.7
Risk (Low ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4)	N/A	N/A	N/A	MEDIUM	MEDIUM
Rating (Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)	N/A	N/A	N/A	Good	Good

#### Quick (Acid Test) Ratio

Score					
Risk (Low ≥ 2.5 / Medium 1.0 - 2.4 / High < 1.0)	0.0	0.0	0.0	1.9	2.7
	N/A	N/A	N/A	MEDIUM	LOW
Rating (Excellent ≥ 2.5 / Good 1.0 - 2.4 / Poor < 1.0)	N/A	N/A	N/A	Good	Excellent

#### Debt to Asset Ratio - GRAPH 7

Score					
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)	0.0	0.0	0.0	0.4	0.4
	N/A	N/A	N/A	LOW	LOW
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)	N/A	N/A	N/A	Excellent	Excellent

#### Months of Cash - GRAPH 8

Score					
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)	0.0	0.0	0.0	1.6	2.6
	N/A	N/A	N/A	MEDIUM	MEDIUM
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)	N/A	N/A	N/A	Good	Good

# APPENDIX C: FISCAL DASHBOARD

## AMBER CHARTER SCHOOL EAST HARLEM

NOTE: Effective 2016-17 the school merged into the education corporation, "Amber Charter School." Accordingly, see the education corporation report containing the "Balance Sheet" for all schools merged into the education corporation.

### SCHOOL INFORMATION

#### BALANCE SHEET

##### Assets

##### Current Assets

Cash and Cash Equivalents - GRAPH 1  
Grants and Contracts Receivable  
Accounts Receivable  
Prepaid Expenses  
Contributions and Other Receivables

##### Total Current Assets - GRAPH 1

Property, Building and Equipment, net  
Other Assets

##### Total Assets - GRAPH 1

##### Liabilities and Net Assets

##### Current Liabilities

Accounts Payable and Accrued Expenses  
Accrued Payroll and Benefits  
Deferred Revenue  
Current Maturities of Long-Term Debt  
Short Term Debt - Bonds, Notes Payable  
Other

##### Total Current Liabilities - GRAPH 1

Deferred Rent/Lease Liability  
All other L-T debt and notes payable, net current maturities

##### Total Liabilities - GRAPH 1

##### Net Assets

Unrestricted  
Temporarily restricted

##### Total Net Assets

##### Total Liabilities and Net Assets

#### ACTIVITIES

##### Operating Revenue

Resident Student Enrollment  
Students with Disabilities

##### Grants and Contracts

State and local  
Federal - Title and IDEA  
Federal - Other  
Other  
NYC DoE Rental Assistance  
Food Service/Child Nutrition Program

##### Total Operating Revenue

##### Expenses

Regular Education  
SPED  
Other  
Management and General  
Fundraising

##### Total Expenses - GRAPHS 2, 3 & 4

##### Surplus / (Deficit) From School Operations

##### Support and Other Revenue

Contributions  
Fundraising  
Miscellaneous Income  
Net assets released from restriction

##### Total Support and Other Revenue

##### Total Unrestricted Revenue

##### Total Temporarily Restricted Revenue

##### Total Revenue - GRAPHS 2 & 3

##### Change in Net Assets

##### Net Assets - Beginning of Year - GRAPH 2

Prior Year Adjustment(s)

##### Net Assets - End of Year - GRAPH 2

	2013-14	2014-15	2015-16	Opened 2000-01	
				MERGED	MERGED
	2016-17	2017-18			
<b>Assets</b>					
<b>Current Assets</b>					
Cash and Cash Equivalents - GRAPH 1	2,833,466	3,377,993	3,424,738	-	-
Grants and Contracts Receivable	194,754	299,191	567,169	-	-
Accounts Receivable	41,600	-	38,942	-	-
Prepaid Expenses	-	32,856	30,344	-	-
Contributions and Other Receivables	-	16,000	-	-	-
<b>Total Current Assets - GRAPH 1</b>	<b>3,069,820</b>	<b>3,726,040</b>	<b>4,061,193</b>	<b>-</b>	<b>-</b>
Property, Building and Equipment, net	4,166,052	4,047,291	3,953,362	-	-
Other Assets	28,872	16,040	3,208	-	-
<b>Total Assets - GRAPH 1</b>	<b>7,264,744</b>	<b>7,789,371</b>	<b>8,017,763</b>	<b>-</b>	<b>-</b>
<b>Liabilities and Net Assets</b>					
<b>Current Liabilities</b>					
Accounts Payable and Accrued Expenses	344,882	333,306	372,074	-	-
Accrued Payroll and Benefits	645,495	733,943	526,289	-	-
Deferred Revenue	5,899	2,755	10,390	-	-
Current Maturities of Long-Term Debt	45,291	48,565	2,248,102	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	-	-	-	-	-
<b>Total Current Liabilities - GRAPH 1</b>	<b>1,041,567</b>	<b>1,118,569</b>	<b>3,156,855</b>	<b>-</b>	<b>-</b>
Deferred Rent/Lease Liability	-	-	-	-	-
All other L-T debt and notes payable, net current maturities	2,296,666	2,248,102	-	-	-
<b>Total Liabilities - GRAPH 1</b>	<b>3,338,233</b>	<b>3,366,671</b>	<b>3,156,855</b>	<b>-</b>	<b>-</b>
<b>Net Assets</b>					
Unrestricted	3,926,511	4,422,700	4,759,240	-	-
Temporarily restricted	-	-	101,668	-	-
<b>Total Net Assets</b>	<b>3,926,511</b>	<b>4,422,700</b>	<b>4,860,908</b>	<b>-</b>	<b>-</b>
<b>Total Liabilities and Net Assets</b>	<b>7,264,744</b>	<b>7,789,371</b>	<b>8,017,763</b>	<b>-</b>	<b>-</b>
<b>ACTIVITIES</b>					
<b>Operating Revenue</b>					
Resident Student Enrollment	6,333,463	6,749,697	6,508,313	7,122,613	7,263,940
Students with Disabilities	67,140	72,730	10,390	-	91,432
<b>Grants and Contracts</b>					
State and local	68,945	74,796	140,306	87,607	55,210
Federal - Title and IDEA	227,870	241,322	196,564	219,643	365,071
Federal - Other	4,500	91,373	351,326	-	28,788
Other	-	143,909	147,195	147,249	158,973
NYC DoE Rental Assistance	-	-	-	-	-
Food Service/Child Nutrition Program	173,289	187,099	217,114	239,017	260,760
<b>Total Operating Revenue</b>	<b>6,875,207</b>	<b>7,560,926</b>	<b>7,571,208</b>	<b>7,816,129</b>	<b>8,224,174</b>
<b>Expenses</b>					
Regular Education	5,391,960	5,890,597	5,951,562	5,893,729	6,148,584
SPED	157,497	170,631	181,910	187,822	386,190
Other	-	-	-	-	-
<b>Total Program Services</b>	<b>5,549,457</b>	<b>6,061,228</b>	<b>6,133,472</b>	<b>6,081,551</b>	<b>6,534,774</b>
Management and General	1,271,286	1,038,136	1,337,806	1,458,052	1,289,544
Fundraising	23,899	33,153	63,958	-	529
<b>Total Expenses - GRAPHS 2, 3 &amp; 4</b>	<b>6,844,642</b>	<b>7,132,517</b>	<b>7,535,236</b>	<b>7,539,603</b>	<b>7,824,847</b>
<b>Surplus / (Deficit) From School Operations</b>	<b>30,565</b>	<b>428,409</b>	<b>35,972</b>	<b>276,526</b>	<b>399,327</b>
<b>Support and Other Revenue</b>					
Contributions	3,008	8,098	276,295	14,476	6,834
Fundraising	12,924	8,661	69,728	-	-
Miscellaneous Income	46,986	51,021	56,213	17,222	73,173
Net assets released from restriction	-	-	-	-	-
<b>Total Support and Other Revenue</b>	<b>62,918</b>	<b>67,780</b>	<b>402,236</b>	<b>31,698</b>	<b>80,007</b>
<b>Total Unrestricted Revenue</b>	<b>6,938,125</b>	<b>7,628,706</b>	<b>7,871,776</b>	<b>7,847,827</b>	<b>8,304,181</b>
<b>Total Temporarily Restricted Revenue</b>	<b>-</b>	<b>-</b>	<b>101,668</b>	<b>-</b>	<b>-</b>
<b>Total Revenue - GRAPHS 2 &amp; 3</b>	<b>6,938,125</b>	<b>7,628,706</b>	<b>7,973,444</b>	<b>7,847,827</b>	<b>8,304,181</b>
<b>Change in Net Assets</b>	<b>93,483</b>	<b>496,189</b>	<b>438,208</b>	<b>308,224</b>	<b>479,334</b>
<b>Net Assets - Beginning of Year - GRAPH 2</b>	<b>3,833,028</b>	<b>3,926,511</b>	<b>4,422,700</b>	<b>4,752,662</b>	<b>5,060,886</b>
<b>Prior Year Adjustment(s)</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Net Assets - End of Year - GRAPH 2</b>	<b>3,926,511</b>	<b>4,422,700</b>	<b>4,860,908</b>	<b>5,060,886</b>	<b>5,540,220</b>

# APPENDIX C: FISCAL DASHBOARD

## AMBER CHARTER SCHOOL EAST HARLEM

NOTE: Effective 2016-17 the school merged into the education corporation, "Amber Charter School." Accordingly, see the education corporation report containing the "Balance Sheet" for all schools merged into the education corporation.

### SCHOOL INFORMATION - (Continued)

#### Functional Expense Breakdown

	2013-14	2014-15	2015-16	2016-17	2017-18
Personnel Service					
Administrative Staff Personnel	901,488	1,084,060	1,351,267	1,379,470	906,819
Instructional Personnel	2,841,916	2,919,678	2,846,214	2,762,040	2,832,624
Non-Instructional Personnel	213,501	142,113	148,298	118,147	573,820
Personnel Services (Combined)	-	-	-	-	-
<b>Total Salaries and Staff</b>	<b>3,956,905</b>	<b>4,145,851</b>	<b>4,345,779</b>	<b>4,259,657</b>	<b>4,313,263</b>
Fringe Benefits & Payroll Taxes	1,115,565	1,297,662	1,341,358	1,406,801	1,409,743
Retirement	-	-	-	-	164,769
Management Company Fees	-	-	-	-	-
Building and Land Rent / Lease	-	-	-	-	-
Staff Development	88,873	96,988	17,600	65,251	101,028
Professional Fees, Consultant & Purchased Services	330,250	415,518	591,909	357,533	498,020
Marketing / Recruitment	1,524	-	-	25,240	33,686
Student Supplies, Materials & Services	237,164	135,073	79,972	176,008	152,294
Depreciation	230,277	222,872	207,816	204,335	201,482
Other	884,084	818,553	950,802	1,044,778	950,562
<b>Total Expenses</b>	<b>6,844,642</b>	<b>7,132,517</b>	<b>7,535,236</b>	<b>7,539,603</b>	<b>7,824,847</b>

### SCHOOL ANALYSIS

#### ENROLLMENT

	2013-14	2014-15	2015-16	2016-17	2017-18
Original Chartered Enrollment	425	425	496	509	514
Final Chartered Enrollment (includes any revisions)	425	425	496	509	514
Actual Enrollment - <b>GRAPH 4</b>	461	485	464	490	483
Chartered Grades	K-5	K-5	K-5	K-5	K-5
Final Chartered Grades (includes any revisions)	-	-	-	-	-

#### Primary School District: NYC CHANCELLOR'S OFFICE

Per Pupil Funding (Weighted Avg of All Districts)	2013-14	2014-15	2015-16	2016-17	2017-18
Increase over prior year	13,877	13,877	13,877	14,027	14,527
	2.5%	0.0%	0.0%	1.1%	3.4%

#### PER STUDENT BREAKDOWN

##### Revenue

	2013-14	2014-15	2015-16	2016-17	2017-18
Operating	14,914	15,590	16,317	15,951	17,027
Other Revenue and Support	136	140	867	65	166
<b>TOTAL - GRAPH 3</b>	<b>15,050</b>	<b>15,729</b>	<b>17,184</b>	<b>16,016</b>	<b>17,193</b>

##### Expenses

	2013-14	2014-15	2015-16	2016-17	2017-18
Program Services	12,038	12,497	13,219	12,411	13,530
Management and General, Fundraising	2,810	2,209	3,021	2,976	2,671
<b>TOTAL - GRAPH 3</b>	<b>14,847</b>	<b>14,706</b>	<b>16,240</b>	<b>15,387</b>	<b>16,201</b>
% of Program Services	81.1%	85.0%	81.4%	80.7%	83.5%
% of Management and Other	18.9%	15.0%	18.6%	19.3%	16.5%
<b>% of Revenue Exceeding Expenses - GRAPH 5</b>	<b>1.4%</b>	<b>7.0%</b>	<b>5.8%</b>	<b>4.1%</b>	<b>6.1%</b>

#### Student to Faculty Ratio

2013-14	2014-15	2015-16	2016-17	2017-18
9.6	9.2	12.2	10.2	9.3

#### Faculty to Admin Ratio

2013-14	2014-15	2015-16	2016-17	2017-18
3.7	4.1	3.2	5.3	3.1

#### Financial Responsibility Composite Scores - GRAPH 6

Score	2013-14	2014-15	2015-16	2016-17	2017-18
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 / Fiscally Needs Monitoring < 1.0	2.7	3.0	3.0	0.0	0.0
	Fiscally Strong	Fiscally Strong	Fiscally Strong	N/A	N/A

#### Working Capital - GRAPH 7

	2013-14	2014-15	2015-16	2016-17	2017-18
Net Working Capital	2,028,253	2,607,471	904,338	0	0
As % of Unrestricted Revenue	29.2%	34.2%	11.5%	0.0%	0.0%
Working Capital (Current) Ratio Score	2.9	3.3	1.3	0.0	0.0
Risk (Low $\geq$ 3.0 / Medium 1.4 - 2.9 / High < 1.4)	MEDIUM	LOW	HIGH	N/A	N/A
Rating (Excellent $\geq$ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)	Good	Excellent	Poor	N/A	N/A

#### Quick (Acid Test) Ratio

Score	2013-14	2014-15	2015-16	2016-17	2017-18
Score	2.9	3.3	1.3	0.0	0.0
Risk (Low $\geq$ 2.5 / Medium 1.0 - 2.4 / High < 1.0)	LOW	LOW	MEDIUM	N/A	N/A
Rating (Excellent $\geq$ 2.5 / Good 1.0 - 2.4 / Poor < 1.0)	Excellent	Excellent	Good	N/A	N/A

#### Debt to Asset Ratio - GRAPH 7

Score	2013-14	2014-15	2015-16	2016-17	2017-18
Score	0.5	0.4	0.4	0.0	0.0
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)	MEDIUM	LOW	LOW	N/A	N/A
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)	Good	Excellent	Excellent	N/A	N/A

#### Months of Cash - GRAPH 8

Score	2013-14	2014-15	2015-16	2016-17	2017-18
Score	5.0	5.7	5.5	0.0	0.0
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)	LOW	LOW	LOW	N/A	N/A
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)	Excellent	Excellent	Excellent	N/A	N/A

# APPENDIX C: FISCAL DASHBOARD

## AMBER CHARTER SCHOOL KINGSBRIDGE

NOTE: Effective 2016-17 the school merged into the education corporation, "Amber Charter School." Accordingly, see the education corporation report containing the "Balance Sheet" for all schools merged into the education corporation.

### SCHOOL INFORMATION

#### BALANCE SHEET

Assets	Opened 2016-17				
	MERGED			MERGED	
	2013-14	2014-15	2015-16	2016-17	2017-18
<b>Current Assets</b>					
Cash and Cash Equivalents - <b>GRAPH 1</b>	-	-	-	-	-
Grants and Contracts Receivable	-	-	-	-	-
Accounts Receivable	-	-	-	-	-
Prepaid Expenses	-	-	-	-	-
Contributions and Other Receivables	-	-	-	-	-
<b>Total Current Assets - GRAPH 1</b>	-	-	-	-	-
Property, Building and Equipment, net	-	-	-	-	-
Other Assets	-	-	-	-	-
<b>Total Assets - GRAPH 1</b>	-	-	-	-	-
<b>Liabilities and Net Assets</b>					
<b>Current Liabilities</b>					
Accounts Payable and Accrued Expenses	-	-	-	-	-
Accrued Payroll and Benefits	-	-	-	-	-
Deferred Revenue	-	-	-	-	-
Current Maturities of Long-Term Debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	-	-	-	-	-
<b>Total Current Liabilities - GRAPH 1</b>	-	-	-	-	-
Deferred Rent/Lease Liability	-	-	-	-	-
All other L-T debt and notes payable, net current maturities	-	-	-	-	-
<b>Total Liabilities - GRAPH 1</b>	-	-	-	-	-
<b>Net Assets</b>					
Unrestricted	-	-	-	-	-
Temporarily restricted	-	-	-	-	-
<b>Total Net Assets</b>	-	-	-	-	-
<b>Total Liabilities and Net Assets</b>	-	-	-	-	-
<b>ACTIVITIES</b>					
<b>Operating Revenue</b>					
Resident Student Enrollment	-	-	-	1,758,041	3,907,706
Students with Disabilities	-	-	-	3,200	20,780
<b>Grants and Contracts</b>					
State and local	-	-	-	218,537	17,918
Federal - Title and IDEA	-	-	-	51,761	170,205
Federal - Other	-	-	-	750,000	18,926
Other	-	-	-	-	-
NYC DoE Rental Assistance	-	-	-	341,459	825,914
Food Service/Child Nutrition Program	-	-	-	51,725	138,844
<b>Total Operating Revenue</b>	-	-	-	3,174,723	5,100,293
<b>Expenses</b>					
Regular Education	-	-	-	2,691,693	3,999,894
SPED	-	-	-	15,037	129,614
Other	-	-	-	-	-
<b>Total Program Services</b>	-	-	-	2,706,730	4,129,508
Management and General	-	-	-	778,502	844,265
Fundraising	-	-	-	-	-
<b>Total Expenses - GRAPHS 2, 3 &amp; 4</b>	-	-	-	3,485,232	4,973,773
<b>Surplus / (Deficit) From School Operations</b>	-	-	-	(310,509)	126,520
<b>Support and Other Revenue</b>					
Contributions	-	-	-	250,000	600
Fundraising	-	-	-	-	-
Miscellaneous Income	-	-	-	111	2,680
Net assets released from restriction	-	-	-	-	-
<b>Total Support and Other Revenue</b>	-	-	-	250,111	3,280
Total Unrestricted Revenue	-	-	-	3,424,834	5,103,573
Total Temporarily Restricted Revenue	-	-	-	-	-
<b>Total Revenue - GRAPHS 2 &amp; 3</b>	-	-	-	3,424,834	5,103,573
<b>Change in Net Assets</b>	-	-	-	(60,398)	129,800
<b>Net Assets - Beginning of Year - GRAPH 2</b>	-	-	-	-	(60,398)
Prior Year Adjustment(s)	-	-	-	-	-
<b>Net Assets - End of Year - GRAPH 2</b>	-	-	-	(60,398)	69,402

# APPENDIX C: FISCAL DASHBOARD

## AMBER CHARTER SCHOOL KINGSBRIDGE

NOTE: Effective 2016-17 the school merged into the education corporation, "Amber Charter School." Accordingly, see the education corporation report containing the "Balance Sheet" for all schools merged into the education corporation.

### SCHOOL INFORMATION - (Continued)

#### Functional Expense Breakdown

	2013-14	2014-15	2015-16	2016-17	2017-18
Personnel Service					
Administrative Staff Personnel	-	-	-	885,836	531,967
Instructional Personnel	-	-	-	604,873	1,293,065
Non-Instructional Personnel	-	-	-	74,402	304,886
Personnel Services (Combined)	-	-	-	-	-
<b>Total Salaries and Staff</b>	-	-	-	<b>1,565,111</b>	<b>2,129,918</b>
Fringe Benefits & Payroll Taxes	-	-	-	374,394	544,402
Retirement	-	-	-	-	54,347
Management Company Fees	-	-	-	-	-
Building and Land Rent / Lease	-	-	-	448,500	1,311,473
Staff Development	-	-	-	2,658	9,875
Professional Fees, Consultant & Purchased Services	-	-	-	420,361	253,890
Marketing / Recruitment	-	-	-	21,259	15,671
Student Supplies, Materials & Services	-	-	-	195,214	93,073
Depreciation	-	-	-	166,784	218,937
Other	-	-	-	290,951	342,187
<b>Total Expenses</b>	-	-	-	<b>3,485,232</b>	<b>4,973,773</b>

### SCHOOL ANALYSIS

#### ENROLLMENT

	2013-14	2014-15	2015-16	2016-17	2017-18
Original Chartered Enrollment	-	-	250	366	473
Final Chartered Enrollment (includes any revisions)	-	-	-	120	230
Actual Enrollment - GRAPH 4	-	-	-	117	254
Chartered Grades	-	-	K-1	K-2	K-3
Final Chartered Grades (includes any revisions)	-	-	Planning Year	K-1	K-2

#### Primary School District: NYC CHANCELLOR'S OFFICE Per Pupil Funding (Weighted Avg of All Districts)

	2013-14	2014-15	2015-16	2016-17	2017-18
Increase over prior year	0.0%	0.0%	0.0%	100.0%	3.4%

#### PER STUDENT BREAKDOWN

##### Revenue

	2013-14	2014-15	2015-16	2016-17	2017-18
Operating	-	-	-	27,134	20,080
Other Revenue and Support	-	-	-	2,138	13
<b>TOTAL - GRAPH 3</b>	-	-	-	<b>29,272</b>	<b>20,093</b>

##### Expenses

	2013-14	2014-15	2015-16	2016-17	2017-18
Program Services	-	-	-	23,134	16,258
Management and General, Fundraising	-	-	-	6,654	3,324
<b>TOTAL - GRAPH 3</b>	-	-	-	<b>29,788</b>	<b>19,582</b>
% of Program Services	0.0%	0.0%	0.0%	77.7%	83.0%
% of Management and Other	0.0%	0.0%	0.0%	22.3%	17.0%
<b>% of Revenue Exceeding Expenses - GRAPH 5</b>	0.0%	0.0%	0.0%	<b>-1.7%</b>	<b>2.6%</b>

#### Student to Faculty Ratio

	2013-14	2014-15	2015-16	2016-17	2017-18
Ratio	-	-	-	9.8	11.0

#### Faculty to Admin Ratio

	2013-14	2014-15	2015-16	2016-17	2017-18
Ratio	-	-	-	2.4	2.6

#### Financial Responsibility Composite Scores - GRAPH 6

Score	2013-14	2014-15	2015-16	2016-17	2017-18
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 / Fiscally Needs Monitoring < 1.0	0.0	0.0	0.0	0.0	0.0
	N/A	N/A	N/A	N/A	N/A

#### Working Capital - GRAPH 7

	2013-14	2014-15	2015-16	2016-17	2017-18
Net Working Capital	0	0	0	0	0
As % of Unrestricted Revenue	0.0%	0.0%	0.0%	0.0%	0.0%
Working Capital (Current) Ratio Score	0.0	0.0	0.0	0.0	0.0
Risk (Low ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4)	N/A	N/A	N/A	N/A	N/A
Rating (Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)	N/A	N/A	N/A	N/A	N/A

#### Quick (Acid Test) Ratio

Score	2013-14	2014-15	2015-16	2016-17	2017-18
Score	0.0	0.0	0.0	0.0	0.0
Risk (Low ≥ 2.5 / Medium 1.0 - 2.4 / High < 1.0)	N/A	N/A	N/A	N/A	N/A
Rating (Excellent ≥ 2.5 / Good 1.0 - 2.4 / Poor < 1.0)	N/A	N/A	N/A	N/A	N/A

#### Debt to Asset Ratio - GRAPH 7

Score	2013-14	2014-15	2015-16	2016-17	2017-18
Score	0.0	0.0	0.0	0.0	0.0
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)	N/A	N/A	N/A	N/A	N/A
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)	N/A	N/A	N/A	N/A	N/A

#### Months of Cash - GRAPH 8

Score	2013-14	2014-15	2015-16	2016-17	2017-18
Score	0.0	0.0	0.0	0.0	0.0
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)	N/A	N/A	N/A	N/A	N/A
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)	N/A	N/A	N/A	N/A	N/A



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