

# SUSSEX ACADEMY

**ANNUAL REPORT**

**2018-2019**



**21150 Airport Road,  
Georgetown, DE 19947  
Phone:(302) 856-3636**

## I. OVERVIEW

### 1.1 School Overview:

Review the following chart with the school's basic information. (Note: This table will be completed by the Charter School Office. Please review for accuracy. **Any changes identified by the team must be highlighted in red prior to submitting the report. Only changes highlighted in red will be reviewed by the Charter School Office. Should there be no highlighted changes, the data will appear as presented in this draft.**)

BASIC INFORMATION	
Name of School	Sussex Academy
Year School Opened	2000
Enrollment 2018-2019 <sup>1</sup>	795
Approved Enrollment	776
School Address	21150 Airport Road, Georgetown, DE 19947
District(s) of Residence	Indian River School District
Website Address	<a href="http://www.sussexacademy.org/">http://www.sussexacademy.org/</a>
Name of School Leader	Eric Anderson
School Leader Email and Phone Number	Eric.Anderson@SAAS.k12.de.us (302) 856-3636
Name of Board President	Jennifer S. Scott
<b>Mission Statement:</b> The mission of the Sussex Academy is to prepare students for future academic success by providing an accelerated, supportive academic environment within a small school setting.	

## 1.2 School Demographic Data:

Please review the following table for accuracy and complete the second row (“# of Students on Waiting List”) for 2018-2019. (Note: The remaining sections of the table will be completed by the Charter School Office. **Any changes identified by the team must be highlighted in red prior to submitting the report. Only changes highlighted in red will be reviewed by the Charter School Office. Should there be no highlighted changes, the data will appear as presented in this draft.**)

ENROLLMENT & DEMOGRAPHIC INFORMATION	
	2018-2019 <sup>1</sup>
Total Enrollment	795
# of Students on Waiting List	373
Gender	
% Male	43.02%
% Female	56.98%
Ethnicity/Race	
% African American	4.78%
% American Indian	1.13%
% Asian	5.16%
% Hispanic/Latino	14.97%
% White	69.81%
% Multiracial	3.77%
Special Populations	
%Special Education <sup>2</sup>	3.65%
% English Language Learners	1.89%
% Low-Income	8.81%

---

Schools are invited but not required to comment on any aspect of the demographic data above in table 1.2.

After the Sussex Academy lottery in January 2018, 146 students were placed on a waiting list for grade 6 and 56 students were placed on the list for grade 9 it is unknown how many students were on

---

---

waiting lists for other grades as we have recently purged that data in preparation for the upcoming open application period. However, the total number of waitlisted students was 373.

---

### 1.3 Approved Minor and Major Modifications:

The table lists any approved minor and/or major modifications over the course of the school's current charter term.

(Note: This table will be completed by the Charter School Office. Please review the following table for accuracy. **Any changes identified by the team must be highlighted in red prior to submitting the report. Only changes highlighted in red will be reviewed by the Charter School Office. Should there be no highlighted changes, the data will appear as presented in this draft.**)

Date	Modification Requested	Outcome
12/31/18	SA would like to increase their enrollment from 776 students to 840 students SY 20/21.	Approved

---

Schools are invited but not required to comment on any aspect of the modification data above in table 1.3

Sussex Academy enrolled 858 students for SY 19/20.

---

#### 1.4 School Enrollment:

Please review the following chart with the school's enrollment trends during the current term of the charter. (This table will be completed by the Charter School Office. Please review for accuracy. **Any changes identified by the team must be highlighted in red prior to submitting the report. Only changes highlighted in red will be reviewed by the Charter School Office. Should there be no highlighted changes, the data will appear as presented in this draft.**)

School Enrollment Trends		
<i>Cells highlighted in grey were grade levels not serviced by this school</i>		
	2018-2019	
	Approved Enrollment	30-Sep Enrollment Count
K		
Grade 1		
Grade 2		
Grade 3		
Grade 4		
Grade 5		
Grade 6		127
Grade 7		127
Grade 8		126
Grade 9		121
Grade 10		118
Grade 11		103
Grade 12		73
<b>Total</b>		795

---

Schools are invited but not required to comment on any aspect of the enrollment data above in table 1.4.

---



**1.5 Reenrollment:**

Reenrollment Rate<sup>2</sup> is the % of students continuously enrolled in the school from one year to the next.

Review the following chart with the school’s reenrollment trends during the current charter term. (This table will be completed by the Charter School Office. Please review for accuracy. **Any changes identified by the team must be highlighted in red prior to submitting the report. Only changes highlighted in red will be reviewed by the Charter School Office. Should there be no highlighted changes, the data will appear as presented in this draft.**)

School Reenrollment Trends		
<i>Cells highlighted in grey were grade levels not serviced by this school</i>		
Sussex Academy		
	Number of Students Reenrolled Count	Percentage of Students Reenrolled %
K		
Grade 1		
Grade 2		
Grade 3		
Grade 4		
Grade 5		
Grade 6	5	
Grade 7	116	89.23%
Grade 8	121	92.37%
Grade 9	81	62.31%
Grade 10	113	89.68%
Grade 11	93	92.08%
Grade 12	72	87.80%
<b>Total/Avg</b>	601	85.86%

\*\* School entry grade level. Reenrollment data not collected for this grade level.



---

Describe the school's plans to monitor and minimize attrition rates. Provide information about why students are choosing to enroll in different schools.

Sussex Academy regularly monitors student attrition patterns and has done so since its inception in school year 2000. The school also monitors why students exit. Re-enrollment is typically higher at the lower and upper grades than in grades 9 and 10 for various reasons, most notably due to the size of our school. Since the time that Sussex Academy began adding high school grades, eighth grade attrition rates have been the highest of all the grade levels for several reasons including, but not limited to, interest in attending either a private school, a larger school with a greater selection of career pathways and/or a more comprehensive sports program, and/or to attend school with their siblings. That being said, the number of students in grade 8 choosing to remain for grade 9 has steadily increased since the school year 2013-14 from 21 students reenrolled (19%), the first year Sussex Academy offered a high school experience for our students, to 105 (82%) staying for the 2019-20 school year. Additionally, due to the school's extensive waiting list and annual open application period, the school is able to fill vacancies in the lower grades that arise from attrition to maintain the total approved enrollment.

---

## II. ACADEMIC PERFORMANCE

### 2.1 Delaware School Success Framework

#### Changes in the Academic Framework

From School Year (SY) 2014-15 through SY 2017-18, the academic performance of all charter schools was evaluated using the Delaware School Success Framework that were publishing annually. In December 2015, Congress reauthorized the Elementary and Secondary Education Act, the main federal law governing public education. The Every Student Succeeds Act (ESSA) replaced the No Child Left Behind Act (NCLB). ESSA implementation began in 2017-18 school year.

Overall Academic Ratings

**High School Plus (For districts and for schools with variant grade configurations that include grades 9-12, e.g. K-12)**

Indicator	Points	Point Earned	Percent Point
Academic Achievement	100.00	86.00	86% Exceeds Expectations
Academic Progress	125.00	87.00	70% Exceeds Expectations
School Quality/Student Success	75.00	69.00	92% Exceeds Expectations
Graduation Rate	88.00	84.00	95% Exceeds Expectations
Progress Toward English Language Proficiency	n/a	n/a	Not Applicable
Overall	388.00	326.00	84% Exceeds Expectations

- a) Based on the table above discuss the school's:
- overall academic achievement results,
  - major challenges,
  - and accomplishments over the course of the school year.

---

School Comments:

The school's overall academic achievement results speak for themselves. Sussex Academy consistently ranks among the highest performing schools in the State. In fact, for school year 2019, the ELA proficiency level for the middle school students was 95%, the highest in the State, and 83% for mathematics, the second highest proficiency rate in the State. The proficiency levels of Sussex Academy high school students on the SAT were also among the highest in Delaware ranking third in Reading (89%) and Essay (79%), and fourth in Math (62%).

There were no major challenges in SY19 that would suggest that the proficiency levels of any of the grades at Sussex Academy would be different in future years.

One major accomplishment during SY19 that is noteworthy is the school's inclusion in U.S. News & World Report's list of best high schools in the United States.

---

## Performance Agreement

### Academic Performance Expectations

Sussex Academy's 2016-17 overall academic ratings are: Exceeds Standard

- Academic Achievement: Exceeds Standard
- Growth: Exceeds Standard
- On Track to Graduation: Exceeds Standard
- College and Career: Exceeds Standard

By September 2027, our expectation is to achieve overall ratings of "Meets" or "Exceeds" standard as measured by the Delaware School Success Framework. Each year, we will show growth within our overall rating putting us on track to achieve our academic performance expectations. This progress will be monitored through our annual performance review.

a) Discuss the school's academic performance based on its approved Performance Agreement (see above).

---

#### School Comments

Sussex Academy was rated Exceeds Standard on all measures of the Academic Performance portion of the Performance Framework thus satisfying our approved Academic Performance Expectations.

---

## 2.2 Academic Achievement

Metric	Value	Points	Points Earned
Proficiency - ELA	94.12%	50.00	47.00
Proficiency - Math	78.87%	50.00	39.00

Respond to the following questions.

- a) Based on the school's Academic Achievement ratings over the course of the school year, discuss the school's current performance and provide explanations/root causes (positive and negative) for the results. Please include local assessment data if applicable.

---

### School Comments

#### Proficiency Rates 2018-19

	ELA	State ELA	Mathematics	State Mathematics
Grade 6	92%	52%	82%	38%
Grade 7	94%	55%	78%	41%
Grade 8	98%	53%	89%	39%
SAT	89%	48%	62%	28%

Sussex Academy's current performance is exceeding the standards. This is evidenced in the Academic Framework data presented in the charts above (Academic Achievement and Proficiency Rates). Again, the data show that the percentage of our students who are meeting and exceeding the standards in ELA and mathematics is well above state averages. We also recognize that, while our math proficiency is well above the state averages, we saw the need to delve further into our mathematics data and made instructional and curricular adjustments for the 2019-20 school year to improve the proficiency levels in math across all grade levels of the school.

- b) Looking ahead, what are your expected outcomes for Academic Achievement and what steps v you take to achieve them?

---

School Comments

Certainly, Sussex Academy's aim is to continue meeting and exceeding the standards so as to continue being recognized as a high performing school. We will continue to look at our data around academic performance and take/make corrective measures when and where needed. We will establish annual goals at the instructional team and the grade levels. We will continue to identify needed professional development, make adjustments in staffing as needed, modify the curriculum, and maintain a school culture where performance, responsibility and respect are valued and practiced.

---

c) Describe how you will measure progress to determine whether you are on track to meet your expected Academic Achievement outcomes?

---

School Comments

One way we measure whether we are on track to meet the expected Academic Achievement outcomes is through standardized assessments – SBAC, Pearson Social Studies and Science Assessments, SAT, PSAT, and IB examinations. Another way we determine this is through teachers' quarterly review of their students' classroom progress and RTI data. A third consideration is by monitoring reenrollment data.

---

### 2.3 Academic Progress

Metric	Value	Points	Points Earned
Growth - ELA	72.35%	50.00	36.00
Growth - Math	63.60%	50.00	32.00
Growth of Highest Quartile - ELA	65.78%	6.25	4.00
Growth of Highest Quartile - Math	60.86%	6.25	4.00
Growth of Lowest Quartile - ELA	88.31%	6.25	6.00
Growth of Lowest Quartile - Math	73.88%	6.25	5.00

Respond to the following questions.

- a) Based on the school's Academic Progress for all students over the course of the school year, discuss the school's current performance and provide at least three explanations/root causes for the result (Note: We invite the school to provide information about all students including those below, at and above proficiency.)

---

#### School Comments

Sussex Academy enrolls students in this grade range (6 through 8) from ten different school districts, several area private schools, and some home schools. As a result, our students have had inconsistent school experiences and levels/types of instruction. Students in grade 6, especially, have a very diverse set of academic skills. One way that Sussex Academy addresses this is by teaching and emphasizing literacy in all disciplines using common protocols and school identified best practices in all classes. Critical reading and writing skills are a major focus of daily instruction. In addition, to address the needs of all students in this grade range, adaptive, interactive online applications in math and ELA which assess the students' current proficiency levels and creates individualized instructional plans are used by all students. Students with the most needs also receive remedial instruction in pull out and push in settings.

---

---

The data above shows that the lowest quartiles of students are showing more growth than those in the highest quartiles in both math and ELA. This is most likely due to the strategies described above and the benefits of heterogeneous grouping to lower performing students.

---

b) Looking ahead, what are your expected outcomes for Academic Progress for all students and what steps will you take to achieve them?

---

#### School Comments

Sussex Academy strives for 100% proficiency for all students but, because of the open enrollment aspect of our school and the educational diversity of our students, particularly in our highest initial enrollment grades of 6 and 9, this goal is a challenge. Our expected outcomes are to maintain and improve our already high proficiency levels. We will continue with our focus on improving literacy and critical thinking skills in all content areas and in all classrooms and providing academic support to those students in need.

---



c) Describe how you will measure progress to determine whether you are on track to meet your expected Academic Progress outcomes for all students.

---

#### School Comments

Generally, we look to our standardized measures to determine if we are on track to meet growth outcomes. These standardized measures include SBAC, PSAT, SAT, and International Baccalaureate (IB) exams. We use Component V data to track the percentage of students meeting SBAC growth targets established by DOE. Formative assessment data is provided by an online adaptive application that all students use in the middle school grades and for RTI support in all grades. In addition, as students move into high school we look at their course grades, the course failures, and the number of credits students are earning each year.

---



## 2.4 School Quality/ Student Success

Metric	Value	Points	Points Earned
Career and College Prep	89.44%	37.50	34.00
On Track in 9th Grade	96.81%	25.00	24.00
On-Track Attendance	91.73%	12.50	11.00
Proficiency - Science		n/a	n/a
Proficiency - Social Studies		n/a	n/a

Respond to the following questions.

- a) Based on the school's School Quality/ Student Success ratings over the course of the school year, discuss the school's current performance and provide explanations/root causes (positive and negative) for the results.

---

### School Comments

Not having any historical data for a comparative analysis, it is challenging to comment on this measure. However, the value presented here demonstrates that we need to determine which students did not successfully master the College and Career Readiness criteria and why so that a more comprehensive monitoring system can be put into place. The on track to graduate rate is high and represents that all students, with the exception of four, successfully completed their freshman year in 2018-19. Historically, students who did not earn enough credits to be classified as a grade 10 student get back on track to graduate in 4 years by the end of their second year of high school. Not having State data for comparison makes it challenging to evaluate the On-Track Attendance data presented above. However, there was a slight improvement from SY 17-18. While it appears that the vast majority of our students are not of concern, the fact that 8.27%, or approximately 66 students, fall into this category is an issue. Many of our students miss school due to circumstances beyond our/their control such as family vacations, college visits, chronic illnesses, and hospitalizations. However, some are truly chronically absent and we need to identify and modify this pattern of behavior demonstrated by these students.

---

b) Looking ahead, what are your expected outcomes for School Quality/ Student Success and what steps will you take to achieve them?

---

School Comments

Clearly, the school needs to invest resources in addressing attendance and, particularly, the chronic absenteeism rate. Steps that have already been taken for the 2019-20 school year include daily phone calls to the parents of all absent students, follow-up contact for written excuses, monitoring of student overall attendance patterns, daily emails to the teaching staff, weekly emails to parents of students with increased absences, letters of concern sent via USPS, and conferencing with students and parents of concern. Our expected outcomes on all of these measures is 100%, and we believe that will be possible for on-track to graduate metric, but the chronic absenteeism rate will be more of a challenge because it will require an attitude shift among our parents and students to limit travel and college visits to times when the school is closed for breaks.

---

c) Describe how you will measure progress to determine whether you are on track to meet your expected School Quality/ Student Success outcomes.

---

School Comments

Student attendance is being more carefully monitored and addressed by the main office and administrative staff. The academic counselor monitors on track to graduate data and college and career prep for all high school students and individually counsels those who are not progressing satisfactorily. Typically, an individualized plan is implemented for the student to take corrective action to address this.

---

## 2.5 Graduation Rate

Metric	Value	Points	Points Earned
ESEA Adjusted 4-Year Graduation Rate	96.55%	75.00	72.00
ESEA Adjusted 5-Year Graduation Rate	95.00%	13.00	12.00
ESEA Adjusted 6-Year Graduation Rate		n/a	n/a

Respond to the following questions.

- a) Based on your Graduation Rate ratings over the course of the school year, discuss the school's current performance and provide explanations/root causes for the results. Please include local assessment data if applicable.

---

School Comments

All of the grade 12 students enrolled at Sussex Academy for SY 19-20 graduated in June 2019 as part of our third graduating class.

---

- b) Looking ahead, what are your expected outcomes for Graduation Rate and what steps will you take to achieve them?

---

School Comments

We expect to maintain very high graduation rate as our class sizes increase by continuing to monitor grade 9 credit attainment and attendance data and by making interventions as needed.

---

- c) Describe how you will measure progress to determine whether you are on track to meet your expected Graduation Rate outcomes.

---

### School Comments

Interim progress report grades, quarterly grades, and final course grades will be used to identify students at-risk students of not graduating in a timely manner and used as measures to determine if we are on track to meet our Graduation Rate goals. Student attendance, specifically for those students exhibiting chronic absences, will be an area of focus. Those students who are not present for 15 or more days will be considered chronically absent.

---

## 2.6 Progress toward English language proficiency (ELP) \* new

Beginning in the 2017-2018 school year, every school was measured on student “Progress toward English language proficiency (ELP)” This metric is an index calculation that measures the percentage of all current ELs who make annual progress toward ELP as measured by the statewide ELP assessment. ELP is defined as scoring a PL of 5.0 on the statewide ELP assessment. Attainment has been defined in Delaware as a PL of 5.0 and a level in which a student is considered to have met a proficiency level comparable to their native English speaking peers. [Therefore, a PL of 5.0 is considered a student’s Attainment Target \(AT\).](#)

Metric	Value	Points	Points Earned
Progress Toward English Language Proficiency		n/a	n/a

Respond to the following questions.

- a) Based on your Progress toward English language proficiency (ELP) ratings over the course of the school year, discuss the school’s current performance and provide explanations/root causes for the results. Please include local assessment data if applicable.

---

School Comments  
N/A

---

- b) Looking ahead, what are your expected outcomes for Progress toward English language proficiency (ELP) and what steps will you take to achieve them?

---

School Comments  
N/A

---

c) Describe how you will measure progress to determine whether you are on track to meet your expected Progress toward English language proficiency (ELP) outcomes.

---

School Comments

N/A

---



### III. ORGANIZATIONAL PERFORMANCE

The Organizational Performance Framework reflects expectations the charter school is required to meet through state and federal law and the charter performance agreement, and seeks to provide information regarding these key questions:

- Is the school organizationally sound and well operated?
- Is the school fulfilling its legal obligations and sound public stewardship?
- Is the school meeting its obligations and expectations for appropriate access, education, support services, and outcomes for students with disabilities?

#### 3.1 Mission Specific Goal(s)

Is the school faithful to its mission as defined in its current charter, including approved mission-specific academic goals if applicable?

1a. Is the school faithful to its mission as defined in its current charter, including approved mission-specific academic goals if applicable?				
Essential Question indicator 1a. The mission of the Sussex Academy is to foster academic achievement and social responsibility in a small school environment where students participate in a highly accelerated college preparatory program that prepares them for the technological and global mindedness needed for the 21 <sup>st</sup> century and that instills ethical conduct and service to others in their day-to-day lives. Sussex Academy has implemented International Baccalaureate (IB) or dual enrollment courses to ensure students are college ready upon graduation. Our mission specific goal is to ensure 75% of our graduates successfully complete one or more of these courses prior to graduation.				
Measure	Definition of Rating	Data Source	Data Collection Process	Measure
Students will successfully complete one or more International Baccalaureate (IB) or dual enrollment course by graduation.	<p><b>Meets Standard:</b></p> <p>75% or more of the graduating senior class will successfully complete one or more International Baccalaureate (IB) or dual enrollment course by graduation.</p> <p><b>Approaching Standard:</b></p> <p>51 – 74% of the graduating senior class will successfully complete one or more International Baccalaureate (IB) or dual enrollment course by graduation.</p> <p><b>Far Below Standard:</b></p> <p>50% or less of the graduating senior class will successfully complete one or more International Baccalaureate (IB) or dual enrollment course by graduation.</p>	School data (transcript/mark report) @ June of senior year	PDF Upload and entry into system by DOE.	1e1

a) Rate the school’s performance according to the criteria established by the school for its 2018-2019 mission specific goal(s).

#### School Comments

All of the 71 seniors who completed their public school education in school year 2019, successfully completed one or more IB or dual enrollment courses. So, the rate of completion was 100% which is well above the standard included in our mission specific goal of at least 75%. See Appendices 1 and 2.

b) Provide as **Appendix 1** the results (data source) of the school's mission specific goal(s). Remember not to include any personally identifiable information (PII).

### 3.2 Organizational Performance

Note: Please utilize the hyperlink in this sentence for more information about the [Organizational Performance Framework](#).

The following tables will be completed by the Charter School Office. Please review for accuracy.

#### SUMMARY AND OVERALL RATING

##### Sussex Academy

Year	Education Program				Governance & Reporting			Students & Staff		Facilities , Transportation, Health & Safety	OVERALL RATING
	Mission Fidelity	Applicable State & Federal Requirements	Students with Disabilities	English learners	Governance & Public Stewardship	Oversight of School Management	Reporting Requirements	Students Rights	Req. on Teacher Certification & Hiring Staff		
	1a	1b	1c	1d	2a	2b	2c	3a	3b		
2018-2019	M	M	M	M	M	M	M	M	M	M	Meets Standard

a) Describe the school’s organizational performance over the current school year (This section is for the school to address any overall rating where the school has not met standards. The school will be able to address individual metrics in the sections below.)

---

School Comments:

Sussex Academy met all of the Organizational Performance Framework metrics.

---

b) Identify changes to organizational practices that the school has implemented to improve the school's organizational outcomes.

---

School Comments:

Sussex Academy historically has consistently met these measures. In the one instance that the school received on "approaching standard" for Governance and Public Stewardship due to one Board member failing to complete the required finance training, corrective action was taken to ensure that this measure was met during the subsequent year. Now that this training is available through PDMS we do not anticipate that there will be any issues on this framework moving forward.

---

c) Address any measure where school did not meet standard or is approaching standard.

All measures were met in the 2017-18 school year.

## Performance Agreement

### Organizational Performance Expectations

Discuss the school's organizational performance based on its approved Performance Agreement.

Sussex Academy's 2016-17 overall Organizational ratings are: Meets Standard

By September 2027, our expectation is to achieve the overall rating of "Meets Standard," as measured by the Financial Performance Framework. Each year, we will be on track to demonstrate economic viability and achieve our financial performance expectation. This progress will be monitored through our annual performance review.

a) Discuss the school's organizational performance based on its approved Performance Agreement (see above).

---

School Comments:

The school historically has consistently achieved an overall rating of "Meets Standard" for organizational performance on the approved Performance Agreement.

---

### 3.3 Board Financial and Governance Members and Training

a) Please complete the chart below with the necessary information. In accordance with Del. 14 §512 (15), the school shall have a satisfactory plan to ensure the effectiveness of its board of trustees, including governance trainings conducted for any new board members and at a minimum of once every 3 years.

#### Board Financial and Governance Training

First Name	Last Name	Role/Title	Financial Training Date
Steven	Burke	Treasurer	7/25/2017
Martin	Cosgrove	Vice President	8/18/2014
Heather	Crown	Parent Representative	7/23/18
Debbie	Fees	Teacher Representative	
Uday	Jani	Parent Representative	11/23/19
Lance	Manlove	Parent Representative	7/25/2017
Susie	Mitchell	Parent Representative	9/15/2015
Christopher	Moody	Parent Representative	8/18/2014
Jennifer	Scott	President	10/15/2013
Denise	Westbrook	Parent Representative	8/18/2014
Chanta	Wilkinson	Community Member	9/10/2016
Lauren	Wisely	Parent Representative	8/18/2014

\*Please list only the most recent training date.

**Please attach all certificates or evidence of Board Governance Training for active board members.**

---

School Comments: See appendix 5 for year to date course completion certificates for Charter School Board Governance Training. Please note that several more members of the Board have completed these modules however DOE has not processed certificates of completion.

---



b) Please complete the chart below with the necessary information. Pursuant to [14 Del. Admin. Code 736](#) 6.1 Each member of a Citizen Budget Oversight Committee shall attend and receive a Certificate of Completion for the Citizen Budget Oversight Committee training within the allotted timeframe of his/her appointment to a Citizen Budget Oversight Committee. Provided further, additional training may be required from time to time as determined by the Department.

**Citizen Budget Oversight Committee Membership & Trainings**

First Name	Last Name	Role/Title	Financial Training Date
Steven	Burke	Chair	7/25/2017
Carla	Costa	Teacher	10/15/2013
Janet	Owens		10/12/2017
Jennifer	Scott		10/15/2013
Allen	Stafford	Business Manager	10/15/2013
Richard	Riggs	DOE Representative	11/30/2015
Dean	Swingle		12/15/2010

---

School Comments:

---

### 3.4 Teacher Retention: Is the school monitoring and minimizing teacher attrition rates and maintaining a stable teaching staff?

2018-2019		
% of Teachers RETAINED	# of Teachers RETAINED	# of Teachers ELIGIBLE
92	33	36

Review the table above with the school's teacher retention trends and answer the following questions.

- a) Describe the school's plans to monitor and minimize teacher attrition rates. Provide information about why teachers leave the school.

---

School Comments:

Sussex Academy administrators have an open door policy and maintain positive and respectful relationships with the teachers employed by the school. When issues arise, teachers share their concerns and issues openly and honestly so that they can be resolved quickly.

Sussex Academy has a positive history of retaining teachers and has very little difficulty filling vacant positions if they become available. This is primarily due to the culture of the school where respect is expected and valued from, by, and for all stakeholders. Three teachers did not return to Sussex Academy for school year 2019. One retired, one went to teach in a neighboring school district, and the other left to establish an ELL program for a local school district.

---

- b) Describe how the school's professional development plans support teachers and leadership.

---

School Comments:

Sussex Academy maintains a strong commitment to providing relevant professional development opportunities for the Sussex Academy teaching staff. Regularly scheduled PLC meetings are held before the start of the school so that departments, teams, and grade levels can meet to align curriculum and meet the needs of our special education students. On our monthly PLC days the students are dismissed early so that teachers have more time to devote to professional development

---

---

primarily related to best practices, vertical and horizontal curriculum alignment, differentiated instructional practices, and our International Baccalaureate (IB) Programme of studies for grades 11 and 12. During the 2017-18 school year Sussex Academy successfully applied to become an IB Middle Years Programme (MYP) school. During SY 18-19, off site as well as on site professional development for a number of teachers was needed in order to bolster our IB Programme and assist the school in determining if the MYP was the correct direction for the school to go. The shared leadership model in place at the school supports teacher leadership by providing opportunities for teachers to be actively involved in making most of the decisions at the school including plans for professional development.

---

## IV. FINANCIAL PERFORMANCE

### 4.1 Financial Performance

Note: Please utilize the hyperlink in this sentence for more information about the [Financial Performance Framework](#).

The following tables will be completed by the Charter School Office. Please review for accuracy.

Financial Performance Framework Ratings	Near Term Indicators				Sustainability Indicators				Financial Management and Oversight	Overall Rating
	Current Ratio	Days Cash	Enrollment Variance	Default, Loan Covenants, & Debt Service Payments	Total Margin	Debt Asset Ratio	Cash Flow	Debt Service Coverage Ratio		
Year	1a	1b	1c	1d	2a	2b	2c	2d	3	
2018-2019	M	M	M	M	AS	M	M	N/R	M	Meets Standard

a) Describe the school's Financial performance over the current school year (This section is for the school to address any overall rating where the school has not met standards. The school will be able to address individual metrics in the sections below.)

---

School Comments:

Sussex Academy historically and consistently meets the standard as its overall rating on financial performance.

---

b) Identify changes to Financial practices that the school has implemented to improve the school's financial outcomes.

---

School Comments:

Sussex Academy continues to follow existing policies and procedures and modifies policies and practices to comply with changes in regulations as needed.

---

c) Address any measure where school did not meet standard or is approaching standard

**Measure 2a. Total Margin:**

*Net Income divided by Total Revenue*

2018-2019
1 YR: -1.48%
3 YR: 0.18%

Total margin measures the deficit or surplus a school yields out of its total revenues ; in other words, whether or not the school is living within its available resources. The preferred result is a positive margin for the past year and the past 3 years.

**School Response To Rating:**

Sussex Academy regularly monitors the financial health of the school on a cash basis and experienced an increase of \$200,333 (page 46 of Audited Financial Statements for FY19). This measure, however, is calculated on an accrual basis so it was somewhat of a surprise since the audit results provided to the Board in September of 2019 presented the Total Margin of 0.76% and indicated the measure had been met. After consulting with the auditor, they agree with the 1-year measure presented above but not with the 3-year calculation, suggesting the result should be higher. That being said, the auditor further indicated that Sussex Academy's 1-year Total Margin result was primarily due to an increase in depreciation and compensated absences; which resulted from the adoption of a teacher salary scale at the beginning of the school year that adjusted the compensation rates so that they were more competitive with the school districts in Sussex County.

---

---



## Performance Agreement

### Financial Performance Expectations

Sussex Academy's 2016-17 overall Financial ratings are: Meets Standard

By September 2027, our expectation is to achieve the overall rating of "Meets Standard," as measured by the Financial Performance Framework. Each year, we will be on track to demonstrate economic viability and achieve our financial performance expectation. This progress will be monitored through our annual performance review.

- a) Discuss the school's financial performance based on its approved Performance Agreement.

---

School Comments:

Sussex Academy met the standards overall and the financial performance is projected to remain strong in this area in future years.

---

- b) Describe how the school developed and implemented a corrective action plan in response to audit findings (if applicable).

---

School Comments:

N/A

---



## V. INNOVATION

Describe the school's innovative practice(s) that could be replicated at other schools in Delaware. Please include the data that supports the success of these practice(s).

---

### School Comments:

The design/model of Sussex Academy's instructional program has several innovative practices that could be implemented and replicated at other schools. Our overall rating on the Academic Framework and specifically our student's academic achievement as detailed on Appendices 4 and 5 suggests that the practices we have in place are effective.

At the founding of Sussex Academy, the original Executive Board determined that they would adopt the Expeditionary Learning Program as the philosophical and structural focus for the school. Thus, over the last nineteen years, Sussex Academy has grounded itself in this curricular design which includes a more inquiry and project-based, hands-on, and constructivist approach to learning. Literacy for all students and best practices for teachers undergird the academic content in all subjects. In addition, the school has fostered a culture that is respectful and polite, built around character development. Within this framework students are required to complete community service, projects, and portfolios to demonstrate their growth as a student and citizen.

As the Executive Board discussed programs for the high school, they determined that the International Baccalaureate Program (IB) dovetailed with the middle school program already in place. The school gained approval as an IB Diploma Program (IB DP) World School in 2014. Therefore, ninth and tenth grade courses prepare students for IB coursework that takes place in grades 11 and 12. The coursework is very rigorous and meshes with international academic standards. Within the framework, IB students take tests that are juried outside of the school. In addition to the coursework, all students must participate in a CAS (Creativity, Action, Service) project, and all high school students must take the IB course "Theory of Knowledge."

Another unique aspect of IB World Schools, including Sussex Academy, is a commitment to fostering students to become responsible members of their local, national and global communities. This is supported by the 10 attributes of the learner profile where all learners are encouraged to be:

Inquirers

Knowledgeable

Thinkers

Communicators

Principled

Open-Minded

Caring

Risk-Takers

---

Ultimately, Sussex Academy's aim is to develop the IB Learner Profile in each student in all grades.

Our high school focuses on preparing all students for acceptance to and success at whatever college they wish to attend. Being an IB World School supports this goal as this international curriculum and approach to teaching and learning is highly regarded by colleges and universities for its rigor, depth, and breadth. All members of our first graduating class (2017) enrolled in a college except for one who enlisted in the military. All of the graduates except for one of our class of 2018 also enrolled in a college. Of 71 graduates in June 2019, 67 members of the class of 2019 enrolled in college. The others deferred enrollment to participate in national service opportunities such as AmeriCorps and the Peace Corp.

One of the unique features of the school is that for thirteen years, the school operated as only a middle school (grades 6-8), enrolling students from seven different school districts as well as private and home school settings. Therefore, sixth grade students entered the school with varied academic experiences and expectations for performance. This dynamic, coupled with the school's learning philosophy and structure, created the impetus for our heavy emphasis on literacy such that all middle school students have 90 minutes of language arts instruction per day and literacy is reinforced by the other core courses of social studies, science, and mathematics through the use of common practices such as the C-SET (Claim, Set-Up, Evidence, Tie In) argumentative writing strategy. Now that we have implemented our high school program, all students enrolling in the high school are required to take a writing course in addition to their regular English class to emphasize and enhance our focus on literacy believing that students who can read critically and have strong written communication skills can experience success in whatever career they choose.

Another unique, replicable feature of our school design is looping used at the middle school and for IB courses in grade 11 and 12 to maximize instructional time. Students entering grade 6 are assigned to the same team of five teachers for grades 6 and 7 and, when they return for grade 7, their teachers know exactly what educational and instructional experiences their students had during the prior year and students know what their teachers expect. This minimizes the acclimation period that typically occurs at the beginning of each school year in traditional schools, which often delays the onset of rich instruction. The majority of the IB courses are designed to be completed over a two-year period, thus students enrolled in these classes have the same teachers for both grade 11 and 12.

Common core standards are the bases for the curriculum at Sussex Academy. However, teachers have a great deal of flexibility in their selection of instructional materials and texts (digital or paper) so long as the standards and key school-wide practices are at the center of the instruction. These practices include modeling, reinforcing the use of content specific vocabulary, enhancing critical thinking skills using concrete specific examples and details, and utilizing higher level questioning techniques in daily instruction. Thus, classrooms at Sussex Academy are not clones of one another, but reflect the collective wisdom about teaching and learning of the teachers, teaching teams, and content departments.

---

---

The use of technology is an important part and expectation of our instructional classroom. To support this initiative, the school had three computer labs equipped with updated desktop computers during the 2019 school year, every classroom has an interactive white board, and iPads and laptops are readily available for student use. In fact, every high school student was given an iPad during the first week of the school each year. So, at the middle school there is a 1:3 technology device to student ratio and in the high school it is 1:1

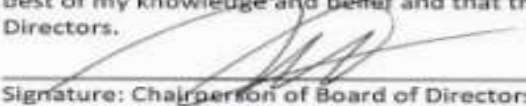
In January 2019, Sussex Academy joined the Beau Biden Foundation's Shield of Protection Initiative. This initiative involved an evaluation of the policies, procedures, and programming currently in place that focus on child protection within the school community. Throughout the year, Sussex Academy will work with the Beau Biden Foundation and other experts in the field of child protection to ensure that Sussex Academy has the best policies, procedures and programming in place. As the culmination of this partnership, Sussex Academy will be awarded the honor of being recognized as a Shield of Protection partner.

---

## VII. ANNUAL REPORT CERTIFICATION STATEMENT

<b>Name of School:</b>	Sussex Academy
<b>Location:</b>	21150 Airport Road, Georgetown, DE 19947

I hereby certify that the information submitted in this annual report of a charter school is true to the best of my knowledge and belief and that this application has been approved by the school's Board of Directors.

  
 Signature: Chairperson of Board of Directors (or designated signatory authority)

12/18/19  
 Date

<b>Print/Type Name:</b>	Martin Cosgrove
<b>Title (if designated):</b>	President
<b>Date of approval by board of directors:</b>	December 18, 2019

## References:

<sup>1</sup> Based on September 30<sup>th</sup> Unit Count

<sup>2</sup> Pursuant to the Family Education Rights and Privacy Act (FERPA) (34 CFR §99), the DDOE applies the following statistical methods to avoid disclosure of personally identifiable information in aggregate reporting.

1. For all data, counts for groups or subgroups with 15 or fewer students are suppressed and represented by “-” in data reports. Complementary suppression of one or more non-sensitive cells in a table may be required so that the values of the suppressed cells may not be calculated by subtracting the reported values from the row and column totals.
2. Only report percentages for grade level reporting within a school and district.
3. Percentages are suppressed when the underlying student counts can be derived for groups or subgroups with 15 or fewer students (i.e., if the number tested and proficient are reported, then the percentage may need to be suppressed).
4. Any percentage above 95 or below 5 will be reported as >95% and <5%, respectively.

<sup>3</sup> Graduation rate data is lag data by one school year to include all students that have completed their high school diplomas during that year including summer graduates.