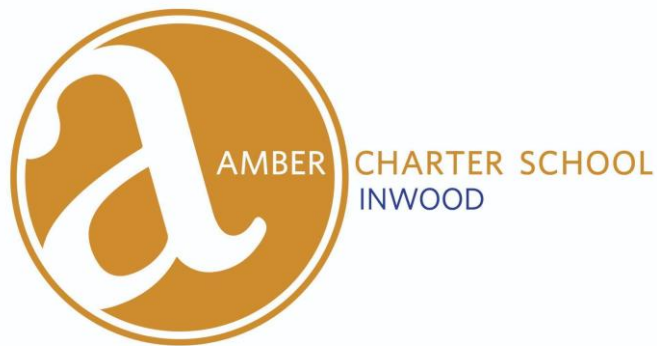




**Amber Charter School
Inwood
2024-25 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 15, 2025

By Veronica Almedina and Kirsys Gomez

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2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Ms. Emily Griffin prepared this 2024-25 Accountability Progress Report on behalf of the charter school's board of trustees:

Trustee's Name	Board Position	
	Office (e.g., chair, treasurer, secretary)	Committees (e.g., finance, executive)
John Gutierrez	Chair	Executive
Amador Centeno	Vice Chair	Executive, Facilities
Soledad Hiciano	Secretary	Executive, Development
Timothy Day	Trustee	Facilities
Robyn Epps	Trustee	Development
Li'Esha Garcia	Trustee	Finance
Miguelina German	Trustee	Education
Lindsay Marino Long	Trustee	Development
Luina Munoz Blue-Spruce	Trustee	Education
Brad Olsen	Trustee	Finance
Khiera Pena	Trustee	N/A
Kim Ramos	Trustee	Finance
Trustee's Name	Board Position	
	Office (e.g., chair, treasurer, secretary)	Committees (e.g., finance, executive)

Veronica Almedina and **Kirsys Gomez** have served as the Co-Chief Executive Officers of Amber Charter Schools since July 1, 2022. **Francina Yaw-Costello** has served as the Principal of Amber Charter School Inwood since July 2022.

SCHOOL OVERVIEW

Amber Charter School Inwood, established in 2000, is among the first charter schools in New York State, deeply rooted in the New York City community. The school takes pride in catering to a diverse student body, reflecting the cultural richness of the city. This diversity is celebrated as a strength, and efforts are made to establish an inclusive community where every student feels valued and respected. Active engagement with families and the broader community is prioritized to build strong partnerships that support student learning and well-being.

The school's approach focuses on academic excellence and holistic child development, emphasizing literacy, mathematics, science, arts, and relevant social-emotional learning for all students.

There is a deep commitment to providing a rigorous, well-rounded education, preparing students from diverse backgrounds for success in high school, college, and beyond.

To support our programming and offerings, we continuously recruit, train, and retain highly qualified staff to assist us in our scholastic endeavors. Some efforts made this past year include:

- Continued development and refinement of network-wide pacing calendars and scope and sequences for all content areas, including specialties aligned across campuses
- Continued development and refinement of network-aligned assessments (unit, module, mock, and benchmark), rubrics, and answer keys
- Targeted tutoring that is available thanks to a grant from the Robin Hood Foundation
- Fourth annual Leadership Institute that was attended by all chiefs, directors, managing directors, and school leadership team members, focused this year on the Amber Core Value of Honesty, collaborative planning, and best practices for accountability initiatives
- At minimum, three half or full-day network-wide trainings throughout the year (depending on role) for all school leadership team members to collaborate, analyze data, develop and refine leadership skills, and plan for upcoming events/initiatives
- We have partnered with Noble Story Group for personal leadership development for the fourth year. NSG supports our principals/assistant principals and assists them in further developing their self-awareness and emotional intelligence, contributing to a deeper understanding of how they influence their leadership (for example, identifying and naming personal triggers).
- Continued implementation of Magnetic Reading Foundations (Science of Reading aligned program) for kindergarten, first, and second graders, including on-site visits and trainings from a Magnetic Reading curriculum specialists
- Continued development and creation of a culturally relevant, accurate, and New York State aligned K-4 social studies curriculum, developed by a cross-functional Amber staff team
- Transition to a new testing and data analysis platform - LinkIt - that closely mimics the New York State Nextera computer-based testing platform (beginning in February, all mocks and unit tests were administered on the platform, staff were also able to create their own quizzes and practice materials on the platform)

In 2024-25, Amber Inwood served 179 students in grades K-4 on BEDS day. Of the total student body enrolled, 59.8% were female and 40.2% were male. 78.2% of students identify as Hispanic, while 16.7% identify as Black. 6.1% of students identify as another race/ and/or ethnicity. A large majority of our students (84.9%) were considered economically disadvantaged (with 5% categorized as homeless).

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

16.8% of students have a disability, and 18.4% were considered English Language Learners (with another 4.5% categorized as former ELLs).

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2022-23	37	35	30											102
2023-24	31	35	43	36										145
2024-25	28	30	36	46	39									179

Amber Inwood opened its doors to students in the fall of 2021. The school continues to make a name for itself in the Inwood community, and we continued to enroll students throughout the 2024-245 school year.

GOAL 1: ENGLISH LANGUAGE ARTS

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

The school administered the New York State Testing Program English Language Arts (“ELA”) assessment to grades 3-4. In addition, the school administered iReady assessments to its K-4 students. Results for these grade levels are presented below.

BACKGROUND

Amber Charter Schools has been using Houghton Mifflin Harcourt’s [Into Reading](#) literacy curriculum for grades K-5 since the 2020-2021 school year, which is aligned to the New York State Next Generation Standards.

While Amber Charter Schools has found success in implementing HMH’s Into Reading curriculum over the past several years in the elementary grades K-4, we have also had to be responsive to student and staff data and needs, particularly coming out of the pandemic. This prompted Amber Charter Schools to adopt and utilize a new foundational skills curriculum (phonics, phonological awareness) for grades K-2 - Magnetic Reading Foundations from Curriculum Associates. For clarity, since the 2023-2024 school year, all Amber Charter Schools across grades K-2 now use Magnetic Reading Foundations 30 minutes daily as their ELA foundational skills block. HMH Into Reading is used for the remaining 60 minutes of daily ELA, focusing on vocabulary, grammar, writing, and comprehension.

Our August Summer Institute and ongoing professional development opportunities throughout the school year reflect our commitment to supporting the growth of our faculty. Each year, we tailor professional development plans to meet the unique needs of our staff, fostering their individual and collective advancement. By providing comprehensive feedback and emphasizing cross-campus alignment, we aim to enhance our network's educational practices and pedagogy.

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ELA

ELA Measure 1 - Absolute

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

The tables below summarize the participation information for this year's test administration as well as the performance of all students and students enrolled for at least two years.

2024-25 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested						Total Enrolled
		Absent	Refusal	ELL/IEP	Administrative error	Medically excused	Other reason	
3	38	1	3	0	0	0	0	42
4	35	1	3	0	0	0	0	39
5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
All	73	2	6	0	0	0	0	81

Performance on 2024-25 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year¹

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	38	16	42%	27	10	37%
4	35	20	57%	24	14	58%
5	N/A	N/A	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A	N/A
All	73	36	49%	51	24	47%

¹ Students are considered "enrolled in at least their second year" if they were enrolled on BEDS day of the school year prior to the most recent exam administration.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

ELA Measure 2 - Absolute

Each year, the school's aggregate Performance Index ("PI") on the State English language arts exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the English language arts test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2024-25 English language arts MIP for all students of **117.3**. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.²

English Language Arts 2024-25 Performance Index

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
73	11%	40%	35.6%	13.7%

$$PI = 0 * 11_{Level\ 1} + 1 * 40_{Level\ 2} + 2 * 35.6_{Level\ 3} + 2.5 * 13.7_{Level\ 4}$$
$$40 + 71.2 + 34.25 = 145.45$$

RESULTS AND EVALUATION

For the 2024-25 school year, the New York State MIP (Measure of Interim Progress) is set at 117.3. Amber Inwood exceeded this benchmark by over 28 with a PI of **145.45**.

Notably, the State's MIP for Hispanic and Black students stands at 109 and 111.6, respectively. 95% of our Inwood student population falls within these demographics. Amber's overall MIP surpassed the State's MIP for Hispanic students by 36 and for Black students by 33. We take great pride in these achievements.

ELA Measure 3 - Comparative

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

² You can find the statewide MIP goals for 2022-23 to 2026-27 [here](#)

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

2024-25 State English Language Arts Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	37%	27	46.9%	1046
4	58%	24	46.7%	1126
5	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A
All	47%	51	46.8%	2,172

ELA Measure 4 - Comparative

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

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2024-25 analysis is not yet available. This report contains 2023-24 results.⁴

2023-24 English Language Arts Comparative Performance by Grade Level

³ Schools can access these data when the NYSED releases its database containing grade level ELA and mathematics results for all schools and districts statewide.

⁴ These data can be found in the school's Accountability Summary provided by the Institute in spring 2025.

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Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	91.7	447	437.7	0.94
4	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A
All	91.7	447	437.7	0.94

ELA Measure 5 - Growth

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.

METHOD

Given the timing of the state's release of Growth Model data, the 2024-25 analysis is not yet available. This report contains 2023-24 results, the most recent Growth Model data available.⁵

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2023-24 and also have a state exam score from 2022-23 including students who were retained in the same grade. Students with the same 2022-23 score are ranked by their 2023-24 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the target for this measure, it must have a mean growth percentile greater than 50.

2023-24 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	N/A	50.0
5	N/A	50.0
6	N/A	50.0
7	N/A	50.0
8	N/A	50.0
All	N/A	50.0

⁵ These data can be found in the school's Accountability Summary provided by the Institute in spring 2025.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

ELA INTERNAL EXAM RESULTS

During 2024-25, in addition to the New York State 3rd– 8th-grade exams, the school used the i-Ready assessment to measure student growth and achievement in ELA.

2024-25 iReady ELA Assessment End of Year Results					
			3 rd - 8 th grades		
Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median percent progress to Annual Typical Growth of 3 rd through 8 th grade students will be equal to or greater than 100%.	All students	100%	79	146%	Yes
Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3 rd through 8 th grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.	Low initial achievers	110%	20	148.5%	Yes
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ⁶	147.5%	13	146%	No
Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will score at the <i>mid on-grade level</i> or above scale score for the year-end assessment.	2+ students	75%	66	27%	No

This year, our students achieved more than average typical growth in ELA in measures 1 and 2. We are particularly proud of the growth our “lowest initial achievers”, or those students who were two or more grade levels behind, made at 148.5% median growth. Additionally, while our students with disabilities did not meet the goal, they were 1.5% points away, and 146% annual typical growth is to be celebrated. Although we made impressive progress and growth, only a quarter of students enrolled for 2+ years

⁶ Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school's mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g., English language learners, homeless students, etc.), please explain the rationale in the narrative section.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

were at the mid on-grade level or above by the end of the year in i-Ready. This is an area we will continue to focus on. See the table below for additional information on the percentages of students who achieved mid-on-grade level or above.

End of Year Performance on 2024-25 iReady ELA Assessment
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Mid-On Grade Level or Above	Number Tested	Percent Mid-On Grade Level or Above	Number Tested
K	41%	27	0%	1
1	48%	29	43%	23
2	53%	36	50%	34
3	22%	41	18%	34
4	33%	39	38%	32
All	38%	172	36%	124

End of Year Growth on 2023-24 iReady ELA Assessment
By All Students

Grades	Median Percent of Annual Typical Growth	Number Tested
K	102%	27
1	116%	29
2	134%	36
3	145%	41
4	152%	39
All	127%	172

The table above shows the median percentages of annual typical growth, which are cause for celebration. Our goal each year is at least 100% annual typical growth, which we exceeded by double digits in four out of five grades. Growth improves at each grade level.

SUMMARY OF THE ELA GOAL

In summary, we met two out of four internal i-Ready measures, with one missed measure by 1.5%. In terms of ELA NYS Test performance, we surpassed the MIP and District comparison goals, but did not yet meet the goal 1 of 75% proficiency for those in their 2nd+ year at Amber. We met the goal for measure 4 with an effect size greater than .3 (.94 effect size), and measure 5 was not applicable to Amber Inwood as 2024-2025 was the first year that had a fourth grade cohort. To address the stagnation or lack of growth and to ensure we are meeting all goals in future years, the action plan for ELA is listed below.

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Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	No
Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	Yes
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the school district of comparison.	Yes
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	Yes
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.	N/A

EVALUATION OF ELA GOAL

New York State Assessment:

This was the second year of NYS testing for Amber Inwood Elementary and the first year for fourth graders. With a combined proficiency of 49% for its 3rd and 4th graders compared to the district's proficiency for 3rd and 4th graders of 47%, Amber IW outperformed the district by 2%.

Amber's 3rd graders had a proficiency of 42% and its 4th graders 57%, whereas the district's 3rd graders had 46.9% proficiency and the district's fourth graders 46.7% proficiency. This shows that Amber's 3rd graders underperformed the district's by about 5%, where Amber's 4th graders outperformed the district's by about 10%. This lets us know that third grade will be a particular area of interest and focus for the upcoming school year. Action steps will be listed in the ELA action plan below, and we continue to work hard towards meeting our accountability goal of 75% in the near future.

i-Ready:

We will continue to strive to increase the percentage of students demonstrating mid-on grade level proficiency according to i-Ready. Despite not meeting the 75% goal, we do, however, continue to show more than average annual growth for all students and those who are the most behind. Additionally, not captured in the mid on-grade level numbers, are the percentages of students who are considered "early on grade level" on i-Ready. Both mid-on grade level and early-on grade level are considered "in the green" or on/approaching grade level, whereas students "one grade level below" are "in the yellow". When we look at the entire green bar (mid-on and early-on grade level) numbers, we are much closer to our 75% goal. 65% of all students in grades K-4 scored mid-on or early-on grade level on the end of year i-Ready test in 2025 (compared to 38% mid-on grade level only).

ADDITIONAL CONTEXT AND EVIDENCE

Amber, prior to the pandemic has been a premier school for staff retention--especially that of teachers. As we focus on academic growth, we are also making efforts to recruit and maintain the most effective educators aligned with our mission. As we continue to navigate and strategize staffing, we will continue to provide our staff with targeted professional development opportunities. In addition, as mentioned in the overview, we have put great effort into our talent and human resources team. We know that the best educators make a difference in teaching and learning. We cite staffing as a significant factor in student achievement.

Computer-based testing was expanded to all testing grades 3-8 at Amber this year (compared to just grades 5-8 the previous year). We suspect navigating the new system was an obstacle for some children. Despite the challenges described and the need to increase the percentage of students demonstrating mid-on-grade level, we continue to show more than average annual growth for all students and those who are the most behind.

ELA ACTION PLAN

While we recognize that progress has been made in our ELA achievement this past year, we still intend for our students to better demonstrate their knowledge through the NYS and iReady assessments. Our plan for 2025-20256 involves reinforcing our previous strategies and improving our current practices with a multi-streamed approach.

Enhanced reading intervention practices:

According to Scarborough's Reading Rope, skilled and accurate reading with strong comprehension is the result of intertwining two main "strands" of reading - language comprehension and word recognition. We have observed that many elementary students, both lower and upper grades, struggled with the word recognition aspect of skilled reading, particularly following the return to in-person learning after the pandemic.

Additionally, we have seen an increase in the number of new or early career teachers at Amber staff. While Into Reading includes a foundational skills component in their curriculum, teachers and leaders found the material to be dense and challenging to navigate. This led to inconsistencies in the implementation of foundational skills lessons in K-2 classrooms, which ultimately affected grades 3-4. To address this, we continue to implement the Magnetic Reading Foundations curriculum. We've found Magnetic Reading Foundations to be a systematic, straightforward, and effective program. We've seen an increase of 16% of 1st grade students considered early-on or mid-on grade level in phonics i-Ready from before using Magnetic Reading Foundations to two years after implementing the curriculum. In 2nd grade, we've seen an increase of 20% of students considered early-on or mid-on grade level in i-Ready phonics within that same time.

While we've seen excellent results in first and second grade, we have not seen that same growth in Kindergarten on i-Ready phonics. There continues to be about 75% of kindergarten students considered early-on or mid-on grade level in phonics i-Ready at the end of the year. To address this stagnation, beginning in the 2025-2026 school year, kindergarten will implement 45 minutes of Magnetic Reading Foundations (instead of 30 minutes) daily in order to implement the full scope of lessons outlined in the curriculum. We have also planned to have the Curriculum Associates trainer, an expert in the Magnetic Reading Foundations curriculum, do three, full-day site visits at each elementary campus this upcoming school year. The full-day visits included observations, coaching, training, and planning.

Furthermore, to address gaps in foundational skills knowledge for students in grades 3+, last year, school year 2024-2025, was the first year that we implemented a new reading assessment, the Amber Reading Assessment (ARA), in place of the DRA. The Amber Reading Assessment is an assessment that pulls from both DIBELS (Oral Reading Fluency passages) and Really Great Reading's Foundational Skills Assessment, Beginning and Advanced Decoding Surveys. In grades K-2 on the ARA, there are specific elements that are administered to all students regardless of i-Ready score to ensure we are keeping a pulse on foundational skill acquisition. Then, for grades K-8, if a student scores below grade level on i-Ready phonological awareness or phonics, there is additional testing done with the ARA to better understand those gaps in foundational skills. This ARA data is then used for RTI, ENL, SETSS, and small group instruction.

Additional academic support:

To enhance the core curriculum and provide rigorous and structured options for teachers, we utilize supplemental platforms such as Raz-Kids, [Nearpod](#), [Newsela](#), [BrainPop](#), and [Standards Plus](#) as a part of our Response to Intervention framework. Academic intervention staffing, including SETSS, ESL, AIS, tutoring, and Title I Reading teachers, along with teacher assistants in grades K-2 and and tutors in grades 3-4, remains intact.

Inwood will continue another year using its grant funding from the Robinhood Foundation to provide small-group targeted tutoring in a 4:1 ratio. By unpacking the state test and i-Ready data by grade, class, and students, we will intentionally create groups and assign tutors and lessons to those groups. With this targeted approach, we are hopeful that these efforts will contribute to significant progress.

Furthermore, this year across the network, we are partnering with an outside consultant (Structured Literacy Solutions) with an expertise in literacy to audit our current literacy practices K-8 and create both a short-term and long-term vision for literacy programming at Amber. Additionally, this consultant will also be helping us build out our novel studies program, ranging from 2nd-8th grade. 3rd grade will be an intentional grade of focus (intentionally selected due to dip in and under-performance of ELA state test scores) that will receive training and support in novel study unpacking, lesson unpacking, and intensive live coaching during implementation of the novel study units.

Increased and intentional instructional minutes:

This year, our academic priority is to ensure that students are doing the heavy lifting within and across all lessons. Part of students doing this heavy lifting is ensuring that students have 10-15 minutes of daily deliberate, independent practice within ELA blocks.

Additionally, we will continue to have one 30 minute ELA RTD block in grades K-3 each week for teachers to revisit skills and concepts with which students need additional support. In both third and fourth grade, we have also carved out intentional test prep/spiral review blocks for an additional 45-60 minutes each week.

Lastly, we know that close-reading skills are critical. We launched implementation of close-reading skills and practice last year (school year 2024-2025) in pockets, but it was often difficult to make time. To mitigate this issue, we've included a 26 day close reading intensive unit in January for both 3rd and 4th grade into our pacing.

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Computer-based testing exposure:

The entire network will continue taking all module and unit assessments in Math and ELA on a computer-based testing platform, LinkIt, to help prepare staff and students for the NYS test online.

Additional Professional Development:

We will continue with network-wide data analysis days to allow cross-campus data meetings with clear protocols and next steps. We are confident that these efforts and an intentional focus on responding swiftly to data throughout the school year, in tandem with intentional coaching, support, and feedback, will result in significant growth.

GOAL 2: MATHEMATICS

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

BACKGROUND

Amber Charter Schools has been using Houghton Mifflin Harcourt's Into Math curriculum for grades K-5 since the 2020-2021 school year.

Before the 2023-2024 school year, Amber Charter School Inwood piloted a different mathematics curriculum, Achievement First Navigator. Although the Achievement First Navigator mathematics curriculum received a "meets expectations" rating from Ed Reports, Amber's teachers and leaders found it more complex and challenging to implement. This was especially true during the 2021-2022 pilot of the Achievement First Navigator curriculum, as there was a large staff turnover, and many teachers and leaders were new to education due to the challenges posed by COVID-19.

At the same time, Amber Charter School East Harlem and Kingsbridge Elementary School were using the HMH Into Math curriculum. Teachers and leaders at these campuses found it easier to navigate the HMH lesson structure and utilize the resources provided for differentiated learning, which was crucial as the schools transitioned back to in-person learning after COVID. In light of these experiences, all Amber Schools began implementing the HMH Into Math curriculum in the fall of 2023.

It's important to note that all of the Into Math curriculums are aligned with the New York State Next Generation Standards.

Our August Summer Institute and ongoing professional development opportunities throughout the school year reflect our commitment to supporting the growth of our faculty. Each year, we tailor professional development plans to meet the unique needs of our staff, fostering their individual and collective advancement. By providing comprehensive feedback and emphasizing cross-campus alignment, we aim to enhance our network's educational practices and pedagogy.

MATHEMATICS

Math Measure 1 - Absolute

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

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

The tables below summarize the participation information for this year's test administration as well as the performance of all students and students enrolled for at least two years.

2024-25 State Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested							Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	Took Regents	
3	39	1	2	0	0	0	0	0	42
4	35	0	4	0	0	0	0	0	39
5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
All	74	1	6	0	0	0	0	0	81

Performance on 2024-25 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	39	21	54%	28	16	57%
4	35	18	51%	24	12	50%
5	N/A	N/A	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A	N/A
All	74	39	53%	52	28	54%

Math Measure 2 - Absolute

Each year, the school's aggregate Performance Index ("PI") on the state mathematics exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the mathematics test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI

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value that equals or exceeds the state's 2024-25 mathematics MIP for all students of **119.4**. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

Mathematics 2024-25 Performance Index (PI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
74	2.7%	44.6%	45.9%	6.7%

$$PI = 0 * 2.7_{Level\ 1} + 1 * 44.6_{Level\ 2} + 2 * 45.9_{Level\ 3} + 2.5 * 6.7_{Level\ 4}$$

$$44.6 + 91.8 + 16.75 = \mathbf{153.15}$$

RESULTS AND EVALUATION

For the 2024-25 school year, the New York State MIP (Measure of Interim Progress) is set at 119.4 for Mathematics. Amber Inwood exceeded this benchmark by over 33 with a PI of **153.15**.

Notably, the State's MIP for Hispanic and Black students stands at 105.8 and 102.6, respectively. 95% of our Inwood student population falls within these demographics. Amber's overall MIP surpassed the State's MIP for Hispanic students by 47 and for Black students by 51. We take great pride in these achievements.

Math Measure 3 - Comparative

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

METHOD

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

2024-25 State Mathematics Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested

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3	57%	28	52.3%	1108
4	50%	24	52.4%	1179
5	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A
All	54%	52	52.4%	2287

Math Measure 4 - Comparative

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

METHOD

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2024-25 analysis is not yet available. This report contains 2023-24 results.⁷

2023-24 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	91.7	454	444.6	0.68
4	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A
All	91.7	454	444.6	0.68

Math Measure 5 - Growth

⁷ These data can be found in the school's Accountability Summary provided by the Institute in spring 2025.

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Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.

METHOD

Given the timing of the state's release of Growth Model data, the 2024-25 analysis is not yet available. This report contains 2023-24 results, the most recent Growth Model data available.⁸

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2023-24 and also have a state exam score in 2022-23 including students who were retained in the same grade. Students with the same 2022-23 scores are ranked by their 2023-24 scores and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to meet the measure, the school would have to achieve a mean growth percentile above the target of 50.

2023-24 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	N/A	50.0
5	N/A	50.0
6	N/A	50.0
7	N/A	50.0
8	N/A	50.0
All	N/A	50.0

MATHEMATICS INTERNAL EXAM RESULTS

During 2024-2025, in addition to the New York State 3rd-8th grade exams, the school used the iReady assessment to measure student growth and achievement in mathematics.

RESULTS AND EVALUATION

2024-25 iReady Math Assessment End of Year Results

Measure	Subgroup	Target	3 rd - 8th grades		
			Tested	Results	Met?
Measure 1: Each year, the school's median percent progress to Annual Typical Growth of 3 rd through 8 th grade students will be equal to or greater than 100%.	All students	100%	79	104%	Yes

⁸ These data can be found in the school's Accountability Summary provided by the Institute in spring 2025.

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Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3 rd through 8 th grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.	Low initial achievers	110%	29	109%	No
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ⁹	104%	13	67%	No
Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will score at the <i>mid on-grade level</i> or above scale score for the year-end assessment.	2+ students	75%	66	29%	No

This year, our students achieved more than average typical growth in Math in measure 1, and were just 1% behind the goal of 110% for measure 2. Overall, our math growth and achievement in math is lower than our ELA growth and achievement, including amongst “initial low achievers” and students with disabilities. We are concerned about this area and will continue to focus on it throughout the 2025-2026 school year, as noted in the mathematics action plan. See the table below for additional information on the percentages of students who achieved mid-on-grade level or above.

End of Year Performance on 2024-25 iReady Math Assessment

⁹ Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school's mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g., English language learners, homeless students, etc.), please explain the rationale in the narrative section.

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By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Mid-On Grade Level or Above	Number Tested	Percent Mid-On Grade Level or Above	Number Tested
K	41%	27	0%	1
1	24%	29	26%	23
2	14%	36	15%	33
3	29%	41	26%	34
4	28%	39	31%	32
All	27%	171	24%	123

End of Year Growth on 2024-25 iReady Math Assessment By All Students

Grades	Median Percent of Annual Typical Growth	Number Tested
K	97%	27
1	128%	29
2	106%	36
3	123%	41
4	89%	39
All	104%	171

The table above shows the median percentages of annual typical growth, which are cause for celebration overall and in grades 1,2, and 3. Kindergarten was just below 100% at 97%. 4th grade missed the target by 11%.

SUMMARY OF THE MATHEMATICS GOAL

In summary, we met one out of four internal i-Ready measures, with one missed measure by 1%. In terms of Math NYS Test performance, we surpassed the MIP and District comparison goals, but did not yet meet the goal 1 of 75% proficiency for those in their 2nd+ year at Amber. We met the goal for measure 4 with an effect size greater than .3 (.68 effect size), and measure 5 was not applicable to Amber Inwood as 2024-2025 was the first year that had a fourth grade cohort. To address the stagnation or lack of growth and to ensure we are meeting all goals in future years, the action plan for Math is listed below.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State Mathematics exam for grades 3-8.	No

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Absolute	Each year, the school's aggregate PI on the state's mathematics exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	Yes
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.	Yes
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	Yes
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.	N/A

EVALUATION OF THE MATHEMATICS GOAL

New York State Assessment:

This was the second year of NYS testing for Amber Inwood Elementary and the first year for fourth graders. With a combined proficiency of 54% for its 3rd and 4th graders in their second year at Amber compared to the district's proficiency for 3rd and 4th graders of 52.4%, Amber IW outperformed the district by 1.6%.

Amber's 3rd graders in their second year or more had a proficiency of 57% and its 4th graders 50%, whereas the district's 3rd graders had 52.3% proficiency and the district's fourth graders 52.4% proficiency. This shows that Amber's 3rd graders outperformed the district's by about 5%, where Amber's 4th graders underperformed the district's by about 2%. This lets us know that fourth grade will be a particular area of interest and focus for the upcoming school year. Action steps will be listed in the mathematics action plan below, and we continue to work hard towards meeting our accountability goal of 75% in the near future.

i-Ready:

We will continue to strive to increase the percentage of students demonstrating mid-on grade level proficiency according to i-Ready. Despite not meeting the 75% goal, we do, however, continue to show more than average annual growth for all students (over 100% growth) and were just 1% behind the 110% growth at 109% typical annual growth for those students considered "initial low achievers". We are concerned about our students with disabilities not meeting the growth goal, and will continue to address this area of concern in the upcoming school year, as noted in the action plan below.

Additionally, not captured in the mid on-grade level numbers, are the percentages of students who are considered "early on grade level" on i-Ready. Both mid-on grade level and early-on grade level are considered "in the green" or on/approaching grade level, whereas students "one grade level below" are "in the yellow". When we look at the entire green bar (mid-on and early-on grade level) numbers, we are closer to our 75% goal. 53% of all students in grades K-4 scored mid-on or early-on grade level on the end of year math i-Ready test in 2025 (compared to 27% mid-on grade level only).

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ADDITIONAL CONTEXT AND EVIDENCE

As mentioned above in the ELA section, we will continue to navigate and strategize staffing, ensure we are recruiting and retaining effective educators, as well as providing purposeful and targeted ongoing professional development.

We will also continue to utilize computer-based testing platforms to practice assessments in an environment that mimics the New York State computer-based testing platform, just like in ELA. All of our Amber students in grades 3-8 last school year took the NYS test via the Nextera computer-based platform.

While we began using a program (LinkIt) in February of 2025 to provide students and staff practice with CBT platforms and testing experiences before the NYS exam, the switch to CBT, especially in the early elementary grades, could have impacted student results this past school year. This is especially true in a subject like mathematics where students are required to show their work in solving involving things like fractions. We do not have touchscreen devices, so students had to leverage the trackpad or mouse to draw/show their work, or use the many functions buttons on the Nextera platform to show things like adding or multiplying fractions.

MATHEMATICS ACTION PLAN

We expect our students to better demonstrate their knowledge through the NYS and iReady assessments. Our plan for 2025-2026 involves reinforcing our previous strategies and improving our current practices.

Increased and intentional instructional minutes:

This year, our academic priority is to ensure that students are doing the heavy lifting within and across all lessons. Part of students doing this heavy lifting is ensuring that students have 10-15 minutes of daily deliberate, independent practice within Math blocks.

Additionally, we will continue to have one 30 minute Math RTD block in grades K-3 each week for teachers to revisit skills and concepts with which students need additional support. In both third and fourth grade, we have also carved out intentional test prep/spiral review blocks for an additional 45-60 minutes each week.

Lastly, Amber recognizes the need to improve our students' math fluency skills. In addition to the 90 minutes of math instruction per day, we will continue to have an additional 20 minutes of math fluency/routines per day in grades K-3, and 30 minutes of Math response to intervention in elementary. This time includes two, network-paced math routines (quick images, number strings, what does not belong, number of the day) each week. The 2024-2025 school year was used to introduce and train teachers on these routines. We will continue this training, support, and implementation of paced math routines in this upcoming school year.

Additional academic support:

To enhance the core curriculum and provide rigorous and structured options for teachers, we utilize supplemental platforms such as [IXL](#), [Nearpod](#), [BrainPop](#), and [Standards Plus](#) as a part of our Response to Intervention framework. Academic intervention staffing, including SETSS, AIS, and tutoring, along with teacher assistants in grades K-2 and tutors in grades 3-4, remains intact.

Inwood will continue another year using its grant funding from the Robin Hood Foundation to provide small-group targeted tutoring in a 4:1 ratio. By unpacking the state test and i-Ready data by grade, class, and students, we will intentionally create groups and assign tutors and lessons to those groups. With this targeted approach, we are hopeful that these efforts will contribute to significant progress.

Furthermore, this year across the network, we are partnering with an outside consultant (Reflec Coaching and Consulting) with an expertise in mathematics to audit our current math practices K-8 and create both a short-term and long-term vision for mathematics programming at Amber. Additionally, this consultant will also be providing intensive coaching and support for select leaders and teachers. 4th grade will be an intentional grade of focus (intentionally selected due to dip in and under-performance of math state test scores) that will receive training and support in this unit unpacking, lesson unpacking, and intensive live coaching during implementation of the selected math units.

Computer-based testing exposure:

The entire network will continue taking all module and unit assessments in Math and ELA on a computer-based testing platform, LinkIt, to help prepare staff and students for the NYS test online. We will also continue to support students in effective strategies to organize and show work in an online platform using formulas and/or “draw it” features using a mouse or trackpad. We are hopeful this will help mitigate issues with showing work in a digital environment that might have contributed to state test proficiency levels.

Additional Professional Development:

We will continue with network-wide data analysis days to allow cross-campus data meetings with clear protocols and next steps. This will include looking at data across subgroups of students (such as students with disabilities) to ensure we are fostering environments conducive to growth for all students. SETSS and intervention teachers are a part of these data analysis days as well. We are confident that these efforts and an intentional focus on responding swiftly to data throughout the school year, in tandem with intentional coaching, support, and feedback, will result in significant growth.

GOAL 3: SCIENCE

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

BACKGROUND

Amber Charter School Inwood was not required to administer the New York State Testing Program science assessment.

ACTION PLAN

Amber Charter Schools originally explored reinvesting in the McGraw-Hill science curriculum but received feedback from many teachers and leaders that McGraw-Hill’s curriculum was challenging to use, especially for new or less experienced teachers and the online platform was lacking. As Amber staff continued to adjust to all the latest changes taking place across the educational landscape after COVID, in addition to already adopting new curriculums in other content areas (like math at some schools, K-4 social studies at all Amber schools) for the 2023-2024 school year, we opted to select all HMH science

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curriculums. As Amber already uses HMH for math and reading, teachers and leaders would be familiar with the online platform and curriculum structure, supporting ease of training and implementation. We continued to use HMH Science Dimensions during the 2024-2025 school year.

Additional reasons for selecting the three HMH science curriculums include:

Science Dimensions (K-4):

- Builds confidence with authentic investigations - each lesson begins with a problem to solve or an event to explain
- Drives learning with ample hands-on activities and labs so students can think critically about their observations, practice gathering evidence, and defend their claims
- Follows a 5E lesson structure, which is familiar and predictable, supporting teachings of all experience levels in planning and implementation
- Integrates STEM concepts into every unit, emphasizing engineering design as well as scientific literacy

While students are not tested on the state level until grade 5, it is our goal to build strong foundational scientific understanding and skills in the elementary grades leading up to 5th grade. This will help ensure we are setting our students up for success. Investing in quality science curriculum, as well as professional development around science standards and cross-curricular connections, will help support students' acquisition of scientific skills in grades K-4. This is something we have already begun doing in the school year 2023-2024, as mentioned above, continued in the school year 2024-2025, and will continue to do in 2025-2026.

GOAL 4: ESSA

ESSA Measure 1

Under the state's ESSA accountability system, the school is in good standing: the state has not identified the school for comprehensive or targeted improvement.

Because *all* students are expected to meet the state's performance standards, the federal statute stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. As New York State, like all states, is required to establish a specific system for making these determinations for its public schools, charter schools do not have latitude in establishing their own performance levels or criteria of success for meeting the ESSA accountability requirements. Each year, the state issues School Report Cards that indicate a school's status under the state accountability system. More information on assigned accountability designations and context can be found [here](#).

Accountability Status by Year

Year	Status
2022-23	Good Standing
2023-24	Good Standing
2024-25	Good Standing