

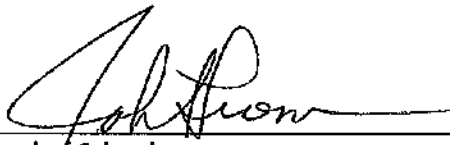
**DELAWARE DEPARTMENT OF EDUCATION
CHARTER SCHOOL ANNUAL REPORT**

CHARTER SCHOOL INFORMATION

Charter School Name: Academy of Dover Charter School

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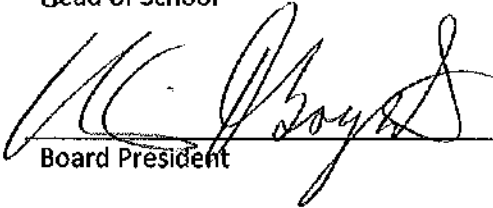
Head of School

12/1/14
Date



Head of School

12-1-14
Date



Board President

12-1-14
Date

SUBMISSION DEADLINE: December 1st (September 30th for renewing charter schools)

All schools submit one (1) signed copy (PDF via email preferred) to the DDOE Charter School Office

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ABSTRACT

The Academy of Dover (AOD) Charter School opened in September 2003, following the approval of its charter in 2000 by the Delaware Department of Education. Initially chartered as a K-6 school, the 2007 charter renewal reduced the school's grade configuration to serve students in Kindergarten through Grade 4. A request was later made to increase to a K-5 school. This request was granted at the last charter renewal in 2012. Today, Academy of Dover houses 300 students in grades Kindergarten through grade 5.

MISSION

The mission of the Academy of Dover Charter School is to open portals of opportunity for children and adults in the community through excellence in public education.

VISION

Academy of Dover Charter School will serve as a community pillar for life-long learning, pride, and self-actualization. Looking to the past to prepare students for the future, the Academy of Dover Charter School will combine the beneficial rigors of a classical education with the latest technology and the best teaching and learning practices worldwide. The Academy of Dover Charter School student will cultivate and promote multi-cultural and global awareness. Students will be prepared and encouraged to be entrepreneurs, well informed, and responsible world citizens with purpose, passion, and proficiency.

At Academy of Dover, students enroll from the Kent County area including Capital, Caesar Rodney, Smyrna, Lake Forest, and Milford. The total enrollment for the 2013-2014 school years was 308 students. Our student makeup was 85.4% African American, 0.3% American Indian, 1.0% Asian, 2.9% Hispanic, and 10.4% Caucasian. This demographical breakdown stays fairly consistent from year to year.

ACADEMIC PERFORMANCE:

What are the school's academic performance outcomes that will demonstrate student growth, proficiency, and college and career readiness levels as measured by the Performance Framework? Provide an analysis of strengths, challenges, and opportunities for growth in these areas.

The Academy of Dover continues to make forward progress and academic growth. During the 2013-2014 school year, the Academy of Dover met the Annual Yearly Progress (AYP), and has done so for the past five years. The following data represents the academic performance of students at AOD on the DCAS in 2013-2014 for grades 3-5.

3 rd Grade Reading	Overall	Students with Disabilities	African American	Caucasian	Other Minorities	Low SES
State	70%	32%	57%	82%	79%	57%
AOD	49%	20%	50%	100%	100%	37%

3 rd Grade Math	Overall	Students with Disabilities	African American	Caucasian	Other Minorities	Low SES
State	72%	36%	56%	84%	82%	58%
AOD	49%	40%	53%	N/A	N/A	43%

4th Grade Reading	Overall	Students with Disabilities	African American	Caucasian	Other Minorities	Low SES
State	73%	34%	61%	84%	84%	62%
AOD	67%	38%	64%	83%	N/A	56%

4th Grade Math	Overall	Students with Disabilities	African American	Caucasian	Other Minorities	Low SES
State	75%	36%	61%	85%	86%	64%
AOD	65%	33%	62%	83%	N/A	59%

5th Grade Reading	Overall	Students with Disabilities	African American	Caucasian	Other Minorities	Low SES
State	76%	36%	66%	87%	88%	65%
AOD	82%	67%	79%	100%	100%	79%

5th Grade Math	Overall	Students with Disabilities	African American	Caucasian	Other Minorities	Low SES
State	71%	31%	56%	82%	87%	58%
AOD	50%	33%	47%	100%	N/A	29%

In almost all areas and subgroups, the state outperformed AOD students. Fifth grade proved to be the opposite for reading. Reading continues to be a stronger area than Math. However, this is an area of concern, and one that we intend to improve as we move forward.

The following data table shows results from the 2013-2014 DIBELS Benchmark Assessments. The chart shows that from September until March, the average growth for each grade level increased.

DIBELS Data from Benchmark I – Benchmark III **2013-2014 School Year**

Kindergarteners' average growth in each skill area:

- Letter Naming Fluency DIBELS (**LNF**) from **Sept - March +32**
- Phoneme Segmenting Fluency DIBELS (**PSF**) from **Dec - March +11**
- First Sounds Fluency DIBELS (**FSF**) from **Sept - Dec +32**
- Nonsense Word Fluency DIBELS (**NWF**) from **Dec – March +6**

First Graders' average growth in each skill area:

- Nonsense Word Fluency DIBELS (**NWF**) from **Sept - March +46 correct letter sounds & +20 whole words read (with complete & correct blending)**
- Oral Reading Fluency DIBELS (**ORF**) from **Dec - March +13**
- Accuracy rate during on **ORF** from **Dec - March +7%**
- Retelling following the **ORF** from **Dec - March +10**

Second Graders' average growth:

- Oral reading Fluency DIBELS (**ORF**) from **Sept - March +29**
- Accuracy rate during on **ORF** from **Sept - March +8%**
- Retelling following the **ORF** from **Sept - March +15**

Third Graders' average growth in each skill area:

- Oral reading Fluency DIBELS (**ORF**) from **Sept - March +20**
- Accuracy rate during on **ORF** from **Sept - March +2%**
- Retelling following the **ORF** from **Sept - March +16**
- Daze (**DIBELS Cloze assessment**) from **Sept. –March +11**

Fourth Graders' average growth in each skill area:

- Oral reading Fluency DIBELS (**ORF**) from **Sept - March +32**
- Accuracy rate during on **ORF** from **Sept - March +3%**
- Retelling following the **ORF** from **Sept - March +11**
- Daze (**DIBELS Cloze assessment**) from **Sept. –March +10**

Fifth Graders' average growth in each skill area:

- Oral reading Fluency DIBELS (**ORF**) from **Sept - March +8**
- Accuracy rate during on **ORF** from **Sept - March +1%**
- Retelling following the **ORF** from **Sept - March +17**
- Daze (**DIBELS Cloze assessment**) from **Sept. –March +8**

Moving forward into 2014-2015, Academy of Dover's top priority is to improve student achievement. With the new Smarter Balanced Assessment, we will hopefully get a clear picture of the areas that are the weakest and work to improve those areas from one year to the next. We have purchased a new math curriculum (Go Math), which is fully aligned to the Common Core. With this new curriculum and new technology, we hope to build more excitement into our math program and in turn increase student achievement.

FINANCIAL PERFORMANCE:

What are the school's financial performance expectations that will demonstrate viability and sustainability as measured by the Performance Framework? Provide an analysis of strengths, challenges, and opportunities for growth in these areas.

Academy of Dover continues to provide the Department of Education monthly financial updates as required by conditions set forth in the 2012 renewal. The Academy of Dover continues to be independently audited from the 2013-14 school year. Results of this audit will be forwarded to the Department of Education.

The Academy of Dover continues to work with Innovative Schools in ensuring that financial reporting is conducted and budget plans are strictly adhered to. The Board of Directors reviews and approves the financial report on a monthly basis. In addition, Board approved Financial Reports are posted on our website. Beginning in 2014-2015 the Citizen's Budget and Oversight Committee will meet monthly to review the budget and ensure the financial stability of the school.

ORGANIZATIONAL PERFORMANCE:

What are the school's performance expectations in meeting its organizational responsibilities including, but not limited to, administrative operations, reporting, and legal responsibilities as measured by the Performance Framework? Provide an analysis of strengths, challenges, and opportunities for growth in these areas.

Based on Academy of Dover's 2013-2014 Delaware Performance Framework, we have received an overall rating of "Does Not Meet Standard". As shown from the data below, this is a change from the last two years.

Year	1.a.	1.b.	2	3.a.	3.b.	3.c.	4.a.	4.b.	4.c.	4.d.	5.a.	5.b.	6	OVERALL RATING
11-12	M	M	DNM	M	M	M	DNM	DNM	N/A	M	M	M	M	Meets
12-13	M	M	M	M	M	M	M	DNM	M	M	M	M	M	Meets
13-14	DNM	M	TBD	DNM	M	DNM	M	M	DNM	M	M	DNM	M	Does Not Meet

Academy of Dover is undergoing a change within the Administration. With the search for a new Head of School in the Fall of 2014, the school is operating under the knowledgeable expertise of Interim Head of School, Dr. John Leone. With a successful career as a school administrator, Dr. John will serve in this capacity until a permanent candidate is in place.

The areas of noncompliance as listed in the Performance Framework are as follows:

1a: Is the school implementing the essential terms of the charter's education program as defined in the current charter, and complying with applicable state and federal requirements?

The Title IIA desk audit was not completed in a timely manner.

Race to the Top expenditure information for the 3rd quarter was not provided, but has since been submitted to Lakeside Consulting.

2: Is the school meeting financial reporting and compliance requirements?

Monthly financial statements had not been posted on the school website. This has since been corrected, and will continue to meet requirements.

Citizen Budget Oversight Committee information has not been posted on the school website. This too has been corrected and will continue to meet requirements.

3a: Is the school complying with governance training?

School Board meeting information, as well as Bylaws, had not been posted on the school website. This has been updated with monthly dates for board meetings as well as Board Governance Training.

3c: Is the school complying with reporting requirements?

Parent Involvement Policy was not submitted to Department of Education upon request. Academy of Dover will provide the information requested in a timely fashion moving forward for 2014.

4c: Is the school meeting all staff credentialing requirements?

Highly Qualified Teacher percentage did not meet the statutory requirement of 100%. This is a concern and we are working to correct this immediately.

5b: Is the school complying with health and safety requirements?

A Safety plan was not submitted. This plan has since been submitted and has fulfilled the requirements.

STATUS OF CONDITIONS PLACED UPON THE CHARTER:

Academy of Dover has met all conditions placed on it during its last renewal.

STUDENT RETENTION GOALS AND TARGETS:

The Academy of Dover retains approximately 90% of its students from one year to the next. The Academy of Dover loses approximately 10-15 students after the school year begins. Some of the losses are due to acceptance in other Charter Schools where they have siblings, or are leaving the area. On the average 1% of students are retained, many of which are Special Needs students who have not met their goals.

In the 2013-14 school year, a fifth grade was added in hopes to increase enrollment. During that time our enrollment went to 308 students. The school will continue to do recruiting each year to help keep the enrollment up.

INNOVATION:

With the change to Common Core, Academy of Dover purchased a new math and reading curriculum that is aligned to those standards. This curriculum was purchased during the 2013-2014 school year. Math and writing continue to be a weakness for most of our students. Teachers have attended professional development for these areas to help strengthen their understanding of the concepts taught. Also, for the 2014-2015 school year, a Math Coach has been hired to work with students in Math RTI. The Math Coach assesses students in each grade level and determines their areas of weakness. The students are grouped into Tiers and receive additional instruction in their specific area of focus.

Through the use of newsletters, AOD nights, and our Passport Program, we continue to increase the level of parental involvement. In the future, we hope to have a Band Boosters as well as a PTO.

Academy of Dover continues to have an Elementary Marching Band and chorus for grades 2-5. Parents have the opportunity to rent instruments from the school at the beginning of the year. Band and chorus both meet after school from 3:30-4:30.

Academy of Dover was recognized as a 2014 National Blue Ribbon School for Exemplary Closing of the Achievement Gap. Staff and students are committed to helping the school improve and continue to be a school of excellence.

DELAWARE CHARTER SCHOOL ANNUAL REPORT

CHARTER SCHOOL INFORMATION

Charter School Name: Campus Community School

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Catherine M. Balsley, Ed.D.
Head of School

December 1, 2014
Date

Lisa McMasters
Board President

December 1, 2014
Date

SUBMISSION DEADLINE: December 1st (September 30th for renewing charter schools)

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ABSTRACT

Campus Community School (CCS) was founded and opened in 1998 on the campus of Wesley College, with 300 students in grade 1-8. In 2002, with the acquisition of a facility on Pear St. and a charter modification, the high school was added with 300 additional students. With the loss of the Wesley College facility in 2011, the charter was amended to close the high school program and add a kindergarten. In the spring of 2013 the final class of seniors graduated. In 2013-14 SY CCS served 311 students in a K-8 school program located at 350 Pear St. in Dover DE.

Campus Community School has an inquiry-based approach to learning, requires parental involvement community service learning and emphasizes students taking personal responsibility for their education and behavior. The focus on project-based, hands-on learning and student responsibility has created a highly positive learning environment where students are expected to work toward their potential.

Mission Statement

To create and maintain an environment for learning that allows each student to maximize his or her potential in developing habits of mind, acquiring knowledge and skills, and demonstrating individual and social responsibility.

Vision Statement

To provide excellence in educational outcomes for Campus Community School students, the school is organized in a collaborative community of learners.

Population

Campus Community School has a diverse population. CCS serves 411 students a majority of which live in Dover and its surrounding communities. Our students are represented by 40% white, 41% African American, 11% Hispanic/Latino, 4% multi-racial, 2% Asian and less than 1% each American Indian and Hawaiian. Approximately 56% of our students are from low income families.

Enrollment Demographics

Campus Community School targets students who are serious about getting a high quality education and developing strong character. Students enroll from the greater Kent County area including Capital, Appoquinimink, Caesar Rodney, Smyrna, Lake Forest, Milford, and Woodbridge School Districts. The total enrollment for the 2013-2014 school year is 411 students. This year-end report covers the 2013-2014 school year only.

This report serves as the document to report the progress of Campus Community School to the Department of Education. A copy of this report will be posted on the school website www.campuscommunityschool.us

ACADEMIC PERFORMANCE:

WHAT ARE THE SCHOOL'S ACADEMIC PERFORMANCE OUTCOMES THAT WILL DEMONSTRATE STUDENT GROWTH, PROFICIENCY, AND COLLEGE AND CAREER READINESS LEVELS AS MEASURED BY THE PERFORMANCE FRAMEWORK? PROVIDE AN ANALYSIS OF STRENGTHS, CHALLENGES, AND OPPORTUNITIES FOR GROWTH IN THESE AREAS.

The following data represents the academic performance of students at Campus Community School on DCAS in 2013-2014, as defined by the Delaware Academic Performance Framework. The overall rating on the Academic Performance Framework meets standard.

Student Growth on DCAS:

Math

- 62.4% of CCS students met their fall to spring instructional growth target as compared to 40.3% the previous year.
- 81.3% of CCS students in the lowest quartile exceeded their fall to spring instructional growth target as compared to 46.6% the previous year.
- 82.2% of CCS students were on track to achieve proficiency within 3 years or by 10th grade as compared to 63.3% the previous year.

Reading

- 56% of CCS students met their fall to spring instructional growth target as compared to 41.3% the previous year.
- 65.8% of CCS students in the lowest quartile met their fall to spring instructional growth target as compared to 22.5% the previous year.
- 78.1% of CCS students were on track to achieve proficiency within 3 years or by 10th grade as compared to 62.9% the previous year.

This year CCS has made significant gains in student growth in both math and ELA. Students in the lowest-performing group exceeded standard for math. CCS met standard in both math and ELA for making sufficient annual growth to maintain or achieve proficiency within 3 years or by 10th grade. Factors that contributed to dramatic growth include adopting a results driven system for school improvement including a renewed school-wide focus on data driven instruction and a continuous cycle of improvement, focused/targeted professional development, increased academic rigor, curriculum refinement, the adoption of curricular and instructional resources aligned to common core state standards, and increased use of mentors, tutors and volunteers.

Student Achievement on DCAS:

Math

- 67% of CCS students were proficient, compared to the State average of 66% and Capital School District average 63.9%.
- 53.2% of CCS students with low socio-economic status were proficient, compared to the State average of 57.5%.
- 31.4% of CCS students with disabilities were proficient, compared to the State average of 28.1%.
- 51.7% of African American students at CCS were proficient, compared to the State average of 55.8%.
- 68.8% of Hispanic students at CCS were proficient, compared to the State average of 65.1%.
- 81.2% of White students at CCS were proficient, compared to the State average of 78.9%.

Reading

- 68.4% of CCS students were proficient, compared to the State average of 70.2% and Capital School District 68%.
- 52.3% of CCS students with low socio-economic status were proficient, compared to the State average of 62.1%.
- 40.0% of CCS students with disabilities were proficient, compared to the State average of 30.4%.
- 53.3% of African American students at CCS were proficient, compared to the State average of 61.9%.
- 71.9% of Hispanic students at CCS were proficient, compared to the State average of 65.6%.
- 80.4% of White students at CCS were proficient, compared to the State average of 81.5%.

CCS students have demonstrated marked improvement in achieving proficiency in both math and ELA school-wide and within sub-groups compared to previous years' school results and current State averages. While CCS is demonstrating accelerated academic improvement for all students, focused attention needs to be given to further closing the achievement gap among our demographic subgroups in particular African American and Low SES students.

In addition to the data from the Academic Performance Framework, the following chart shows DCAS proficiency levels at each grade level across several years. Read across the rows to compare 2014 students to those students in the same grade level from a previous year. Read down a colored diagonal to follow the "same" group of students over several years.

Grade	Reading Spring 2011	Reading Spring 2012	Reading Spring 2013	Reading Spring 2014
2	72%	62%	43%	62%
3	71%	55%	55%	46%
4	50%	61%	60%	70%
5	68%	70%	62%	71%
6	67%	76%	63%	76%
7	63%	68%	65%	63%
8	62%	67%	65%	83%
Grade	Mathematics Spring 2011	Mathematics Spring 2012	Mathematics Spring 2013	Mathematics Spring 2014
2	69%	65%	78%	65%
3	61%	38%	51%	46%
4	55%	66%	35%	72%
5	53%	72%	54%	69%
6	29%	57%	59%	66%
7	43%	57%	58%	65%
8	48%	45%	47%	83%

We are proud of the academic growth and proficiency achieved during the 2013-14 school year. We worked diligently throughout the year to make the cultural shift to Common Core and data-driven decision-making to drive instruction. Looking at our end of year data, we considered what factors contributed to this tremendous growth and what areas still need increased attention.

There were several key strategies employed to accelerate achievement during the 2013-14 school year. The first was focused 6-8 week cycles of inquiry in Reading and Math to monitor student progress and plan for differentiated instruction that targeted students' areas of need. STAR Reading and Math was a main tool for progress monitoring. Data analysis and planning for differentiation/intervention was monitored primarily through data Professional Learning Communities (PLCs). In order to ensure a more consistent and comprehensive approach, data PLCs were increased to a weekly basis. Several half-day data analysis and planning sessions were also held throughout the school year. As part of this staff focus on data and student growth, student "ownership" of their own progress facilitated greater individual growth.

A second strategy used was to adopt a K-8 math curriculum aligned to common core standards and provide teachers with additional Math professional development and resources to support its implementation. To increase the effectiveness of our Math instruction and to prepare students for the next generation of testing, we hired a full time Math Specialist to work with students and teachers; established a bi-monthly Math PLC that focused on Rigor (conceptual understanding, fluency, application), analyzed and planned from the DCAS/Smarter Balanced comparisons, and Mathematical Practices; provided professional development; implemented a school-wide core curriculum (Investigations for K-5 and CMP3 for 6-8th); and added an Algebra class.

A third strategy used was to recommit to our initial work with the Common Ground for Common Core Plan. In the summer of 2013, we submitted a two-year plan to DOE with the following objectives in instruction and assessment:

- Continue to develop and document units of study aligned to the CCSS.
- Ensure instructional resources are aligned to CCSS and are common across all grade levels.
- Increase awareness and application of mathematical practices in all classrooms.
- Increase rigor of math instruction.
- Ensure a shared-responsibility for literacy instruction.
- Emphasize close reading and text-based responses in all classrooms.
- Implement a standards-based grading system.
- Prepare students and teachers for Smarter Balanced.
- Establish consistent school wide cycles of inquiry to drive student achievement.
- Ensure consistent analysis and use of formative assessment data.

The essence of the Common Ground for the Common Core Plan is to support the transition to a Common Core culture for teaching and learning. This plan provides a framework for action to ensure that CCS develops the structures and processes for creating the shift to an aligned common core standards based system for curriculum, instruction and assessment.

In addition to the strategies used with curriculum, instruction and assessment, there were significant changes made to the structures that support their implementation. They included increasing the length of the school day to allow for more instructional time, flexible/ability grouping for Math and Reading based upon STAR data results, mandatory summer school for failing students, targeting lowest performing students with more individualized academic time on task through the use of tutors, mentors, volunteers and the development of a special learning academy during spring break.

What we also learned is that while all students have experienced accelerated academic achievement, some sub-group student populations continue to lag behind in their performance, particularly African American and low income students. The Response to Intervention process and in particular differentiated instructional strategies are two areas that need concentrated work.

Moving forward into 2014-2015 Campus Communities top priorities include:

- Continue to improve student achievement for all students;
- Close the achievement gap among all student sub-groups;
- Maintain a school culture that is committed to high expectations, excellence and continuous improvement;
- Ensure all curriculum, instruction, assessment, and professional development practices are fully aligned to the Common Core.

We are looking for a continued upward pattern of student growth and academic achievement. Our strength lies in the commitment and persistence of our staff. Our challenges are our real opportunities.

FINANCIAL PERFORMANCE:

WHAT ARE THE SCHOOL'S FINANCIAL PERFORMANCE EXPECTATIONS THAT WILL DEMONSTRATE VIABILITY AND SUSTAINABILITY AS MEASURED BY THE PERFORMANCE FRAMEWORK? PROVIDE AN ANALYSIS OF STRENGTHS, CHALLENGES, AND OPPORTUNITIES FOR GROWTH IN THESE AREAS.

Based on Campus Community School's 2013-2014 Delaware Financial Performance Framework we have received an overall rating of "Meets the Standards". As shown from the data below we have met the standards for the last four years.

Year	1.a.	1.b.	1.c.	1.d.	2.a.	2.b.	2.c.	2.d.	Overall Rating
10-11	M	M	M	M	NR	M	NR	D	M
11-12	M	M	M	M	NR	M	NR	D	M
12-13	M	M	M	M	D	M	F	M	M
13-14	D	D	M	M	D	M	F	M	M

Campus Community School contracted with a new auditing firm for the 2013-2014 school year. This change resulted in some reclassification of assets, which in turn had an effect on the calculations of our ratios for this year. CCS staff and board members met with DOE to review the impact of these changes. Upon review, it was determined that the overall rating for CCS is "Meets Standards."

In addition to meeting the Overall Financial Performance Frameworks Standards, CCS received a clean audit opinion on its Single Audit performed by an independent CPA firm for fiscal year ended June 30, 2014. This audit also assures that CCS has appropriate internal controls in place. CCS has had clean audit opinions in all previous fiscal years.

The CCS Finance Committee meets monthly along with the Citizen's Budget and Oversight Committee, which meets 3 to 4 times per year to review our budget and ensure the financial stability of the school. In addition, the board of directors reviews and approves the financial report on a monthly basis. These reports are posted on the CCS website.

Strengths, Challenges, and Opportunities for Growth

Our greatest strength is our ability to continually provide prudent fiscal management and responsible financial stewardship over budgetary matters.

The biggest financial challenge that CCS has faced in the past years has been the loss of the facility that housed the grades 1-7 program on the campus of Wesley College. The loss of this free facility forced CCS to close its high school program and relocate its elementary and middle school programs into the facility it owns on Pear Street, Dover, DE. The lack of capital funding is a major obstacle.

CCS now operates as a fully enrolled K-8 school. In addition, we have waiting lists for some grade levels, especially 5th through 7th grade, which provides the opportunity for CCS to grow its elementary and middle school program. In addition to growing the student population, CCS must place a greater emphasis on identifying alternative sources of revenue such as grants and fundraising.

ORGANIZATIONAL PERFORMANCE:

WHAT ARE THE SCHOOL'S PERFORMANCE EXPECTATIONS IN MEETING ITS ORGANIZATIONAL RESPONSIBILITIES INCLUDING, BUT NOT LIMITED TO, ADMINISTRATIVE OPERATIONS, REPORTING, AND LEGAL RESPONSIBILITIES AS MEASURED BY THE PERFORMANCE FRAMEWORK? PROVIDE AN ANALYSIS OF STRENGTHS, CHALLENGES, AND OPPORTUNITIES FOR GROWTH IN THESE AREAS.

Campus Community School has an overall rating of "Meets Standards" based on the 2013-2014 Delaware Organizational Performance Framework. The only area that did not meet was 4c: "Is the school meeting all staff credentialing requirements?" During the 2013-14 school year, one teacher, a middle school mathematics teacher did not meet the highly qualified teacher (HQT) criteria. In the 2014-15 school year, the substitute teacher was replaced with highly qualified mathematics teacher. The other areas that are listed on the Delaware Organizational Performance Framework were rated as "Meets Standards." Campus Community School strives to receive "Meets Standards" in all categories.

Strengths, Challenges, and Opportunities for Growth

In the face of many challenges this year our greatest success has been the tremendous improvement in academic growth and achievement of all students. That being said, there were three challenges of historical significance that continue to impact CCS. They are (1) the loss of the free facility Wesley College provided for the elementary school, impacting our financial ability to provide additional resources for teaching and learning (2) establishing a standards-based common core culture for teaching and learning and (3) the changing demographics of the student population. These challenges have led to very positive and bold changes spearheaded by the CCS Board of Directors including:

- Changes to administrative leadership/school organization - appointment of an interim head of school the summer of 2013 and subsequent appointment of new school leader January 2014; appointment of a new school Principal; reappointment of the director of curriculum and instruction;
- Extensive board development activities including recruitment expansion training of members and development of board workgroups;
- Involvement in the Common Ground for Common Core DOE initiative;
- Realignment of budget priorities to purchase much needed instructional materials and additional resources (Mathematics Specialist);
- Collaboration and partnerships with multiple community-based organizations such as Communities in Schools and the Delaware Food Bank to address the multiplicity of health and human service needs of an ever growing low-income/living in poverty student population.

STATUS OF CONDITIONS PLACED UPON THE CHARTER:

There are no conditions on Campus Community School for the school year 2013-2014.

STUDENT RETENTION GOALS AND TARGETS:

The percentage of students who have re-enrolled from the prior year according to ESEA demographic categories.

85% (332 out of 392) of the non-graduating students enrolled at the end of the 2013-2014 school year re-enrolled in our program for 2014-2015. The schools' demographics for re-enrollment were as follows:

- Caucasian 81%
- African American 84%
- Multi-Racial 90%
- American-Indian <1%
- Pacific Islander <1%

The number of students who have left your school before the year is over or before the end of the charter school's grade configuration per ESEA demographic category and provide a summary of why they left.

A total of twenty students left school before the school year was over. Five students withdrew to attend an out of state school; 3 students left to attend private school; 1 student left to find more special services support; 1 left to attend a gifted /talented program; 1 left due to stated conflicts with CCS teaching methods and the remaining 11 cited "personal reasons" or provided no reason for leaving. The demographics of the population leaving included 11 white, 6 African American, and 3 Asian students.

Percentage of students who did not pass from one grade to the next.

Six students (<1%) were retained during the 2013-2014 school year.

Your plan to improve student retention and average daily attendance if less than your stated targets.

Our average daily attendance was 95% last year which meets our AYP target. It is our goal to retain 100% of our students from year to year. However, we recognize that CCS is a school of choice and our program may not be a "best fit" for everyone.

To address reasons for withdraw we have to first do a better job of understanding why families choose to leave CCS. The exit survey will be revised to gain further perspectives and an insight into student withdraws.

To address the issue of providing a program to address the needs of gifted/ talented students or an accelerated learning experience, in 2013-2014 school year, we offered advanced math courses to include Algebra and Pre-Algebra. We will continue to explore the options to develop advanced Math classes for elementary students and advanced Reading for middle school students. We also structured 45 minutes five times per week as “enrichment time”. Students who needed additional academic support were provided with remediation while more advanced students were exposed to supplemental curricular extensions in small group instruction settings.

During this academic year the department of special services was reviewed by an outside university expert consultant to provide guidance on organization and delivery of services. As part of the recommendations a restructuring of staff and organizational duties and the development of a Response to Intervention (RtI) plan for behavior were proposed for the 2014-15 school year. These report recommendations have been adopted for the 2014-15 school year.

INNOVATION:

Student Led Conferences

Historically, each trimester Campus Community School has conducted student-led conferences which include all students, parents and teachers. The purpose of the conferences is to allow students to take responsibility for their learning as well as accept accountability for their actions. The conferences include academic as well as behavior data. Beginning in the 2014-15 school year CCS will convert to a quarterly marking period. The student-led conferences will be conducted first and third marking period.

After School and Summer Enrichment Program

Campus Community School's 21st Century Community Learning Center offers an intensive summer and after-school enrichment program to students in grades k-8 focused on increasing access to high quality Science, Technology, Engineering, Art and Math instruction. "S.T.E.A.M. into Learning: Explore, Discover, and Create" features standards-based, supplemental instruction along with integrated enrichment projects.

Collaboration with multiple community based organizations offers the opportunity for children to engage in high interest extensions of the curriculum in addition to supporting their social and emotional growth.

The Goals of this program are to:

- (1) Increase academic achievement in math and science along with increased access to the Arts, Technology and Health/Wellness opportunities.
- (2) Increase school connectedness of participants, including families, caregivers, and school teachers through small group instruction, collaborative learning environments, mentoring and parent/child showcase opportunities.
- (3) Increase capacity of participants to become productive adults through increased academic achievement coupled with a focus on development of the whole child.

The summer program runs from 9:00 to 3:00 Monday – Friday for 6 ½ weeks. Core content instruction takes place in the morning with enrichment projects in the afternoon. The program includes three different afternoon enrichment opportunities aimed at school connectedness and increasing the possibility of students becoming productive adults through college and career readiness. The enrichment projects change every two weeks and take advantage of multiple community partnerships. Every week the students attend a full-day field trip relevant to the theme for the summer program.

Additionally, through participation in the afternoon enrichment portion of the program, students are able to make connections between the core

concepts and real world application. These STEAM projects will serve to strengthen competency, build teamwork and self confidence in participants, and expose children, who might not otherwise have enrichment opportunities, to participate in creative expression, peer mentoring, collaborative projects and technical application through discovery.

These experiences are aligned with the Delaware STEM Council Goals:

- (1) Expand the number of Delaware students who ultimately pursue advanced degrees and careers in STEM fields and broaden the participation of women and minorities in these fields.
- (2) Expand the STEM capable workforce to create, grow and attract STEM related businesses to Delaware.
- (3) Increase STEM literacy for all Delaware students including those who pursue non-STEM careers, but need STEM skills.

The after school program runs from 3:30-5:30 Monday, Wednesday, and Friday. Each afternoon begins with snack/games and then small group instruction in Math/Science/Literacy followed by small group enrichment projects. Each trimester (Sept-Nov; Dec-February; March-June) has a different enrichment focus which reinforces math and science standards as well as the mathematical practices.

Trimester 1 - STEM Robotics through a partnership with Computer Explorers

Trimester 2 - Dover Art League, local artists and CCS teachers work together to provide project based learning opportunities focused on creativity in the visual and performing arts.

Trimester 3 - Teamwork through physical activity and development of the whole child, including addressing social and emotional needs.

The 2014-2015 STEAM program will develop its curriculum cycle based on quarter semesters.

Multi Tier Behavior Plan

In the 2013-14 school year Campus Community employed a Behavior Coach to assist with the climate and culture of the school. The purpose of this new position was to provide support to faculty in structuring classroom procedures to minimize behavioral interruptions to learning and train teachers in effective strategies to quickly and effectively deal with disruption. In addition, the Behavior Coach handled students when removal from the classroom was necessary and facilitated the student's accountability for misbehavior and the return to class.

Student assemblies were held to encourage and support students taking responsibility for their choices and to celebrate growth and success in this area.

Moving forward into the 2014-15 school year this position will be eliminated. Upon recommendation of an outside consultant, CCS will plan to adopt a multi-tiered behavior support system, including a RtI Behavior Plan, to more adequately address issues of climate and culture in a systemic and holistic manner.

Academic Enrichment

All K-8 students participated five times a week in Academic Enrichment. The purpose of Academic Enrichment is to provide students with additional time to enhance their academic skills in the core content areas, especially Reading, Writing and Math. Some students may need more support, while others may need more of a challenge. Whole class and individual needs were considered when designing this time. Additional time for students on RTI tier 2 and 3 was met through Academic Enrichment. Every educator in our building was assigned to a group of students to help support their unique and individual needs.


DELAWARE DEPARTMENT OF EDUCATION CHARTER SCHOOL ANNUAL REPORT

CHARTER SCHOOL INFORMATION

Charter School Name: The Charter School of Wilmington

Mailing Address: 100 N. Dupont Road
City/State/Zip: Wilmington, DE 19807

Email: spaoli@charterschool.org
Telephone: 302-651-2727
Fax: 302-652-1246
Website: www.charterschool.org

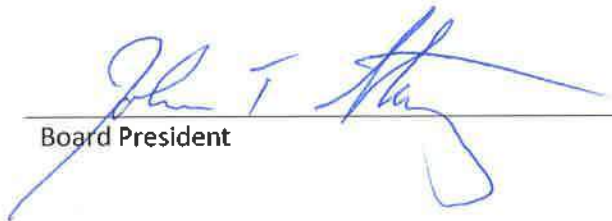
 SLD

Head of School

Date 11/25/2014

Head of School

Date



Board President

Date 11/25/2014

SUBMISSION DEADLINE: December 1st (September 30th for renewing charter schools)

All schools submit one (1) signed copy (PDF via email preferred) to the DDOE Charter School Office

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ABSTRACT

Our History

In 1995, a group of visionary leaders from the Wilmington business community, encouraged by then Governor Thomas R. Carper, joined forces with educational leaders from the Wilmington area and from the Red Clay Consolidated School District to form Delaware's first public charter school -The Charter School of Wilmington. The school serves students from 8 schools districts in Delaware and over 60 feeder schools.

Mission

The mission of The Charter School of Wilmington (CSW) is to engage highly motivated high school students with an interest in math and science by providing a challenging college preparatory curriculum in a safe, friendly and nurturing environment that integrates practical learning opportunities, sets high expectations, develops social responsibility and promotes a global perspective.

Vision

The vision shared by this group of leaders was to create a world-class STEM school for the state of Delaware and to share success with Delaware's public school system. The founding companies shared time, talent, and capital in the development of CSW. The influence of the founding companies is still felt today through their representation on the Board of Directors.

Targeted Population and Enrollment Demographics

The school's targeted population includes students who reside in New Castle County and have an interest in math and science.

Year	2009	2010	2011	2012	2013	2014
Enrollment				970	970	970

Enrollment Projections: 970 is our maximum enrollment number. See Appendix 1 for student demographic information.

ACADEMIC PERFORMANCE:

What are the school's academic performance outcomes that will demonstrate student growth, proficiency, and college and career readiness levels as measured by the Performance Framework? Provide an analysis of strengths, challenges, and opportunities for growth in these areas.

Academic Performance Review Rating:

2010 - 2011 Summary and Overall Rating: EXCEEDS STANDARDS

2011 - 2012 Summary and Overall Rating: EXCEEDS STANDARDS

2012 - 2013 Summary and Overall Rating: EXCEEDS STANDARDS

2013 - 2014 Summary and Overall Rating: MEETS STANDARDS

CSW has been annually ranked #1 in writing, math, science, and social studies of the Delaware Comprehensive Assessment System (DCAS) and #1 in reading for grades 10-12. CSW maintains an SAT average score (1894), well above the state and national average. In 2013, the Department of Education and Lt. Governor Denn cited our school as a Reward School: Highest Performing School. In November, 2013, CSW received the National Blue Ribbon Award from the U.S. Secretary of Education; our nation's top award given to schools based on academic performance. Charter is ranked #10 on Newsweek's America's Best High Schools List (September, 2014). Charter was ranked #5 on the Best High Schools list for STEM rankings (science, technology, engineering, math) by U.S. News & World Report (May, 2012). On April 21, 2011, CSW received a recommendation of 'Full re-accreditation without stipulations' from the Middle States Association (MSA) visiting committee.

When you take a look at the performance of The Charter School of Wilmington students versus the rest of the state, CSW students perform very well on the state's DCAS test. For example, the fall of 2013 testing in reading, 97% and 99% of students in the 9th and 10th grades at CSW were "proficient" compared to the rest of Delaware where 44% of 9th grade students were proficient and 50% of 10th grade students were "proficient." For Math, during the same time period, 100% of CSW's 9th grade students were proficient and 99% of 10th grade students were proficient compared to the rest of Delaware where 40% of 9th grade students were proficient and 42% of 10th grade students were proficient. In the spring of 2013, students take the second phase of DCAS testing in reading and math. In reading, 99% of CSW 9th grade students were proficient and 98% of 10th grade students were proficient. For the rest of Delaware, 66% of 9th grade students were proficient and 75% of 10th grade students were proficient. In math, 100% of CSW's 9th and 98% of 10th grade classes were proficient, while 67% of Delaware's 9th graders were proficient and 69% of 10th graders were proficient.

Strengths: CSW's organizational structure and climate (culture, atmosphere, standards), support our curriculum. The roles, responsibilities, and expectation of the administration and faculty are clearly defined. Administration, faculty, and support staff are qualified to provide a top quality educational experience. The Charter School of Wilmington is very fortunate to have such involved and caring students, parents, alumni and faculty. We have a strong communications system in place to engage all stakeholders when there's a need to share news. School counselors at the Charter School of Wilmington are an integral link in the educational system. They promote

educational success by enhancing the development of academic skills, interpersonal skills and self-understanding. This is achieved through a collaborative working relationship with teachers, parents, and Wellness Center staff. School counselors help students to recognize their innate talents and encourage them to share these talents with others in an increasingly diverse society. Our performance trends have stayed within a 5% margin at the highest end of the scale and results have been consistently 96% or greater in proficient and advanced categories. During the six years of testing, the state assessment has changed from DSTP to DCAS. This accounts for a small decrease in performance scores as the test went from paper and pencil to an online test delivery system. In addition to the online delivery, the new test is also adaptive. This means the questions will adjust depending on the student's skills and knowledge in an attempt to capture the highest accuracy of a student's performance.

Challenges and Opportunities for Growth: CSW has a history of academic excellence, but that does not mean we can afford to become complacent. We preach "excellence" at staff meetings all the time; strive to be more than just ordinary! CSW relies heavily on data, which plays a major role in our decision making. Meeting the needs of the students is vital, so teachers are required to assess the students, analyze the data, and make any adjustments they feel necessary. Parents and students are able to see the results of assessments on the Home Access Center (HAC) and are encouraged to communicate with the teacher with any/all concerns.

CSW's administration and faculty have developed and implemented a long-range strategic plan to improve its educational program. The plan is directly linked to our school's mission and operational plans and focuses on the continuous improvement of student performance and professional and organizational growth. The importance of professional development can't be overemphasized, especially in a field as vital as education. Only by continually assessing the latest research, techniques and knowledge in the profession can we hope to stay effective. It is critical for both young and veteran teachers to have ongoing and regular opportunities to learn from each other. Ongoing professional development keeps teachers up-to-date on new research on how children learn, emerging technology tools for the classroom, new curriculum resources, and more. CSW has developed our own Professional Learning Communities (PLC) where teachers are able to work and learn together to ensure high levels of learning for all students. The addition of the Junior Research Science project as a high school requirement by CSW has been hailed and embraced by the local science community (i.e., Christiana Care, Astra Zeneca, Verizon, Delmarva Power, Ashland Inc. and DuPont). Employees from these companies are participating in learning lunches and sharing their talents, creating internships for students, volunteering as science fair judges, and mentoring Junior Research students. New partnerships are being formed and the collaboration is extraordinary, ensuring The Charter School of Wilmington remains on a steady course and remains an innovative educational force in Delaware, and a national leader in STEM initiatives. Staff members are also visiting other top STEM schools across the country to gather "best practices" to incorporate into CSW's curriculum and planning.

FINANCIAL PERFORMANCE:

What are the school's financial performance expectations that will demonstrate viability and sustainability as measured by the Performance Framework? Provide an analysis of strengths, challenges, and opportunities for growth in these areas.

Financial Performance Framework:

2010 - 2011 Overall Rating: MEETS STANDARDS

2011 - 2012 Overall Rating: MEETS STANDARDS

2012 - 2013 Overall Rating: MEETS STANDARDS

2013 - 2014 Overall Rating: MEETS STANDARDS

The Charter School of Wilmington's overall financial rating for the past four years has been "Meets the Standard." This demonstrates our economic viability and achieves our financial performance expectation. This progress will be monitored through our annual performance review.

Financial Performance Goals:

Goal 1: The Charter School of Wilmington will meet the planned enrollment of 970 students.

CSW will continue to have open house meetings, school tours and advertise to encourage students to apply for admission. Historically, CSW has over 800 applicants for 225-250 positions and in the past, has met its planned enrollment. This goal will be tracked and measured by our Admissions Office and ultimately the September 30 unit count.

Goal 2: The Charter School of Wilmington will utilize cost-saving measures to maximize instructional resources.

CSW will continue to implement a departmental budget to maximize the instructional resources in the appropriate subject areas. Input for this budget is provided by the department chairs taking into consideration the funding constraints of a charter school. Preliminary budgets will be prepared in April of each year with a finalized budget by the end of October each year.

Goal 3: The Charter School of Wilmington will meet or exceed the near term requirements of the financial performance framework.

CSW will meet or exceed the current ratio requirement of 1.1. At the end of the last fiscal year, the current ratio was 3.43. CSW will also meet or exceed the unrestricted days cash requirement of 60 days. At the end of the last fiscal year, the unrestricted days cash was 134. CSW will use the budget process to ensure that this goal is met.

Goal 4: The Charter School of Wilmington will meet or exceed the sustainability requirements of the financial performance framework.

CSW will meet or exceed the margin requirements of a positive amount, the debt to asset ratio of less than .9 and to have a positive cash flow. At the end of the last fiscal year, the margin was -.29% (with the 3 year average of 3.38%), debt to asset ratio of .26 and a positive cash flow.

The current year negative margin of .29% is the result of the depreciation expense (non-cash) being greater than the capital purchases for that year. Under the fund method of accounting, as required by the Governmental Accounting Standards Board, the margin was 1.27%.

CSW will use the budget process to ensure that this goal is met.

ORGANIZATIONAL PERFORMANCE:

What are the school's performance expectations in meeting its organizational responsibilities including, but not limited to, administrative operations, reporting, and legal responsibilities as measured by the Performance Framework? Provide an analysis of strengths, challenges, and opportunities for growth in these areas.

Organization Performance Framework:

2011 - 2012 Overall Rating: MEETS STANDARDS

2012 - 2013 Overall Rating: MEETS STANDARDS

2013 - 2014 Overall Rating: TBD

The school's organization performance targets have been met. Additional evidence of the school's compliance with operational expectations can be found in the previous compliance monitoring reports for CSW issued by DDOE over the years: McKinney-Vento Homeless Act, Child Abuse Reporting Training, policies/procedures for students related to attendance/early dismissals, September 30th Unit Count, acceptable use policies, DIAA physicals for all student-athletes, reports made by our school nurse, DPAS II Evaluations, anti-bullying, chemical safety storage and disposal of hazardous materials (Science Department), special education audits (IDEA), and the school receives annual financial audits.

Strengths, Challenges, and Opportunities for Growth: The Charter School of Wilmington (CSW) administrative leadership consists of a President and Vice President who are Delaware State certified Principals. They are complemented by a team of five certified counselors, a Chief Financial Officer (CFO), a Public Relations/Development/Admissions Officer and an Athletic Director/Disciplinarian. Through weekly 2 hour "student services" meetings, all facets of school life are discussed and areas of concern identified and addressed. CSW has a waiting list of applicants every year. Our faculty/staff are committed to their profession and take great pride in delivering the best instruction and service to all stakeholders. Our parent involvement at CSW is second-to-none; their unwavering support is special and very much appreciated. The students, on the other hand, come prepared every day for the academic challenges and push themselves to be the best. Funding will continue to be our biggest challenge; always trying to find creative ways to financially support programs and meet the needs of our students. Sharing the building with Cab has been a great partnership; however, at the same time, we often find ourselves having to negotiate for space/rooms and time in the building. CSW will continue to grow by encouraging staff/faculty to take full advantage of professional development opportunities and to always share best practices with colleagues.

STATUS OF CONDITIONS PLACED UPON THE CHARTER:

Include:

- A status update of any conditions imposed upon the school's charter; and
- Your plan to meet any conditions that are currently "not met".

Status of Conditions Placed Upon the Charter

Our annual maximum student enrollment is 970 students.

STUDENT RETENTION GOALS AND TARGETS:

The percentage of students who have re-enrolled from the prior year according to ESEA demographic categories:

Students Retained	Students Withdrew	Total	Percentage
710	17	727	97.66%

Student Withdrawals and Reasons for Leaving – See Appendix 2.

For the 2013-2014 school year, 100% of all students passed from one grade to another.

CSW takes student and staff attendance very seriously. We have a clear policy that is strictly enforced and we communicate constant reminders to all stakeholders (via email, phone and letters to parents/guardians). CSW's attendance policy and average daily attendance goals have been consistently higher than the state average.

	'13-'14	'12-'13	'11-'12	'10-'11	'09-'10	'08-'09	'07-'08
Daily student attendance:	97%	97%	97%	96%	97%	97%	97%
High school graduation rate:	100%	100%	99%	99%	100%	100%	99%

INNOVATION:

STEM Focus, Curriculum and Collaboration with Cab

A group of visionary leaders from the Wilmington business community, encouraged by then Governor Thomas R. Carper, joined forces with educational leaders from the Wilmington area and from the Red Clay Consolidated School District to form Delaware's first public charter school -The Charter School of Wilmington. The Charter School of Wilmington believes that critical thinking, problem solving skills, and collaboration promote innovation. We also strive to develop an ethical learning environment that creates good decision making, habits and virtues. To appreciate all the unique differences within an interconnected and multicultural world community, CSW places a high priority on cultural awareness. Although our focus is STEM (Science, Technology, Engineering, Math), Charter students in collaboration with Cab Calloway School of the Arts, are enrolled in art, drama, concert band, jazz band, marching band, chorus and other musical groups.

CSW's organizational structure and climate (culture, atmosphere, standards), support our curriculum. The roles, responsibilities, and expectation of the administration and faculty are clearly defined. Administration, faculty, and support staff are qualified to provide a top quality educational experience. Our instruction focuses most heavily on developing our students' higher order skills: analysis, synthesis, and evaluation. We reach our objectives through a combination of traditional and innovative instructional techniques. Our lessons and assessments include: research projects, power points, essays, and various SMART Board presentations. Our educational objectives are: to develop students who are technologically literate and able to understand and make use of computers and laboratory instruments.

Our school offers a challenging, college preparatory curriculum. To graduate from The Charter School of Wilmington, students earn a minimum of 24.5 credits, compared to the State of Delaware's requirement of 24 credits.

Student Groupings

Our academic programs are structured so each student is placed in a level that will challenge one without being overwhelmed. To accommodate the range of abilities at The Charter School of Wilmington, we provide three levels of ability groupings which we call "phases." A student's phase is initially determined through placement testing. Students are challenged but not overwhelmed. The English Department carefully phases each incoming student by individually examining both the student's reading and language scores on the placement test and the student's writing ability demonstrated by the placement test essay.

Junior Research Program and Science Fair

The Junior Research program at The Charter School of Wilmington gives high school students with an interest in math and science an authentic, in-depth experience in scientific research. The actual process begins freshmen year with an Introduction to Science Research class that teaches basic research and laboratory skills. As sophomores, after spending time on background research, students propose a topic for investigation and create an experimental design for the investigation. During their junior year, once the proposal is polished and approved, students conduct the experiment with guidance from a mentor or science professional. Over a twelve month period, students are matched with mentors and in some cases, practicing science professionals, as they

research and actively investigate a specific scientific topic. The project can give every student at The Charter School of Wilmington the opportunity to experience long-term learning practices that build self-reliance and confidence. The addition of the Junior Research Science project as a high school requirement by CSW has been hailed and embraced by the local science community (i.e., Christiana Care, Astra Zeneca, Verizon, Delmarva Power, Ashland Inc., DuPont. etc.) All students are also required to participate in the Science Fair during their 11th grade year.

Technology/Lab Exposures

Through grants, donations and in-kind gifts, CSW has acquired three 3D printers, binocular LCD microscopes, a PCR Thermocycler, five spectrophotometers and a Fluid Dynamics Pump lab. Students also have access to a recently renovated freshmen Physics lab, Biology lab and the ING Computer Science Research Lab.

Community Outreach - Signature Programs

CSW students have engaged with the community over the past decade in several outreach programs which are having a positive and continuing impact:

1. *The Buddy Program*: A positive impact on the lives of special-needs elementary students at Richardson Park Learning Center through regular visits and buddy mentor relationships. (established 2002)
2. *Science Ambassadors*: Bringing positive enthusiasm to elementary students about science, with regular after-school activities at Shortlidge, Harlan, Elbert Palmer, Baltz, Lewis and Highlands as well as Eastside Charter, Edison Charter and Prestige Academy. (established 2005)
3. *STEAM Ambassadors*: STEAM Ambassadors (Science, Technology, Engineering, Art and Mathematics) are Charter School of Wilmington and Cab Calloway School of the Visual and Performing Arts student volunteers who work after school and on weekends to provide science and art enrichment activities and opportunities for elementary school children throughout the year. (established 2013)
4. *Science Expo*: Originally hosted at the CSW campus, this event is now hosted at the Delaware Children's Museum in order to facilitate access for students in city communities. CSW students encourage an interest in science through the use of science kits and participation. (established 2005)
5. *The Jefferson Council*: CSW's Jefferson Council was honored by the Jefferson awards as the 2014 National Silver Students in Action recipient for their philanthropic contributions to the community. Our students accumulated approximately 37,900 service hours with a financial impact of nearly \$900,000 for the 2013-2014 school year.

Community Partnerships

New partnerships are being formed and the collaboration is extraordinary, ensuring The Charter School of Wilmington remains on a steady course and remains an innovative educational force in Delaware, and a national leader in STEM initiatives. Staff members are also visiting other top STEM schools across the country to gather "best practices" to incorporate into CSW's curriculum and planning. Last year, CSW enrolled as a pilot school for Delaware's SPARC initiative. The program is designed to help students, youth and adults connect with local employers, gain first-hand knowledge of the workplace and develop career and college readiness skills. Opportunities with local colleges and museums are also being explored.

Block Schedule, Study Halls and Activity Periods

With the 2nd year of block scheduling, CSW is continuing to provide study halls and activity periods, helping to reduce student stress and allow student participation in over 70 clubs and activities.

Fluid Dynamics Course

Charter offers a Fluid Dynamics course with a PumpLab™ Centrifugal Pump and Process Control System modeled from a 3rd year University of Delaware class. Created as an independent study course in 2012, the class evolved into a semester class in 2013 due to its popularity.

Advanced Placement Offerings and Advanced Courses

The Charter School of Wilmington uses an Integrated Math curriculum. Students may enroll in seventeen AP classes. Post Advanced Placement courses include Optics, Fluid Mechanics, Modern Physics, Embedded Systems, Calculus 3 and Differential Equations, typical college level courses. We also offer two University of Delaware online classes, BISC 105 (Human Heredity and Development) and ANTH 101 (Anthropology).

Global Exchange Programs

Student/faculty exchange programs have been initiated with high schools in Taiwan, Italy, and Spain as part of our global expansion program introducing our students and faculty to new cultures and teaching methods.

Academic Competitions

CSW students have been successful in inter-scholastic and academic competitions placing at the top in state, national, and international competitions. These events are inclusive of varied disciplines; Science Olympiad, Math League, Envirothon, U.S. Physics Team, Mock Trial, Model United Nations, Academic Bowl, and World Quest. CSW writing and reading performances regularly receive State and national recognition.

Athletic Success

Our growth has provided the school an opportunity to excel beyond the academic arena. The athletic programs have grown in size and scope as well. CSW enjoys the highest rate of student participation in interscholastic athletics in Delaware. CSW teams have earned several conference and state championships in a variety of sports.

Community Support

As a charter school, we do not receive any capital funding. We continue to supplement our revenue stream through fundraising and grant-writing. Our Parent Association, Blue & White Club (sports boosters) and faculty, parent and alumni donations, generate additional funds to help offset the cost of our sports program, broaden our range of classes and extracurricular activities, provide transportation for sports, and complete minor facility improvements.

The Charter School of Wilmington Oct 13, 2014 Enrollment

Public School District	9th	10th	11th	12th	Totals	%
Colonial (34)	6	7	17	12	42	4.3%
Christina (33)	19	14	47	44	124	12.8%
Red Clay (32)	205	211	144	120	680	70.0%
Brandywine (31)	4	9	15	26	54	5.6%
Appoquinimink (29)	9	7	21	30	67	6.9%
Smyrna (24)	0	0	1	1	2	0.2%
Caesar Rodney (10)	0	1	1	1	3	0.3%

Totals 243 249 246 234 972 100.0%

Racial Data	9th	10th	11th	12th	Totals	%
American Indian	1	2	0	1	4	0.4%
African American	10	13	26	9	58	6.0%
Asian	76	58	59	65	258	26.5%
Hispanic	8	7	10	7	32	3.3%
Caucasian	147	169	150	152	618	63.6%
Native Hawaiian Pacific Islander	1	0	1	0	2	0.2%

Totals 243 249 246 234 972 100.0%

Gender	9th	10th	11th	12th	Totals	%
Male	126	122	113	128	489	50.3%
Female	117	127	133	106	483	49.7%

Totals 243 249 246 234 972 100.0%

13-14 Student Retention and Goals

Students Retained	Students Withdrawn	Total	Percentage
710	17	727	97.66%

Student ID	Student Name	Grade	Withdrawal Date	Entry With Withdrawal Code
220299	Student 1	11	01/06/2014	TO OUT-OF-STATE SCH
373262	Student 2	10	01/31/2014	Transferred to a School Outside the Country
297233	Student 3	10	06/06/2014	TO A PRIVATE SCH
019403	Student 4	10	06/06/2014	TO BRANDYWINE
308223	Student 5	10	06/06/2014	TO OUT-OF-STATE SCH
090797	Student 6	09	06/06/2014	TO RED CLAY
288692	Student 7	11	08/25/2014	TO A PRIVATE SCH
693405	Student 8	11	08/25/2014	TO A PRIVATE SCH
96014	Student 9	11	08/25/2014	TO CAPITAL
341139	Student 10	10	08/25/2014	TO A PRIVATE SCH
158828	Student 11	09	08/25/2014	Transferred to a School Outside the Country
566975	Student 12	10	08/25/2014	TO RED CLAY
616168	Student 13	10	08/25/2014	TO A PRIVATE SCH
330624	Student 14	10	08/25/2014	TO A PRIVATE SCH
014466	Student 15	10	08/25/2014	TO A PRIVATE SCH
232609	Student 16	12	08/26/2014	WILL GRADUATE JUNE
930757	Student 17	11	09/17/2014	TO HOME SCH



STATUS AND FOCUS OF CURRICULUM

Independently operated public school established in 1996 with a focus on mathematics and science.

CORPORATE SPONSORS

The 1996 Consortium Member Companies include Bell Atlantic, Delmarva Power, DuPont Company, Hercules, Inc., Medical Center of Delaware, and Zeneca, Inc.

Today, employees of these companies continue to serve on the school's Board of Directors.

ENROLLMENT (2014-2015)

970

NATIONAL RANKINGS/AWARDS

The Charter School of Wilmington is ranked #10 on Newsweek's America's Best High Schools List (September, 2014).

The Charter School of Wilmington is a National Blue Ribbon School designated by the U.S. Department of Education (September 2013).

The Charter School of Wilmington was ranked the #5 STEM (science, technology, engineering, math) High School in the nation by U.S. News & World Report (May, 2012).

MISSION

The mission of The Charter School of Wilmington is to engage highly motivated high school students with an interest in math and science by providing a challenging college preparatory curriculum in a safe, friendly and nurturing environment that integrates practical learning opportunities, sets high expectations, develops social responsibility and promotes a global perspective.

COMMUNITY SERVICE

The Jefferson Council focuses on promoting service in the community by following the Jefferson Awards' seven goals. CSW students accumulated 37,900 service hours with a financial impact of \$900,000 (2013-2014). CSW placed 1st in the state, 2nd in the U.S. and is 1 of 9 Ambassador Schools in the nation.

OTHER COURSE REQUIREMENTS

24.5 credits required for graduation including: at least 10 credits in mathematics and science; 4 years of english; 3 years of social studies; 2 years of world language; Junior Research; health, physical education, and electives.

STUDENT:TEACHER RATIO

20:1

AVERAGE CLASS SIZE

22

COLLEGE PLACEMENT RATE

99%

RECENT ACHIEVEMENTS

- "Superior performance" rating for overall school performance in Delaware Public School accountability ratings
- Recognition School by the Delaware Department of Education for exceptional performance (October, 2013)
- Top-scoring high school in the State on Delaware Math Assessments (1998-2014)
- Top-scoring high school in the State on Delaware Reading Assessments (1998-2014 10th -12 grades)
- Top-scoring high school in the State on Delaware Writing Assessments (1999-2014)
- Top-scoring high school in the State on Delaware Science Assessments (2000-2014)
- Top-scoring high school in the State on Delaware Social Studies Assessments (2000-2014)
- Highest average SAT scores in the State (among all public high schools) (2000-2014)
- 2013-14 DIAA State Sportsmanship Award
- National Merit Scholarship Winners (2002-2014)
- 248 students earned AP Scholar Awards in 2014 from the College Board
- First place in State at Delaware Science Olympiad (2000-2014); top one third in National Science Olympiad
- Academic Bowl-State Champion (2002-2009, 2011-2014) 2009 National Champion
- State and National French, Latin and Spanish contest winners (2003-2014)
- First place at Delaware Math League Invitational (both 9th grade team & 10th-12th grade teams; 2000-2014)
- Students placed first in the State individually Delaware Math League Invitational (2000, 2003, 2004, 2005, 2006, 2007, 2008, 2010, 2014)
- First Place in Regional Delaware Math League (2001-2014)
- First Place in State in Delaware Envirothon (1999, 2000, 2002-2014) (1st place in North America - 2008)
- First Place "Best of Show" Award at Delaware Science Expo (1999-2014)
- First Place in Odyssey of the Mind Competition (2002-2014)
- United States Presidential Scholar Student (2002, 2003, 2006, 2007, 2008, 2009, 2010, 2013)
- United States National Physics Team (2002-2014); 42 semifinalists and 11 U.S. Physics Team members
- 2003 gold medalist International Physics Olympiad; 2007, 2008 silver medalists International Physics Olympiad
- Three Davidson Fellows Scholarship Awards from the Davidson Institute for Talent Development
- Delaware Mock Trial Competition 8 time State Champions 2006-2011, 2013, 2014 and 3rd place in Nation 2008
- World Quest State Champions 2007-2014; 4th place in Nation 2008; 9th in Nation 2009, 2013
- National Senate Youth Scholar 2005, 2007, 2008, 2009, 2012, 2014
- Youth in Government Best Senator and Best First Year Participant 2013
- Delaware Theater Company – DE Young Playwrights Festival (3 finalists 2012, 2 finalist 2013)
- Eight Professional Publications Presented at International Computer Science Conferences since 2004
- National Boys State President 2011, Vice President 2007
- National Girls State Chief Justice 2014
- USA Biology Olympiad semifinalist & finalist – Gold Medal International Competition 2008, 2009, 2011, 2012, 2013
- FIRST Tech Robotics Regional Champion 2006, 2009, 2011 Regional participant 2005-2014; World Championships participant 2005-2007
- West Point Bridge Contest - National semifinalists 2013, 2014; National finalist 2013
- Technology Student Association - 24 medals 2013, 2014 state conferences
- USA Today All-USA Teacher 2005
- 2009 Life Sciences Educator's Award Columbus Scholar
- Delaware State Chamber of Commerce Superstars in Education teaching award
- Superstars in Education Award winner
- First place Smart Drive Program scholarship winner (2008, 2009)
- State Brain Bee Champion 2010-2014; 8th in Nation 2011, 6th in Nation 2012
- 2011 Gold Banner, 2012 Silver Banner Winner for Jefferson Council Volunteer Awards; 2013, 2014 Delaware Recipient For Outstanding Service; 1 of 9 Ambassador Schools In U.S.
- 18 out of 20 winners in 2011 Delaware Today's Best High School Essayist Contest (including first place)





BUS TRANSPORTATION

Contracted bus transportation is provided throughout New Castle County.

DRESS CODE

Students must wear school shirts with a visible CSW logo. Pants, shorts, slacks, and skirts must meet the CSW dress code. Athletic shoes, dress shoes, and sandals with straps may be worn. No flip-flops are permitted.

IMPORTANT DATES

Open House:
October 18, 2014 9 a.m. to 12 noon

December 13, 2014 or
January 10, 2015

Placement Test 7:45 a.m. - 12:00 noon
(for 8th grade students applying
for 9th grade)

ADMISSIONS

Ms. Donna Urban
(302) 651-2727 (phone)
(302) 652-1246 (fax)
durban@charterschool.org (e-mail)

ADDRESS

The Charter School of Wilmington
100 N. Dupont Road
Wilmington, Delaware 19807
www.charterschool.org



SCAN ME FOR ADMISSIONS INFORMATION!

SPORTS, CLUBS, ACTIVITIES

- Academic Bowl
- Alex's Lemonade Club
- Anime Club
- Art Club
- Asian Student Association
- Association for Computing Machinery
- Athletic Training Club
- Badminton Club
- Basketball Club
- Beads for Life
- Bible Club
- Blue-Gold Club
- Board Club
- Bollywood Dance Club
- Chemistry Olympiad
- Chess Club
- Chess Team
- Concert Band
- Cure Club
- Discussion Club
- Dodgeball Club
- Dream Catchers Foundation
- Dress Drop
- Engineering Club
- Environmental Club
- Envirothon
- Fantasy Football Club
- Fencing Club
- FIRST Tech Robotics Club
- Foreign Film and Culture Club
- French Club
- Gaming Development/Programming Club
- Gaming Guild
- Gender Equality Club
- Gender Sexuality Alliance
- Hearts for the Sacred Spirit
- Hiking Club
- HUG (Helping Underprivileged Globally)
- Improv Club
- International Fusion Dance Team
- Italian Club
- Italian Exchange Program
- Jazz Band
- Jefferson Council
- Key Club
- League of Legends Competitive Team
- Learning Lunches
- Life Smarts
- Linguistics Club
- MAC (Music for A Cause)
- Marching Band
- Math League
- Math Modeling Teams
- MED Club
- Mentoring Buddy Program
- Mock Trial
- Model UN
- National Honor Society
- Neurocurrents Brain Sciences Magazine
- Next Generation Science Club
- Odyssey of the Mind
- Off the Coast Conservation
- Outdoors Club
- PAW (People for Animal Welfare)
- Physics/Astronomy Club
- Poetry Club
- Pokemon Club
- Red Clay Secondary Orchestra, Select Orchestra & String Quartet
- Red Cross Club
- Relaxation Club
- Ronald McDonald House Teen Troop
- Russian Club
- SAGE Club
- Science Ambassadors
- Science Olympiad
- Ski Club
- Spanish Club
- Spanish Exchange Program
- Spanish Honor Society
- Stock Market Club
- Student Government Association
- Support Our Soldiers
- Sustainability- Looking Towards the Future
- Table Tennis Club
- Taiwan Exchange Program
- Tangents Literary Magazine
- Technology Student Association (TSA)
- Ultimate Frisbee
- Under-Represented Minority Club
- West Point Bridge Contest
- World Quest
- Yearbook
- YELL (Youth to Eliminate Loss of Life)
- Youth in Government
- Baseball
(varsity, junior varsity, freshman)
- Boys & Girls Cross Country
- Boys & Girls Lacrosse
(varsity, junior varsity)
- Boys Basketball
(varsity, junior varsity, freshman)
- Boys Soccer
(varsity, junior varsity, freshman)
- Boys Volleyball (club)
- Rowing (club)
- Fall Cheerleading
(varsity)
- Field Hockey
(varsity, junior varsity, freshman)
- Football (varsity, junior varsity)
- Girls Basketball
(varsity, junior varsity, freshman)
- Girls Soccer (varsity, junior varsity)
- Girls Volleyball
(varsity, junior varsity, freshman)
- Golf
- Indoor track (boys & girls)
- Outdoor track (boys & girls)
- Softball (varsity, junior varsity)
- Swimming (boys & girls)
- Tennis (boys & girls)
- Varsity Dance Team
- Wrestling (varsity, junior varsity)



The Charter School of Wilmington: The school opened its doors in September of 1996 as one of the most significant initiatives for improving public education in Delaware. A consortium of six local companies, together with teachers, parents, and community leaders, organized Delaware's first independently operated public school with an emphasis on the study of math and science. CSW is regionally accredited by the Middle States Association.

Demographics: The Charter School of Wilmington has an ethnically diverse student body of 970 students reflecting the community we serve. Our students represent eight different public school districts and multiple Catholic and Independent schools.

Mission: The mission of The Charter School of Wilmington is to engage highly motivated high school students with an interest in math and science by providing a challenging college preparatory curriculum in a safe, friendly and nurturing environment that integrates practical learning opportunities, sets high expectations, develops social responsibility and promotes a global perspective.

Focus: The special focus of The Charter School of Wilmington is math, science and computer education. At least 10.5 of the required 24.5 credits must be earned in these areas.

Curriculum: The program offers a challenging, college preparatory curriculum. To graduate from The Charter School of Wilmington, students earn a minimum of 24.5 credits, which includes an experimentally designed research project.

Math	4.0	Science	4.5
Computer Science	.5	Social Science	3.0
Math/Science/Computer	1.0	Physical Ed.	1.0
English	4.0	Electives	3.5
Foreign Language	2.0	Health	.5
Junior Research Project	.5		

CSW operates on a **modified block schedule** over a two-day period. Students can register for seven course credits, except for ninth grade (6.5).

Advanced Placement Courses: This year AP courses are offered in Calculus (AB & BC), Statistics, Biology, Chemistry, Physics C, Environmental Science, Computer Science A, English Literature, English Language, Latin, Spanish Language, French Language, Psychology, U. S. History, U. S. Government and Economics. A few students may schedule AP Studio Art or AP European History with a neighboring school. There is no limit to the number of AP courses requested. Post-AP courses include Calculus 3 and Differential Equations.

- CEEB SCHOOL CODE:** 080164
- President:** Dr. Samuel D. Paoli
- Vice President:** Eric M. Anderson
- College Counselors:** Mary E. Maslar
Ryan Mitchell
- Guidance Counselors:** Sharon Bryant
Jon Gillespie (Dept. Chair)
Holly Gosser
- College Counseling Assistant:** Maria Fiscella

Ability Groupings (Phases): Our academic programs are structured so each student is placed in a level that will challenge one without being overwhelmed. To accommodate the range of abilities, we provide three levels of ability groupings known as phases. Each student's phase is initially determined through an assessment process required for acceptance and entrance into The Charter School of Wilmington. Three phases exist prior to the AP level of courses (levels 3, 4, and 5) with Phase 5 designated as Honors.

- Phase 3** College prep; average to above average ability - 75th to 84th percentile nationally
- Phase 4** College prep; above average ability - 85th to 92nd percentile nationally
- Phase 5** College prep; highest ability - HONORS 93rd to 99th percentile nationally

Class Rank: Because our admissions process evaluates aptitude, achievement, and interest in the study of mathematics, science, and technology, class rank is not published except for scholarship requirements. Percentile ranking is available upon request.

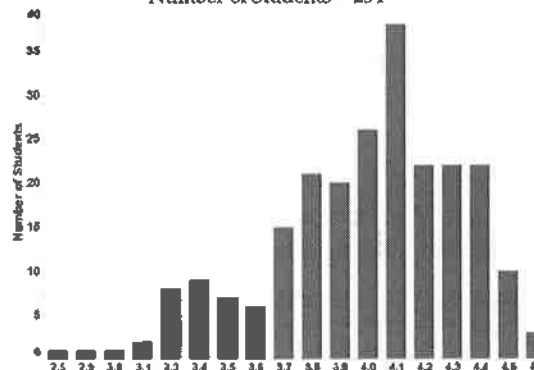
Grade Point Average: Effective for the class of 2015 and beyond, the grading scale is a modified 10-pt. system with GPA calculated on a 4.0 scale with weight given to higher phases. Only the GPA is weighted. The numerical grades are not weighted on the transcript.

All phased classes are counted in the weighted GPA. **Non-phased courses (i.e. courses listed on the transcript without a 3, 4, 5, 6 in front of the course name) do not receive any weight. Phase 3 (college prep) also does not receive any weight.** All GPAs listed are either interim or final GPAs for the year listed. Unweighted GPAs are available upon request.

GRADING SCALE EFFECTIVE FOR THE CLASS OF 2015

Grade	Numeric	Quality Points
A	93-100	4.0
A-	90-92	3.7
B+	87-89	3.3
B	83-86	3.0
B-	80-82	2.7
C+	77-79	2.3
C	73-76	2.0
C-	70-72	1.7
D	66-69	1.0
F	65 and below	0.0
Level	Points Added to Weighted GPA	
AP	+1.0	
Phase 5	+.50	
Phase 4	+.25	

G. P. A. Distribution (Class of 2015)
Number of Students = 234



- 2015 Class National Merit Semifinalists - 28
- 2015 Class National Merit Commended Students - 26
- 2015 Class National Hispanic Scholar - 2
- 2015 Class PSAT median: CR-61.7, M-64.0, WR-59.5
- 2014 Class SAT average (1933): Cr-640, M-654, Wr-639
- 2014 Class College Matriculation: 99% (4 yr.) 1% (2 yr.)

COLLEGE ACCEPTANCES 2013/2014

Albright College · Albany College of Pharmacy and Health Sciences · Allegheny College · American University · Amherst College · Appalachian State University · Arcadia University · Arizona State University · Auburn University · Austin College · Barnard College · Barry University · Barton County Community College · Bates College · Belmont Abbey College · Bloomsburg University · Boston College · Boston University · Bowdoin College · Bowling Green University · Brandeis University · Brigham Young University · Brown University · Bryn Mawr College · Bucknell University · Butler University · California Institute of Technology · California Polytechnic State University at San Louis Obispo · Carleton College · Carnegie Mellon University · Case Western Reserve University · Catawba College · Cedar Crest College · Champlain College · Chestnut Hill College · Christopher Newport University · Clark University · Clarkson University · Clemson University · Coast Guard University · Coastal Carolina University · Coe College · Colby College · College of Charleston · Columbia College Chicago · Columbia University · Converse College · Cornell University · Dartmouth College · Davis & Elkins College · Delaware State University · Delaware Technical & Community College · DeSales University · Dickinson College · Drexel University · Duke University · Duquesne University · Eastern University · East Carolina University · Eckerd College · Elizabethtown College · Elon University · Emerson College · Emory University · Fairleigh Dickinson University · Fashion Institute of Design · Fashion Institute of Technology · Flagler College · Florida Atlantic University · Florida Gulf Coast University · Florida Institute of Technology · Florida Southern College · Florida State University · Fordham University · Franklin & Marshall College · Frostburg State University · George Mason University · George Washington University · Georgetown University · Georgia Institute of Technology · Georgia State University · Gettysburg College · Goldey Beacom College · Gordon College · Goucher College · Grinnell College · Guilford College · Gwynedd-Mercy College · Hamilton College · Hampton University · Hartwick College · Harvard University · Haverford College · High Point University · Hobart and William Smith Colleges · Hofstra University · Hood College · Howard University · Illinois Wesleyan University · Immaculata University · Indiana University at Bloomington · Indiana University of Pennsylvania · Ithaca College · Jackson State University · James Madison University · Johns Hopkins University · Johnson and Wales University · Juniata College · Kenyon College · King's College · Lafayette College · LaSalle University · Lebanon Valley College · Lehigh University · Liberty University · Lincoln University · Lock Haven University · Louisiana State University · Loyola University of Maryland · Lynchburg College · Macalester College · Mansfield University of Pennsylvania · Marist College · Marquette University · Marymount Manhattan College · Marymount University · Massachusetts College of Art and Design · Massachusetts Institute of Pharmacy · Massachusetts Institute of Technology · McDaniel College · McGill University · Mercyhurst College · Messiah College · Miami University (OH) · Michigan State University · Middlebury College · Millersville University · Mississippi State University · Monmouth University · Montclair State University · Moravian College · Morgan State University · Mount St. Mary's University · Muhlenberg College · Nazareth College · Neumann University · New College of Florida · New Jersey Institute of Technology · New York Institute of Technology · New York University · North Carolina A&T State University · North Carolina State University · Northeastern University · Northwestern University · Norwich University · Oberlin College · Ohio State University · Ohio University · Ohio Wesleyan University · Old Dominion University · Oxford College of Emory University · Oxford University · Pace University · Parsons New School for Design · Paul Smith's College · Pennsylvania College of Art and Design · Pennsylvania College of Technology · Pennsylvania State University (Altoona, Berks, Brandywine, Erie, Harrisburg, Mount Alto, University Park) · Pfeiffer University · Philadelphia University · Polytechnic Institute of New York University · Pratt Institute of Art · Princeton University · Providence College · Purdue University · Queens University of Charlotte · Quinnipiac University · Radford University · Regent University · Rensselaer Polytechnic Institute · Rice University · Rider University · Roanoke College · Rochester Institute of Technology · Rose-Hulman Institute of Technology · Rosemont University · Rowan University · Rutgers University · Saint Joseph's University · Saint Louis University · Salisbury University · Savannah College of Art and Design · School of Visual Arts · Seton Hall University · Shippensburg University · Siena College · Skidmore College · Smith College · Southwestern University · Spellman College · St. Andrews University · St. John's University · St. Mary's College of Maryland · Stanford University · State University of New York: (Albany, Binghamton, Buffalo, ESF, Maritime, Stony Brook) · Stevens Institute of Technology · Stevenson University · Susquehanna University · Swarthmore College · Syracuse University · Temple University · Texas Christian University · The Catholic University of America · The College of New Jersey · The College of William and Mary · The College of Wooster · Thiel College · Thomas Jefferson University · Towson University · Trinity College · Tufts University · Tulane University · Union College · United States Air Force Academy · United States Coast Guard Academy · United States Merchant Marine Academy · United States Military Academy at West Point · University of Advancing Technology · University of Alabama · University of Arizona · University of British Columbia · University of California (Berkeley, Davis, Irvine, Los Angeles, San Diego, Santa Barbara) · University of Chicago · University of Colorado at Boulder · University of Connecticut · University of Dayton · University of Delaware · University of Findlay · University of Florida · University of Guelph · University of Hawaii at Hilo · University of Illinois · University of Illinois at Urbana-Champaign · University of Indiana at Bloomington · University of Kansas · University of Kentucky · University of Maine · University of Mary Washington · University of Maryland · University of Maryland Baltimore County · University of Massachusetts Amherst · University of Massachusetts Boston · University of Massachusetts Dartmouth · University of Miami · University of Michigan Ann Arbor · University of Minnesota Twin Cities · University of Mississippi · University of Montana · University of New Haven · University of North Carolina (Chapel Hill, Charlotte, Greensboro, Wilmington) · University of North Florida · University of Notre Dame · University of Oregon · University of Pennsylvania · University of Pittsburgh · University of Rhode Island · University of Richmond · University of Rochester · University of Scranton · University of South Carolina · University of South Carolina Upstate · University of South Florida · University of Southern California · University of Tampa · University of Tennessee · University of Texas at Austin · University of the Sciences · University of Toronto · University of Vermont · University of Virginia · University of Washington · University of Waterloo · University of Wisconsin – Madison · Ursinus College · Utah State University · Valley Forge Military Academy · Vanderbilt University · Vassar College · Villanova University · Virginia Commonwealth University · Virginia Polytechnic Institute · Virginia Wesleyan College · Wagner College · Washington College · Washington and Jefferson College · Washington and Lee University · Washington University in St. Louis · Wellesley College · Wesley College · West Chester University · West Virginia University · Western State College of Colorado · Westminster College · Widener University · Williams College · Wilmington University · Worcester Polytechnic Institute · Xavier University · Yale University · Yale-National University of Singapore College · York College of Pennsylvania

The Charter School of Wilmington Academic Award Summary 2013-2014 School Year

General Academic Performance (Historical)

- The Charter School of Wilmington is ranked #10 on Newsweek's America's Top High Schools List (September, 2014).
- The Charter School of Wilmington is ranked #30 on the Daily Beast's Top High Schools List (September, 2014).
- The Charter School of Wilmington was named a 2013 National Blue Ribbon School by the U.S. Department of Education (September, 2013).
- The Charter School of Wilmington was ranked #62 on Newsweek's America's Best High Schools List (May, 2013).
- The Charter School of Wilmington was named a Recognition School by the Delaware Department of Education for exceptional performance and received a \$50,000 Award (October, 2013).
- The Charter School of Wilmington was ranked the #5 STEM (science, technology, engineering, math) High School in the nation by U.S. World News & World Report (May, 2012).
- The Charter School of Wilmington continues to have the highest high school scores on every Delaware State Assessment Test for 10-12th grade.
- The Charter School of Wilmington continues to have the highest SAT scores in the State among all public high schools.

Team Awards

- First in the state at the 2014 Delaware Science Olympiad
- First in the state at the 2014 World Quest Competition
- First in the state at the 2014 Academic Bowl

- First Place in Regional Delaware Math League 2014
- First Place Delaware 2014 Odyssey of the Mind Competition
- First Place Delaware 2014 Envirothon Competition
- First in the state at the 2014 Mock Trial Competition
- 2014 Recipient for Outstanding Service for Jefferson Council Volunteer Awards;
1 of 9 Ambassador Schools in the nation

Individual Student Achievements

- 23 students selected as National Merit Semifinalists
- 23 students selected as National Merit Finalists
- 35 students selected as National Merit Commended Students
- Student named National Girls State Chief Justice 2014
- Student named National Senate Youth Scholar 2014
- 8 students present professional publications at International Computer Science Conferences since 2004
- Two Delaware Secretary of Education 2014 Scholars

Sports Achievements

- 2013-2014 DIAA State Sportsmanship Award
- Girls Swimming and Diving Team won 2014 State Championship (7th state championship in a row)
- Many teams advanced to the state finals and playoffs during the 2013-2014 school year.
- Many CSW athletes received post-season All-Conference and All-State Honors

DELAWARE CHARTER SCHOOL ANNUAL REPORT

CHARTER SCHOOL INFORMATION

Charter School Name: Delaware Academy of Public Safety and Security

Mailing Address: 801 North DuPont Highway
City/State/Zip: New Castle , Delaware 19720

Email: charles.hughes@dapss.k12.de.us
Telephone: 302-322-6050
Fax: 302-322-4029
Website:

Charles Hughes

Head of School

Date

Charles E. Hughes

Head of School

9/30/2014

Date

Charlie Copeland

Board President

9/30/2014

Date

SUBMISSION DEADLINE: December 1st (September 30th for renewing charter schools)

All schools submit one (1) signed copy (PDF via email preferred) to the DDOE Charter School Office

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ABSTRACT

The Board of Directors is proud to again share that the foundational goal of our Academy, to become a viable educational option that ultimately increases Delaware's high school graduation rate and provides cadets with first responder skills and certifications, is achievable. We now have more evidence of our vision's success and are confident in our capacity to continue our positive trends.

Delaware Academy of Public Safety and Security has now completed a full year at the new location. Our enrollment numbers increased and our operational expertise expanded as we added a full year of grades 9 through 11 academic programs. This increase impacted both on the academic front as well as the Public Safety offerings. Our new space, which we are expanding again for the 2014-15 school year, has provided more classroom and training space.

It was critical for our culture of academic success that over the course of the 2013-14 school year our Academy work, school wide, to improve results on the DCASS assessment. The improvement plan shared as part of our 2012-13 annual report was implemented during the 2013-14 school year. The results were important and significant.

DCASS results for the 2013-14 school year reported , often time double digits in critical areas of ELA and Math. Of note, 85 % of cadets scoring in our lowest quartile in math meet growth targets and 74% did so in ELA. At almost every data point, our Academy showed improvement and was able to return the scoring trends to a positive trajectory.

Over the course of our school's growth and expansion we have continued to serve a diverse population of families. Review of our cadets' performance, desegregated in to sub-groups, adds credence to our claim that our cadets are outperforming their traditional high school peers. (See Appendix A. Academic Progress DCAS Overview in Charter Renewal)

Since 2011, when our school opened, more than 25 cadets have utilized emergency training learned at our Academy to intervene or help in real time emergencies. During the 2013-14 school year we instituted a Life Saving Award, which we use to recognize cadets who used skills to intervene in life saving events. In 2013-14 we were proud to bestow 7 cadets' awards. Their "lifesaving" experiences ranged from performing CPR in a crowded auditorium, to providing advanced first aid which prevented the amputation of a young person's fingers. Importantly and realistically, not all cadets earning our award actually saved lives, we also elected to honor two cadets whose effort were not able to prevent ultimate fatalities, a reality for all public safety employees.

Serving the public and helping in organization and management of civic events are demands of the public safety field. Our Academy features a select group of top academic and career committed cadets called the Tactical Operations Unit (Tac Ops). This group of 25-30 cadets has provided support to such events as Special Olympics, mud-runs and community parades and marathons. They have acted as support ranging from parking monitoring, barricade placement, safety table stations, hall security, to direction and information experts. The Tac Ops unit is proud to have recorded more than 20 hours of community work all three Delaware counties, and over 100 hours overall. The success of this group, and community organizers demands for their return to help at events, includes a current commitment schedule of over 65 events for the 2014-15 school year.

Moving into the future, our Academy (like all Delaware schools) will be facing the rigorous demands of fully embracing and implementing the Common Core Standards. Preparing our cadets to learn and apply new skills will demand a school-wide approach. As our Academy has inherent proven strengths, such as a unity of purpose in the areas of career preparation and core values which address equally scholarship and diligence, we are in a strong position to embrace and implement the systematic reforms required by the adoption of Common Core Standards by our state.

ACADEMIC PERFORMANCE:

What are the school’s academic performance outcomes that will demonstrate student growth, proficiency, and college and career readiness levels as measured by the performance framework? Provide an analysis of strengths, challenges, and opportunities for growth in these areas.

Our academic program is our most important work, and demands regular adjustments and revisions to better meet cadet needs, and the statewide commitment toward higher academic standards. Our performance efforts have many positive elements yet also reflect many obstacles and challenges which are yet to be overcome.

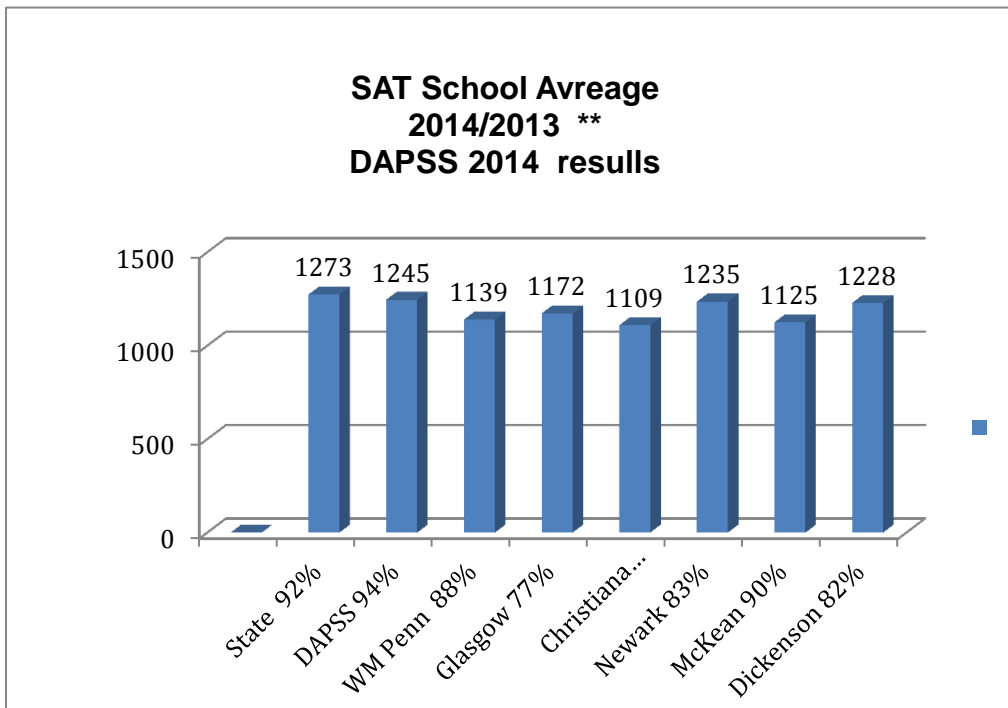
The cadets who join our Academy performing at adequate academic levels have continued to grow academically and those cadets, who enroll with a history of lower academic performance, have made important growth. During the 2013-14 school year, just 32% of our 9th grade cadets began the year performing at or above the state standard in English Language Arts and only 27% of cadets performed at or above the state standard in Mathematics. Proudly, the 2014 Spring DCAS results produced a significant achievement reversal, including over 62% of cadets scoring proficient or higher in English Language Arts and 65% meeting standards on the mathematics portions. These “double digit gain” results support our claims of success, but also shed light on the unfinished work of raising achievement even higher (See Appendix A in Charter Renewal document).

DCAS Overview

2011-14

Reading / ELA	Grade 9 Percent Proficient	Grade 10 Percent Proficient	Math	Grade 9 Percent Proficient	Grade 10 Percent Proficient
2011-12	66	x	2011-12	61	x
2012-13	53	62	2012-13	40	57
2013-14	63	66	2013-14	66	57

Delaware Academy, by design, expanded a grade level annually over the past 4 years. During the 2013-14 year, we had 94% our 11th graders participate in the state offered administration of the SAT. Although this is just one year of performance data, DAPSS scores reflect a positive foundation. Our cadets’ average scores were not at the state average; however our results and percent of participation outpaced local traditional public feeder high schools.



Over the course of our school's growth and expansion we have continued to serve a diverse population of families. Review of our cadets' performance, desegregated in to sub-groups, adds credence to our claim that our cadets are outperforming their traditional high school peers. (See Appendix A. Academic Progress DCAS Overview). For example, based on 2014 DCAS data, our cadets from lower economic households outperform surrounding school districts and in some areas, outperform state wide averages.

Our work remains significant, cadets with disabilities still lag in performances and our school's Science test results demand more attention in the upcoming year. Our ongoing work will continue in helping cadets raise mathematics performance at all grade levels.

Moving into the future, our Academy (like all Delaware schools) will be facing the rigorous demands of fully embracing and implementing the Common Core Standards. Preparing our cadets to learn and apply new skills will demand a school-wide approach. As our Academy has inherent proven strengths, such as a unity of purpose in the areas of career preparation and core values which address equally scholarship and diligence, we are in a strong position to embrace and implement the systematic reforms required by the adoption of Common Core Standards by our state.

Moving forward as we enter the 2014-15 school year our Academy is set to offer cadets opportunities to participate in dual enrollment options (Wilmington University) and AP programs (AP Calculus plus more online).

Our future growth plan include but not limited to items listed below:

Enculturate an Academy wide focus on implementation of Common Core Standards

Increase dual enrollment course offerings

Increase AP programs in every content area

Expand mission focused elective offerings

Expand computer science offering to a 4 year track

Feature DAPSS Tactical Operations similar to ROTC programs

Extend PSAT & SAT preparation including online support and guidance

Expand Credit recovery options and programs

Public Safety Curriculum and Training Certifications updated and expanded

Our staff and cadets' journey forward will demand increased professional development attention, as well as cadet assimilation to these new challenges and assessments. Our annual plans and reports to the Department of Education will document these efforts and progress. We anticipate our positive improvement trajectory to continue upward over the course of our next charter renewal cycle.

FINANCIAL PERFORMANCE:

What are the school's financial performance expectations that will demonstrate viability and sustainability as measured by the Performance Framework? Provide an analysis of strengths, challenges, and opportunities for growth in these areas.

Our Board of Directors is proud of the fiscal oversight and progress of our school. Starting up our Academy, insuring funding is present to accomplish our mission, and managing the organization in light of the fiscal realities and constraints, which present during this dynamic time.

The overall financial viability for DAPSS is promising despite the loss of federal start-up funds and Title 1 Funds in 2012, resulting in a net loss of nearly \$400,000 in revenue for the first three years of operations. The school has been able to meet all financial obligations including State required 2% surplus. In doing so, DAPSS at the close of business June 30, 2014, had over \$160,000 in funds available to carryover. DAPSS has been able to achieve this while doubling in school size, relocating and improving the new facility. To solidify and insure this positive fiscal direction, the Board of Directors have also committed to employing a full time, Delaware schools experienced Business Manager beginning in June of 2013.

From 2014-2015 DAPSS invested over \$300,000 in capital improvements including classroom renovation to accommodate schools growth. DAPSS will continue to invest in equipment and materials that will not just benefit students, but will increase current assets. DAPSS maintained an 80% enrollment variance from 2012-2013, up from 59% in 2011-2012, based on the current year's enrollment and pre-registration for the 2014-2015 school years. DAPSS is on track to meet all enrollment standards and projections. DAPSS significantly decreased its outstanding debt in FY14 , which will lead to an improvement in its debts measures. Additionally, with the completed repayment of the schools line of credit and construction note, the school plans to meet the debt to asset ratio and debt service coverage ratios.

Moving forward, our Board of Directors remains confident that while balancing our allocated funds and resources our Academy will continue to be able to deliver on the mission of providing our cadets a college and career ready educational opportunity.

ORGANIZATIONAL PERFORMANCE:

What are the school's performance expectations in meeting its organizational responsibilities including, but not limited to, administrative operations, reporting, and legal responsibilities as measured by the Performance Framework? Provide an analysis of strengths, challenges, and opportunities for growth in these areas.

The Board of Directors understands and accepts the critical nature of insuring our Academy is organized in a manner that insures compliance with legal responsibilities and timely reporting. Importantly, our Board of Directors also requires that the day to day operation for our Academy functions in an efficient and effective manner.

Based on the 2013-14 performance framework report and internal observations, the Board of Directors is confident that our Academy's organizational operation is operating efficiently and effectively. Review of the 2013-14 includes the Academy meeting that standard in most categories. As noted in the performance the standard our Academy did meet the standard in 11 out of 13 component parts. Two areas of concern involve HQT status and school attendance. Although we have increased our HQT status above 95% we hope that in the upcoming years to reach 100%. The work we have done on school wide attendance also produced increases, however were still a percentage point off the 95% base line target. As noted in the performance the standard our Academy did meet the standard in 11 out of 13 components. As with all growing organizations our goals include a future that insures we both maintain our success in all areas plus, for those points not meeting standard, make adjustment to better insure future accomplishments.

STATUS OF CONDITIONS PLACED UPON THE CHARTER:

Include:

A status update of any conditions imposed upon the school's charter,

Your plan to meet any conditions that are currently "not met".

Include:

A status update of any conditions imposed upon the school's charter,

Your plan to meet any conditions that are currently "not met".

Delaware Academy is proud to report that since our school opening; no formal conditions have been placed on our charter. We pledge our efforts to make this an ongoing success category.

STUDENT RETENTION GOALS AND TARGETS:

Include:

The percentage of students who have re-enrolled from the prior year according to ESEA demographic categories,

The number of students who have left your school before the year is over or before the end of the charter school's grade configuration per ESEA demographic category,

A summary of why students chose to leave,

The percentage of students who did not pass from one grade to the next,

Your plan to improve student retention and average daily attendance if less than your stated targets.

Enrollment Trends

	Grade 9	Grade 10	Grade 11	Total
2011-12	117	x	x	117
2012-13	99	93	x	192
2013-14	144	91	95	330

Delaware Academy of Public Safety and Security has now moved into our third year of operations. Our mission to provide cadets with a unique blend of academics and public safety career experiences is progressing in positive directions. We continue to attract a diverse student population.

Enrollment by Race/Ethnicity		
	2012-13	2013-14
African American	28.1%	26.7%
American Indian	1.0%	0.6%
Asian	1.6%	2.1%
Hawaiian	0.5%	
Hispanic/Latino	13.5%	12.7%
White	55.2%	57.9%

The growth and expansion includes the ongoing development of a culture of academic achievement. Our hope is that all cadets meet academic success. Last year our promotion rates for 9th grade was 77.8 % and 10 grade was 89%. We elect to not promote cadets who have failed in core content areas. This designation insures that all parties remain aware that cadets have an important credit deficit which remains to be earned.

This is a rigorous promotion guideline; however we are also increasing our Academy options for credit recovery. Consequently, we believe over the course of 4 years our cadets will enter year 4 on track to graduate and not learn too late of credit deficiencies.

Our enrollment is growing. Our rapid increase during 2013-14 looks to be followed by a shortfall for the 2014-15 year. Although we hope to at one point to report a robust waiting list, we are not able to do so school wide. We believe that as our full grade 9-12 program is in operation, and we have recognized, successful graduates; enrollments will build and stabilize. We remain committed to our mission and vision and resist efforts to adjust that vision to simply "fill seats". Our slow and gradual growth, we contend, is allowing us to best meet our promises to young people.

Exit interviews and anecdotal information from families electing not to return to our Academy include mission misalignment, which means cadets were unclear of the required academic and career training expectations our Academy would support, location of our campus, the limited sports offerings, and most recently concerns for safety due to last year's arrest of a staff member for inappropriate contact with a cadet.

We hope cadets commit to our academy for all 4 years of school. This will allow them to accomplish the many goals we have established. Accepting cadets after freshman year has been necessary and will be required until we can establish a firm and consistent enrollment base, but will result in some cadets missing some key first responder skills and certificates. The current freshman enrollment can be repeated which will diminish our need to bring in upper classmen.

Attendance Rate

Our attendance rate of 94% is short of the state goal of 95%. As we enter the 2014-15 school year we are redoubling our efforts to improve on this statistic. In the past we had not done quarterly tracking and believe by increasing scrutiny on daily attendance, accurate enrollment data, and a quarterly focus on attendance, our attendance rate will increase.

INNOVATION:

Include:

A discussion of innovation occurring at the school in areas including, but not limited to, curriculum development, instructional strategies, school culture and climate, community and parent engagement, professional development, operations and management practices, and extra-curricular programming.

The Delaware Academy of Public Safety and Security has a unique mission. Our cadets are offered a robust academic program plus exposure to first responder skills and trainings. Key to the culture of all first responder organizations and a core value at DAPSS is “fidelity to others”.

We help and train cadets to better understand that core value in many ways, especially where community outreach is involved. In 2013 -2014 cadets were visible at regular charity and community events helping and contributing. Our presence, as unique training avenue has resonated with a growing number of community groups and first responder organizations.

Our unique mission and our focus on “first responders” careers has produce some outstanding partnerships and support from state and local agencies. Although it might not be documented as “innovative” our Academy is, thanks to many agency donations, able to provide our cadets trading access to unprecedented resources.

In the past year the our Academy has benefitted from donations consisting of, but not limited to the items listed below;

Equipment	Donor Group
\$2,500 Grant for Airway Manikins	New Castle County Council
Fully Operational Working Ambulance	Leipsic Fire Company
50 sets of Turn Out Gear (Fire fighters uniforms)	City of Wilmington Fire Department
8 Fire Extinguishers for traning use	Austin & Pruitt Emergency Equipment Company
EMS Training Textbooks	Delware State Fire School

Operating EMS top grade patient gurney	Smyrna EMS
Class set of operation Fire Helmets	Minquindale Fire Company
Quarterly Fire truck access	Wilmington Manor Fire Company
Miscellaneous EMS training equipment	Newark Fire Company, Christiana Fire Company, Delaware City Fire Company,

Since the Academy's early foundation we have push ahead iwht an innovative idea about helping young people. We have increasing cadet and family support and clear support by state wide agencies. WE are confident that our newly retooled mission, shared below, is becoming closer to a regular reality!

The Mission of Delaware Academy of Public Safety and Security

"The mission of the Delaware Academy of Public Safety and Security is to provide an optimum setting for both typical and at risk students that equally supports academics and personal growth and will result in increased graduation rates. The school will prepare ninth grade through twelfth grade young men and women to qualify for positions with Delaware's public safety and security industry upon graduation and to pursue secondary education opportunities that lead to higher levels of public safety and security positions."

DELAWARE CHARTER SCHOOL ANNUAL REPORT

CHARTER SCHOOL INFORMATION

Charter School Name: EastSide Charter School

Mailing Address: 3000 N. Claymont St.
City/State/Zip: Wilmington, DE 19802

Email: eastside@escs.k12.de.us
Telephone: 302.762.5834
Fax: 302.762.3864
Website: www.eastsidecharterschool.org



Lamont W. Browne, Head of School/Principal

9/30/14

Date



Charles S. McDowell, Board President

9/30/14

Date

SUBMISSION DEADLINE: December 1st (September 30th for renewing charter schools)

All schools submit one (1) signed copy (PDF via email preferred) to the DDOE Charter School Office

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Mission Statement

The mission of EastSide Charter School is to educate each child in a safe, caring and nurturing environment so that they can excel academically and socially. We believe that all children are capable of mastering content standards and meeting social expectations when they have thorough understanding, adequate time and appropriate support. Students are viewed as **individuals** and every effort is made to accommodate each child's unique gifts and talents.

Vision Statement

The vision of EastSide Charter School is to develop and sustain an academic community in which every direct stakeholder - teachers and staff, students and their parents - consistently model lifelong learning, selflessness, and self-respect. Each of these stakeholders take full advantage of every learning opportunity and through this continual learning process, our teachers and students will learn more about themselves, improving upon and maximizing their knowledge, skills, and overall productivity and effect on the school community and our broader society. By learning to work in collaboration with their teachers and peers, our students will develop a strong sense of self respect, self-reflection, sense of independence, and sense of right and wrong. Upon leaving the EastSide community our students will have the character, knowledge, skills and self- and societal awareness to determine their own personal and professional destiny.

Population

EastSide Charter School currently serves 406 students on the east side of Wilmington, Delaware. 100% of our students are from historically underrepresented groups, typically between 92% and 99% African-American and 1%-8% Hispanic. Traditionally, 88%-90% of our students are from Low Income families.

Timeline


- 1997 - Initial charter authorized for three years serving 60 students in Pre-K -3rd grade
- 2000 – Charter extended for 5 years through the 2004-2005 school year; authorized expansion to grade 6 and up to 135 students.
- 2004 – Charter extended for 5 years through the 2009-2010 school year; authorized increased enrollment up to 144 students
- July 21, 2005 - Charter modification approved to authorize (1) relocating the School to the former Martin Luther King Elementary School at 3000 N. Claymont St.; (2) expand the School to add a 7th and 8th grades; and (3) increase the authorized enrollment to 336.
- June 19, 2008 - Charter modification approved to increase authorized enrollment by 15% to 386.
- January 10, 2010 – Charter extended 5 years through the 2014-2015 school year.
- February 24, 2010 - Minor modification approved to authorize the hiring of Renaissance School Services as an educational management organization
- December 19, 2012 - Minor modification approved to amend the School's contract with Renaissance School Services to eliminate their supervisory services.
- February 14, 2013 – Minor modification approved to increase authorized enrollment by 5.2% (20 students) to 406.
- September 18, 2013 – Minor modification to adopt alternative teacher evaluation system

ACADEMIC PERFORMANCE:


WHAT ARE THE SCHOOL'S ACADEMIC PERFORMANCE OUTCOMES THAT WILL DEMONSTRATE STUDENT GROWTH, PROFICIENCY, AND COLLEGE AND CAREER READINESS LEVELS AS MEASURED BY THE PERFORMANCE FRAMEWORK? PROVIDE AN ANALYSIS OF STRENGTHS, CHALLENGES, AND OPPORTUNITIES FOR GROWTH IN THESE AREAS.

EastSide Charter School has made significant gains in student achievement over the past three school years. Our academic performance framework score has increased drastically since 2011, rising from 37.5% to 71.9%, far above our goal and the “meets standard” benchmark of 63%. Of the metrics that factor in to our Academic Performance Framework score, 18 out of 18 increased from 2011, with 16 out of 18 cells having a higher rating than in 2011. This does not include our Mission Specific Goal which had a target of 1.15 years of academic growth each year, for our students. On average, EastSide students make 1.48 average years of academic growth in Math and 1.7 average years of academic growth in ELA, thus exceeding that standard as demonstrated on our Academic Performance Framework report. With an intense focus on personnel recruitment and staffing, professional development, and rigorous curriculum and instruction, our students have made significant strides. By continuing our intense focus on these areas, we expect to see further improvement in the quality of our instruction, the impact of our leadership, and the preparedness of our students.

Below are several tables that outline the significant improvement in our school's academic achievement followed by a brief narrative noting our strengths and opportunities for growth.

DCAS Proficiency			
	2010-2011		2013-2014
Math	37%		64%
ELA	28%		58%

We are thoroughly happy with these results and have exceeded our annual internal goals each year. While we are still below the state average and strive to “Exceed Standards”, our annual progress has been consistent and we expect to continue getting closer and eventually achieve that goal.

DCAS Fall to Spring Growth Targets			
	2010-2011		2013-2014
Math	39%		75%
ELA	27%		62%

For each of the past three years, we have seen a dramatic rise in the number of students meeting their growth targets. Between the '12-'13 and '13-'14 school years, a total of 14 educators earned the state's Retention Bonus for their instructional performance.

Year	AYP Status
2010-11	Meets
2011-12	Meets
2012-13	Meets
2013-14	Meets

2013-2014 Academic Performance Framework Summary

Year	1.a. Growth		1.b. Bottom 25%		1.c. Growth to Prof		2.a. Prof		2.b. Overall Subgroup		2.c. District		2.d. Similar Schools		3.a. AYP	4.a. SAT	4.b. Grad Rate	5.a. Mission Specific	OVERALL RATING/SCORE	
	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA						
10-11	F	F	M	F	D	F	F	F	D	F	F	F	D	F	M	N/A	N/A	N/A	F	37.5%
11-12	D	D	D	D	D	D	F	F	D	D	F	F	D	D	M	N/A	N/A	N/A	D	46.9%
12-13	M	D	M	M	M	M	D	F	D	D	D	D	M	M	M	N/A	N/A	N/A	D	61.9%
13-14	M	M	E	M	M	M	D	D	D	D	D	D	M	M	M	N/A	N/A	E	M	71.9%

Our strategic plan for the 2014-2015 school year was grounded around 4 key questions as listed below, each followed by our plan of action:

Questions

- A) How do we stop the cycle of needing to catch students up; what needs to be done to ensure that 100% of our starting students are “Kindergarten-ready?”
- B) How do we create a rigorous student-led learning environment that promotes critical thinking, grappling, and inquiry as a means of developing rigorous academically-oriented students?
- C) How can we best support our teachers to implement high quality instruction that is aligned to the Common Core Standards?
- D) How can we effectively shift from DCAS to the intensity of the Smarter-Balanced Assessment so that our students are adequately prepared and maintain an adequate level of confidence and success with the new assessment?

Plan of Action

- I. Last year, we began a pre-kindergarten program for 4 year old students with a make-shift classroom of 22 students. We now have a brand new facility housing our Early Learning Academy that is the home to 66 students spread throughout three classroom, each one led by two full time certified teachers. Our goal is for at least 90% of our Pre-K students to feed our entire kindergarten program next school year. Our Pre-K program has been licensed by the Office of Early Childhood and has a 5-Star rating through Delaware STARS. By implementing a play-based, rigorous, and age-appropriate curriculum our expectation is that 100% of our Pre-K students will be ready for Kindergarten, beginning the process of closing the achievement gap.
- II. This year we partnered with Expeditionary Learning to support our design and implementation of student-engaged assessments and lessons. We sent 9 teachers to a 5 day professional development series in Boston (Lower School) and Baltimore (Middle School) in August. Leaders from Expeditionary Learning led a 3-day training for our staff on Learning Targets and Student responses and feedback, to support our goal of creating a school-wide environment of rigorous student-led classrooms.
- III. We continue to use the Teaching Excellence Framework as our evaluation and coaching model. This system has set an incredibly high bar for instructional design and implementation and student outcomes. This year, we have increased our goal from 8 coaching sessions per teacher to 12-15, ensuring that every teacher is observed and coached weekly during the first 8 weeks of school. We have committed to providing an additional 30 minutes of real-time coaching (live feedback) to all new teachers to promote their immediate growth. We continue to utilize frequent unannounced observations, followed by coaching sessions, 90% of which include video review and analysis.
- IV. In the spring of 2014, EastSide used funds received from the High Performing Charter School fund (shared with Kuumba Academy and partnered with Prestige Academy and Thomas Edison), to purchase a year's worth on Smarter Balanced-aligned Interim Assessments in math and reading for all students in grades 2-8. These computerized assessments match our scope and sequence, and provide teachers and students with formative and summative assessment and learning practice of the Common Core standards with a specific emphasis on technology-enhanced performance tasks as required by our new standards. Teachers use these exams to perform item and trend analysis, to create an individualized data analysis report written by each teacher followed by a 1-on-1 instructional action plan meeting led by a member of the instructional leadership team. During this meeting, an individual assessment analysis is undertaken, followed by a review of the 6 week instructional plan.

FINANCIAL PERFORMANCE:

WHAT ARE THE SCHOOL'S FINANCIAL PERFORMANCE EXPECTATIONS THAT WILL DEMONSTRATE VIABILITY AND SUSTAINABILITY AS MEASURED BY THE PERFORMANCE FRAMEWORK? PROVIDE AN ANALYSIS OF STRENGTHS, CHALLENGES, AND OPPORTUNITIES FOR GROWTH IN THESE AREAS.

EastSide Charter was rated as “Meets Standard” in all areas tested under DOE’s Financial Performance Framework for the 2012-2013 year. The 2013-2014 Financial Performance Framework has not yet been released, but we fully expect to again be rated as “Meets Standard”.

Our strengths are a skilled financial management team assisted by competent outside consultants including auditors and by experienced, dedicated and vigilant Board Finance/Citizen Budget Oversight and Development Committees.

We have two particular financial challenges. The first is a 1960’s era facility that has a deferred maintenance need which now aggregates more than \$5 million. The second is our high needs student population requiring various supplemental education programs that are not funded or not fully funded by the government. We have addressed these problems with very successful fundraising – about \$8.1 million in charitable grants over the last 8 years. About \$6 million has been invested in capital facilities, including deferred maintenance items and about \$250,000 per year has been invested in supplemental education programs. Through a number of generous donations, totaling an estimated \$750,000, in the summer of 2014 our school was able to add a standalone building on campus to service children ages 3 and 4 in our Early Learning Academy.

Our long term plan (and opportunity) is to reduce or eliminate the need for philanthropy to subsidize the operating budget by continuing to improve the academic performance of our students so that (1) the need for supplemental programs will be reduced and (2) we can increase our revenue by increasing the average class size. This will permit us to concentrate our fundraising on capital projects.

ORGANIZATIONAL PERFORMANCE:

WHAT ARE THE SCHOOL'S PERFORMANCE EXPECTATIONS IN MEETING ITS ORGANIZATIONAL RESPONSIBILITIES INCLUDING, BUT NOT LIMITED TO, ADMINISTRATIVE OPERATIONS, REPORTING, AND LEGAL RESPONSIBILITIES AS MEASURED BY THE PERFORMANCE FRAMEWORK? PROVIDE AN ANALYSIS OF STRENGTHS, CHALLENGES, AND OPPORTUNITIES FOR GROWTH IN THESE AREAS.

EastSide Charter was rated as "Meets Standard" overall under DOE's Organizational Performance Framework for the 2013-2014 year, meeting standards in 11 of 13 categories measured with one yet to be determined. The area yet to be determined is pending the submission and evaluation of our annual audit report. The one area in which we did not "Meet Standards" was staff credentialing requirements. The shortcoming in credentialing was attributable to deficiencies in some record keeping which was presumed to be fixed, but continues to be an issue. Our operations team is working diligently to rectify this issue in the coming year. We fully expect to meet standards in all categories measured in future years.

The matters covered under the "organizational" framework include the academic program (including special ed), financial reporting, governance, attendance, credentialing, holding the School accountable, employee and student rights, transportation, facilities, and health and safety. Our strengths in these areas are an exceptionally experienced and talented School Leadership Team, a skilled administrative and business team, an experienced and dedicated Board, and generous assistance from pro bono attorneys.

Our challenge and opportunity going forward is to continue to develop in-house administrative talent in order to decrease the need to call on outside resources. EastSide has already begun working toward this goal as they have brought all technology and financial management back in-house with the additions of the Director of Technology and the Director of Operations.

2013-2014 Organizational Performance Framework Summary:

Year	1.a.	1.b.	2	3.a.	3.b.	3.c.	4.a.	4.b.	4.c.	4.d.	5.a.	5.b.	6	OVERALL RATING
11-12	M	M	M	M	M	M	M	DNM	N/A	M	M	M	M	Meets
12-13	M	M	M	M	M	M	M	DNM	DNM	M	M	M	M	Meets
13-14	M	M	TBD	M	M	M	M	M	DNM	M	M	M	M	Meets

STATUS OF CONDITIONS PLACED UPON THE CHARTER:

The following conditions were placed on the charter renewal for 2010-2015:

- 1) The Board of Directors of the school, its employees, agents and contractors, shall comply with all obligations imposed upon them by law, shall comply with the provisions of the corporate charter, by-laws and resolutions, and shall further comply with any applicable rule or regulation; all of which are imposed as conditions to approval of this charter.

Status: We believe we are, and have been, fully compliant with this condition with the exception of certain Board security checks and financial training which are in the process of being completed, pending, in part, DOE scheduling of training sessions.

- 2) No part of the school's corporate charter or by-laws shall be amended, altered, repealed, restated or otherwise modified without the prior written consent of the Department of Education, except that the number of directors may be increased or decreased without the Department's consent, provided that any such change shall be limited to the number of directors only and not to the qualifications thereof; and further provided that any such change shall otherwise be consistent with any applicable law, rule or regulation.

Status: We are, and have been, fully compliant with this condition.

- 3) By September 1, 2010 and every September 1 thereafter, the Board of Directors shall submit to the Department in a form satisfactory to the Department a listing of its **members** including addresses and phone numbers, and indicating the names of the members representing the **teachers** employed at the school and the **parents** of students enrolled at the school. Anytime a **new director** is elected to the school's Board of Directors, the board shall provide written notice to the Department within ten days of such election. The notice shall include name, address and telephone number of the new director. Within ten days of any change in the address or phone number of any **existing member** of the board, the board shall provide written notice of the same to the Department including the new address and/or phone number of such board member.

Status: We are, and have been, fully compliant with this condition.

- 4) Each month the charter school financial reports shall be posted monthly on the charter school website and shall be provided in writing upon request pursuant to 14 Del. C. § 122(11).

Status: We are, and have been, fully compliant with this condition.

- 5) By August 1, 2010, and every August 1 thereafter, the Board of Directors shall submit to the Department copies of signed contracts for student transportation, food services, related services for students with special needs, or any organization or entity providing other services.

Status: As requested annually by the department, we have submitted our student transportation and food services contracts to the department each year. We currently have many other business relationships with therapists, community organizations, etc. but we do not understand that DOE expects these contracts to be submitted.

- 6) The Board of Directors shall ensure that the school is in full compliance at all times with the requirements for background checks as stated in 11 Delaware Code, Chapter 85, Subchapter VI.

Status: We are, and have been, fully compliant with this condition with respect to all School employees.

- 7) The Board of Directors shall ensure that school is and remains in compliance with any student, educator, and school achievement performance requirements now or hereafter in effect in Delaware Code or Regulation.

Status: For the 2013-2014 school year, EastSide surpassed the minimum threshold for meeting standard on the Academic Performance Framework report. Thus, we are fully compliant with this condition.

- 8) Throughout each school year, the school shall have continuously enrolled at least **90%** of the total number of students the school is authorized to enroll.

Status: We are, and have been, fully compliant with this condition.

- 9) On a daily basis during each school year, at least **90%** of the total number of students enrolled in the school must be in attendance.

Status: We are, and have been, fully compliant with this condition.

- 10) The Board of Directors shall ensure that the school submits data requested or required by the Department in any form, including electronically, in accordance with the timelines in the Department's Data Acquisition Calendar.

Status: We are, and have been, fully compliant with this condition.

- 11) By August 31, 2010, the School's Board of Director's will submit for review and approval

- ELA :
 - scope and sequence for 4-5 grade cluster,
- Mathematics:
 - Differentiate scope and sequence documents for grades K,1 & 2
 - Submit scope and sequence documents for grades 4 & 5
 - Align Grade 3 scope and sequence document to standards and GLEs
 - Differentiate scope and sequence documents for grades 6, 7, & 8
 - Align each unit of instruction to the Math Content
- Health Education:
 - Submit Scope and Sequence
 - "I am unique" no specific grade targeted.
- Physical Education:
 - Submit Scope and Sequence
 - "I am unique" no specific grade targeted.
- Visual and Performing Arts:
 - Submit 1 additional unit in Music in the 7-8 grade cluster
 - Revise units of instruction to include scaffolding, and quality of teaching and learning
 - Revise units of instruction to align learning targets with assessment and instructional practice

Status: We complied with this condition.

- 12) By June 30, 2010, the Board of Directors shall report to the Department that the by-laws of the Board have been reviewed to assure compliance with the recent opinions on the Public Integrity Commission and the use of bid laws for procurement.

Status: We complied with this condition.

- 13) By April 15, 2010, the Charter shall enter into a performance agreement with the Department of Education, in a form satisfactory to the Department, specifically requiring the Charter meet its student achievement requirement by school year 2010-2011.

Status: We complied with this condition.

- 14) By June 30, 2010, the Board of Directors shall submit an amendment to its corporate by-laws to the Department demonstrating consistency, to the satisfaction of the Department, with the requirements of 275 DE Admin Code § 4.1.3.3.

Status: We complied with this condition.

- 15) By June 30, 2010, the School shall submit to the Department for approval, a list of assessments, formative, benchmark, and summative, the School plans to use to indicate student academic achievement.

Status: We complied with this condition.

- 16) Beginning with the 2010-11 school year and every year thereafter, the School shall submit to the department once in the fall and again in the spring in a format set by the department, all benchmark data collected during the year and indicated in the Performance Agreement from their fall and spring assessment administrations. This Assessment report will contain a detailed data analysis including a narrative that addresses how students are performing in relation to the student achievement goals expressed in the School's current Performance Agreement. This plan shall be submitted to the Charter School office and forwarded to the Education Associate for Accountability.

Status: Prior to the 2012-2013 school year the Department had not made available a format for the submission of this information. Beginning with the 2012-2013 school year, MAP scores were used for each teacher's Component V evaluation rating, and thus was submitted to DOE as part of the Talent Retention program and DPAS II annual audit. The same test was included as the mission-specific metric in the school's Performance Agreement, and thus the 13-14 data was submitted to the state showing our students' fall to spring academic growth.

- 17) By June 30, 2010, the Board of Directors shall submit to the Department for review and approval a plan to increase the percentage of HQT classes to 100%.

Status: We complied with this condition.

- 18) By February 1, 2010, the Board of Directors shall submit a plan to DOE with the procedures the Board will put in place to track and conform that all charter conditions are being met in a timely and complete way.

Status: We complied with this condition.

- 19) Documents related to these conditions must be submitted through the Charter Schools Office at the Department of Education, which will be responsible for distribution within the Department.

Status: We complied with this condition.

- 20) Failure to comply with any condition of renewal or with the terms of the performance agreement or with any condition imposed in any subsequent modification of the charter shall result in the immediate placement of the charter on formal review to begin the charter revocation process.

Status: N/A

STUDENT RETENTION GOALS AND TARGETS:

Include:

- The percentage of students who have re-enrolled from the prior year according to ESEA demographic categories,
- The number of students who have left your school before the year is over or before the end of the charter school's grade configuration per ESEA demographic category,
- A summary of why students chose to leave,
- The percentage of students who did not pass from one grade to the next,
- Your plan to improve student retention and average daily attendance if less than your stated targets.

93% of all eligible students returned to EastSide for the 2013-2014 school year.

One student left before the school year ended. The student left because her family moved out of state. The other students either went to other schools or did not list their intention for leaving.

7 students were retained in their current grade, all of them were in Kindergarten.

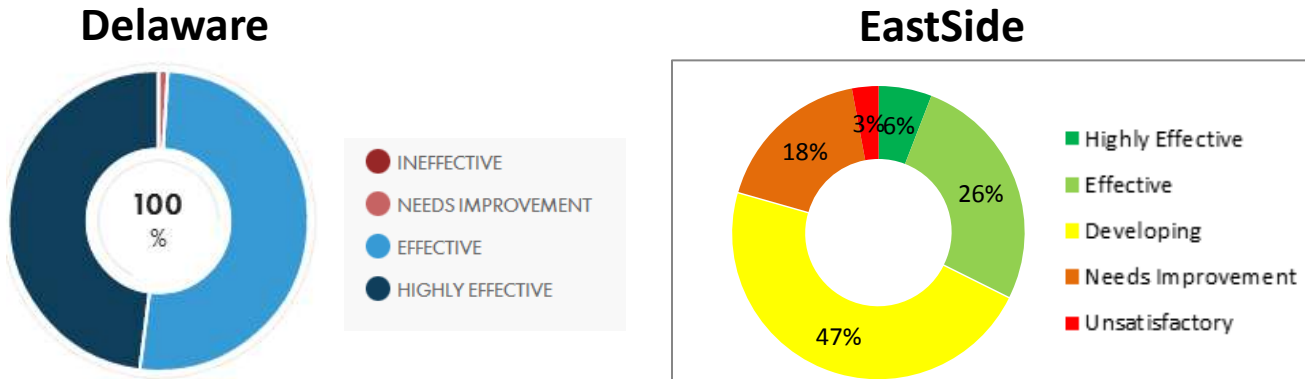
Our retention goal is 95% each year. The steps described in the Plan of Action on page 6 describe our plan for increasing student achievement and retention.

INNOVATION:

Teaching Excellence Framework

The most influential program of innovation we have implemented this school year is the Teaching Excellence Framework (TEF), which was approved by the Department of Education as an alternative instructional evaluation tool to replace DPAS II. This was motivated by the belief that educator observations are an opportunity to provide valuable, frequent, evidenced-based feedback to help teachers learn and grow. Therefore, we set out to transition our observation and feedback loop from an analysis of practice towards one that coaches teachers on how to improve.

This shift to a growth mindset allows all teachers to critically analyze and participate in their development. Below is a graph representing the teacher effectiveness ratings for teachers in Delaware versus EastSide.



The bar is set high at EastSide and we pride ourselves on pushing our teachers. The TEF has had a major impact on our teachers, which is evident from the below results.

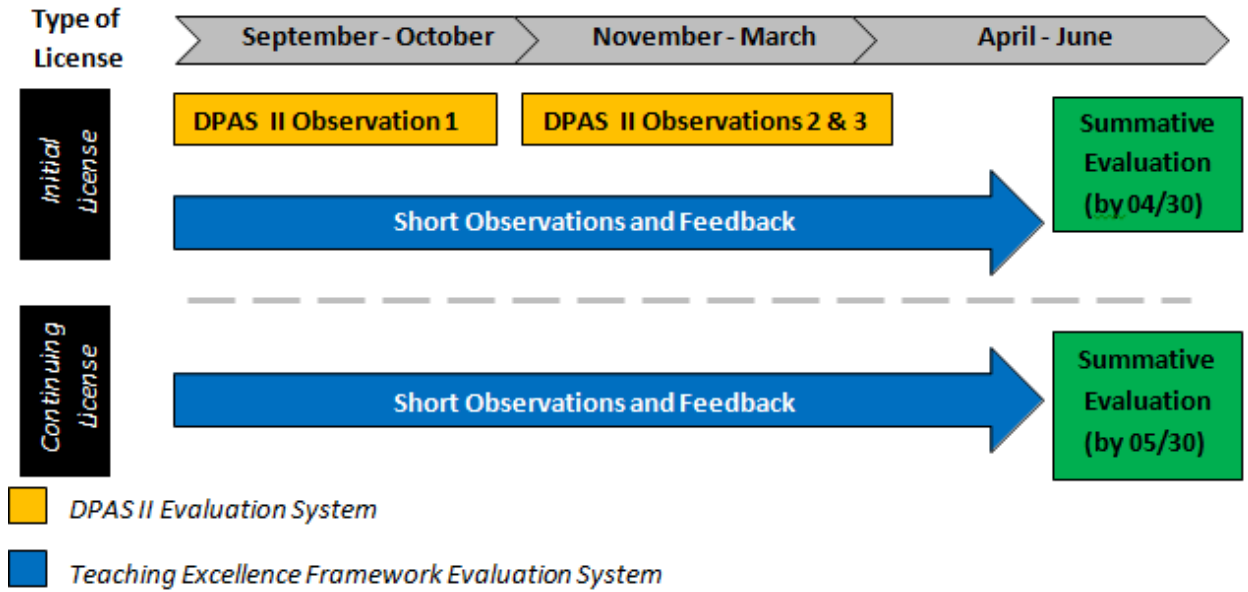
- ✓ 88% believed that the TEF helped teachers identify their own strengths and weaknesses
- ✓ 93% felt a common vision for teaching efficiency has been established
- ✓ 90% of teachers felt that the feedback and action steps they receive help to improve their instruction
- ✓ 96% believed the feedback from being observed helped them improve student outcomes
- ✓ 93% felt they received the support necessary to implement the changes suggested by evaluators
- ✓ 93% felt the school was committed to improving instructional practices
- ✓ 100% felt that their instructional leader was committed to improving their effectiveness

The shift from an evaluative to coaching model not only helps us improve the quality of our teachers, but also accomplish a more broad, and impactful goal – to dramatically improve staff investment in the culture of continuous growth to which we aspire. By opening our teachers' doors to the instructional leadership team on a frequent basis, the stigma of limited observations has been removed and investment in the idea of a veritable culture of improvement has been established.

Educator Observation Cycle

Every educator throughout our school participates in the following evaluation process; while educators that currently hold an initial license will also complete all requirements as stipulated under Delaware Code as they relate to the DPAS II observation cycle (see figure below).

Educator Observation Cycle (by type)



Under this structure, teachers with an initial license will receive two annual evaluations, DPAS II and Teaching Excellence Framework. Based on this structure, educators with an initial license will be subject to two separate observation cycles, with three long, formal observations conducted in order to complete DPAS II requirements (in accordance with DPAS II rubric) and short observations in order to maximize the benefits of the Teaching Excellence Framework (utilizing our shared Teaching Excellence Framework rubric). Educators with a continuing license will receive one summative evaluation annually subject to the Teaching Excellence Framework requirements (see table below).

Observation Components		
Component	DPAS II⁸	Teaching Excellence Framework
Observation Rubric	DPAS II rubric based on Charlotte Danielson	Teaching Excellence Framework rubric based on exemplary rubrics in national states, districts, and CMOs
Announcement	Two announced and one unannounced observation	All observations are unannounced
Length	Minimum of 30 minutes per observation	Minimum of 10 minutes per observation
Frequency	Three times annually	Bi-weekly (at least 10 per year)
Number of Observers	One observer	One observer for 85%-95% of observations (remaining observations will have 2 co-observers)
Observers	School leadership certified by DDOE as evaluators	School leadership certified by annual calibration assessment around the Teaching Excellence Framework rubric
Components	Components I-IV based upon DPAS II rubric	Differentiated focus based upon individual teacher's need; requirement for all teachers to have evidence from 5 observations for each rubric row annually
Pre-Work	Complete Pre-observation Form and conference	During debrief, timeline and required actions determined for subsequent observation
Follow-Up	Complete post-observation Conference	<ul style="list-style-type: none"> • Face-to-face debrief within three school days • Teacher writes up summary of conversation and next steps • School leader records scores for relevant rows and action steps related to differentiated focus noted above

Educator Observation Feedback Process

The observation and feedback process mirrors the six steps outlined in Paul Bambrick-Santoyo's *Leverage Leadership: A Practical Guide to Building Exceptional Schools*. These six steps include:

1. *Precise praise* – ensure that educators receive positive, genuine feedback in order to build confidence within the teacher and ensure the evaluator is looking for specific actions.
2. *Probe* – utilize open-ended questions to guide conversation towards identified need.
3. *Identify the problem and concrete action step* – guide teacher towards being able to articulate the problem and concrete action step on his/her own.
4. *Practice* – practice concrete action steps with teacher to help prepare for next lesson.
5. *Plan ahead* – write down items that will be undertaken in future lesson.
6. *Follow-Up* – determine timeline for implementation and follow-up within the following two weeks.

DELAWARE DEPARTMENT OF EDUCATION CHARTER SCHOOL ANNUAL REPORT

CHARTER SCHOOL INFORMATION

Charter School Name: Family Foundations Academy Charter School

Mailing Address: 1101 Delaware Street
City/State/Zip: New Castle, DE 19720

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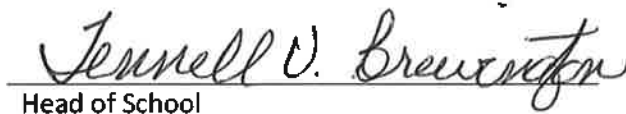
Fax: 302-324-8908
Website: www.familyfoundationsacademy.org



Head of School



Date



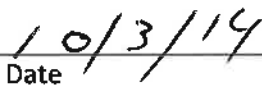
Head of School



Date



Board President



Date

SUBMISSION DEADLINE: December 1st (September 30th for renewing charter schools)

All schools submit one (1) signed copy (PDF via email preferred) to the DDOE Charter School Office

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ABSTRACT

Family Foundations Academy's History

In September 2006, a group of parents, teachers, and community members opened Family Foundations Academy. Family Foundations Academy was approved to serve students in grades 1-4. FFA is a school that was built to actively engage families in their child's academic life consistently.

In 2008 a modification was granted to add fifth grade. In April of 2010 another modification was granted that allowed Family Foundations Academy to expand and serve students in grades K-8 with an approved enrollment of 800 students.

Mission

Our mission is "To acknowledge the learning differences of each individual child and nurture the uniqueness of each family structure."

Vision

To educate and serve all children with various academic learning differences while ultimately equipping them to function in a global, pluralistic, technologically advanced society.

Enrollment Demographics

2012-2013 759 students

2013-2014 828 students

Enrollment by Race/Ethnicity	2012-2013	2013-2014
African American	72.5%	77.5%
American Indian	0.5%	0.5%
Asian	2.0%	1.3%
Hawaiian	0.5%	0.4%
Hispanic/Latino	19.8%	16.2%
White	4.6%	4.1%
Multi-racial	0.1%	0.1%

Other Characteristics		
English Language Learners	0.9%	1.9%
Low Income	71.0%	49.9%
Special Education	5.8%	5.9%
Gender – female	59%	54%
Gender - male	41%	46%

ACADEMIC PERFORMANCE:

WHAT ARE THE SCHOOL'S ACADEMIC PERFORMANCE OUTCOMES THAT WILL DEMONSTRATE STUDENT GROWTH, PROFICIENCY, AND COLLEGE AND CAREER READINESS LEVELS AS MEASURED BY THE PERFORMANCE FRAMEWORK? PROVIDE AN ANALYSIS OF STRENGTHS, CHALLENGES, AND OPPORTUNITIES FOR GROWTH IN THESE AREAS.

Family Foundations Academy has met AYP for the past three school years. Our Academic Performance rating is listed below.

Academic Performance Review Rating:

2011-2012 Summary and Overall Rating: Does Not Meet

2012-2013 Summary and Overall Rating: Meets the Standards

2013-2014 Summary and Overall Rating: Meets the Standards

During the past three years Family Foundation's Academy has demonstrated consistent growth in 80% of the measures reported by the Delaware Academic Performance Framework Charter Report.

2011-2012 20% of measures met

2012-2013 67% of measures met

2013-2014 77% of measures met

The majority of our students are African American. Our African American students consistently score higher than other African Americans in our neighboring school district, Colonial. For the past three school years our students have been compared to the Colonial School District. In mathematics our African American students met the standard in math for the 2012-2013 and 2013-2014 school year. (70%)

Our Low Socio-Economic Status students exceeded the state average for the 2012-2013 school year in ELA. (64.4%)

We met the standard for the past three years for our subgroup summary in ELA. Our students outperformed the Colonial school district in ELA for the 2013-2014 school year. Our students with disabilities have exceeded the state standards for the 2013-2014 school year.

Our students had a lower instructional growth score during 2013-2014. Only 58.9% percent of our students met their instructional scale growth targets in math and 50.9% of our students met their ELA instructional scale growth targets for the 2013-2014 school year.

Strengths, Challenges, and Opportunities for Growth

Strengths:

Family Foundations Academy's greatest strength is demonstrating consistent growth during the school year and from year to year. This consistent improvement is evidenced by our Academic Performance Framework. Our percentage of proficiency and students meeting their growth targets consistently improve each year.

Family Foundations Academy now has a full time data coach director who works with teachers and teams on a daily basis to drive instruction and remediate student weaknesses.

We have successfully transitioned to the Common Core standards by switching to more rigorous curriculums in both the elementary and middle school. We continue to seek out professional development opportunities for teachers consistently each month. New teachers have challenges with the common core standards.

This year our students have the opportunity to participate in Business Professionals of America, Odyssey of the Mind, Math League, Math Olympiad, and Science Olympiad. These activities will assist students in building greater skills in math, science, and technology.

Challenges and Opportunities for Growth:

Our students are consistently demonstrating growth in proficiency in ELA and math. However, Family Foundations Academy has not met the standard yet for proficiency. For the 2013-2014 school year we were 2.1% below the state average of proficiency in ELA and 1.2% below the state average of proficiency in mathematics.

Our goal for the 2014-2015 school year is to meet the standard for measure 2a. (Are students achieving proficiency on state examinations in math and reading?) We will achieve this goal by providing support for our teachers as they teach to the Common Core Standards.

We will continue to use Learning Focused Strategies to close the achievement gap for our students.

Our Low Socio-Economic students did not score well in mathematics. We will provide additional support for these students in mathematics for the 2014-2015 school year. We will provide small group instruction during the school day as well as after school.

Our goal for the 2014-2015 school year is to have these students meet the state average proficiency rate for math.

Our students with disabilities exceeded the state average of proficiency for ELA and math. We will continue to provide support to these students with small group instruction as well as offering after school support as needed. Our goal for the 2014-2015 school year is to exceed the state average for proficiency.

Our Hispanic population has met the standard for the 2013-2014. Our school is offering more support for our ELL students this year. They have the opportunity to work with ELL teachers in small groups consistently. We are also offering more ELL resources for our students through our Treasures curriculum. It is our goal that with these added supports in place our students will meet the standard for the 2014-2015 school year.

FINANCIAL PERFORMANCE:

WHAT ARE THE SCHOOL'S FINANCIAL PERFORMANCE EXPECTATIONS THAT WILL DEMONSTRATE VIABILITY AND SUSTAINABILITY AS MEASURED BY THE PERFORMANCE FRAMEWORK? PROVIDE AN ANALYSIS OF STRENGTHS, CHALLENGES, AND OPPORTUNITIES FOR GROWTH IN THESE AREAS.

Family Foundations Academy provided a draft audit report as requested. The financial framework has not been released to financial directors yet.

ORGANIZATIONAL PERFORMANCE:

WHAT ARE THE SCHOOL'S PERFORMANCE EXPECTATIONS IN MEETING ITS ORGANIZATIONAL RESPONSIBILITIES INCLUDING, BUT NOT LIMITED TO, ADMINISTRATIVE OPERATIONS, REPORTING, AND LEGAL RESPONSIBILITIES AS MEASURED BY THE PERFORMANCE FRAMEWORK? PROVIDE AN ANALYSIS OF STRENGTHS, CHALLENGES, AND OPPORTUNITIES FOR GROWTH IN THESE AREAS.

Family Foundations Academy continues to provide a quality education and program to the community. FFA is entering its seventh year of operation and is improving and implementing changes to meet the needs of our students and families continuously.

Our overall ratings are:

2011-2012 Does Not Meet

2012-2013 Does Not Meet

2013-2014 Does Not Meet

Our strengths:

The leadership at FFA has remained consistent since the school has opened. The original founders remain in place and actively work with the department and its board to foster continued growth and learning. The Co-Director model has proven successful for the school and this system allows staff and parents many opportunities to interact and provide feedback to leadership.

Challenges and Opportunities for growth:

Consistence within the school culture remains a challenge. This involves and is not limited to parents following policy, working through growth changes, and continual effort toward providing a quality education for all students. We take teacher planning days to continually provide support to teachers and we use parent orientations and open houses to answer questions from the community and our parents. This direct information minimizes misconceptions and misinterpretation of expectations.

In individual points of the framework we are successful and have areas for improvement.

1. Educational Program

1a. 2011-2012 – Meets Standard
2012-2013 – Meets Standard

1b. 2011-2012 – Does Not Meet
2012-2013 – Meets Standard
2012-2014 – Does Not Meet

2. Financial Management and Oversight

Is the school meeting financial reporting and compliance requirements?

2011-2012 – Meets Standard

2012-2013 – Does Not Meet Standard

2013-2014 - TBD

3. Governance and Reporting

3a. 2011-2012 – Does Not Meet

2012-2013 - Does Not Meet

2013-2014 – Does Not Meet

Corrective action – FFA will post meeting notices and meeting minutes on the website as required. The conflict of interest issue has been addressed and corrected.

3b. 2011-2012 – Does Not Meet

2012-2013 - Does Not Meet

2013-2014 - Meets

3c. 2011-2012 – Meets Standard

2012-2013 – Meets Standard

2013-2014 – Does Not Meet

Corrective action – The areas that were identified in this section have all been corrected.

4. Students and Employees

4a. 2011-2012 – Meets Standard

2012-2013 – Meets Standard

2013-2014 – Meets Standard

4b. 2011-2012 – Meets Standard

2012-2013 – Meets Standard

2013-2014 – Meets Standard

4c. 2011-2012 – n/a

2012-2013 - Does Not Meet

2013-2014 – Does Not Meet

Corrective action - FFA continues to work with teachers and require certification upon hire. We are utilizing teachers from such programs as ARTC to increase their opportunity to thrive as teachers and to provide certified and HQT individuals for our classrooms.

4d. 2011-2012 – Meets Standard
2012-2013 – Meets Standard
2013-2014 – Meets Standard

5. School Environment

5a. 2011-2012 – Meets Standard
2012-2013 – Meets Standard
2013-2014 – Meets Standard

5b. 2011-2012 – Does Not Meet
2012-2013 - Does Not Meet
2013-2014 – Meets Standard

6. Additional obligations

2011-2012 – Meets Standard
2012-2013 – Meets Standard
2013-2014 – Meets Standard

STATUS OF CONDITIONS PLACED UPON THE CHARTER:

Include:

- A status update of any conditions imposed upon the school's charter,
- Your plan to meet any conditions that are currently "not met".

STUDENT RETENTION GOALS AND TARGETS:

Include:

- The percentage of students who have re-enrolled from the prior year according to ESEA demographic categories,
- The number of students who have left your school before the year is over or before the end of the charter school's grade configuration per ESEA demographic category,
- A summary of why students chose to leave,
- The percentage of students who did not pass from one grade to the next,
- Your plan to improve student retention and average daily attendance if less than your stated targets.

The percentage of students who re-enrolled with us for the 2013-2014 school year was 80%. Our goal for re-enrollment is 90%. Parents were given the option to tell us why they chose not to re-enroll with us. The most common responses were bus concerns, too much rigor in the classroom, too much homework, and fear of matriculating to a middle school setting in the fifth grade.

The number of students who left before the 2012-2013 school year was 7.

Our plan to decrease attrition to no more than 10% includes switching bus companies which we did during for the 2014-2015 school year. This has proven to be a continuing challenge for us and many schools. We have two separate bus companies, Advanced Student for elementary school and First Student for middle school students. There has been issues with schedules, communication, and behaviors. We have an action plan in place with the bus companies to address these concerns on a daily basis.

We plan on giving families and student's additional support with understanding the curriculum and homework clubs through our after-care program. We provided a curriculum night for parents so they could learn about all of the curriculums and programs offered to all students. We continue to implement monthly family nights where staff members and families interact with academic themes, such as reading and math night.

Our promotion rates for all subjects met our school goal of 90%. Our promotion average across all grades is 94%. Our attendance rate for the 2013-2014 school year was at 97.4%. This is above our school goal of 95%.

INNOVATION:

Include:

- A discussion of innovation occurring at the school in areas including, but not limited to, curriculum development, instructional strategies, school culture and climate, community and parent engagement, professional development, operations and management practices, and extra-curricular programming.

Family Foundations Academy Charter School is working to blaze the trail in innovation. Our common core aligned curriculum that has been implemented for two years now has virtual technology that benefits teachers and students.

Some of our innovations include and are not limited to:

1. Ipads for virtual classrooms in the middle school and honors classes. Teachers can enhance and supplement their curriculum and the common core standards with interactive lessons for students.
2. Established Elementary and Junior Honor Societies that go out into the community and volunteer.
3. FFA is participating in a Harvard Study. The Best Foot Forward Program that provides technology to the teacher for it to be incorporated in their daily lessons.
4. The middle school focuses on academic programs; Math League, Science Olympiad, STEM activities in the classrooms, Student Council, and Business Professionals of America.
5. We have hired a full time data coach that provides support to both schools.
6. We use the following programs to impact learning; Connect Ed, Leveled Literacy, Dreambox, Common Core Standards, Science Coalition, Social Studies Coalition, Raz Kids, Big Ideas Math, SpringBoard for ELA, Go Math, and Read 180 for RTI.

DELAWARE DEPARTMENT OF EDUCATION CHARTER SCHOOL ANNUAL REPORT

CHARTER SCHOOL INFORMATION

Charter School Name: Gateway Lab School

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Telephone: 302-633-4091
Fax: 302-633-5680
Website: www.gatewaylabschool.org



Head of School, Catherine Dolan

9/30/14

Date

Head of School

Date



Board President, Joyce Henderson

9/30/14

Date

SUBMISSION DEADLINE: December 1st (September 30th for renewing charter schools)

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ABSTRACT

Gateway Lab School (GLS) currently operates as a charter school authorized by the Delaware Department of Education. GLS, modeled on the Lab School of Washington D.C. was granted its charter in 2011 and continues to be managed by an Operating Governing Board and By-Laws, as established within the prescribed guidelines in the DDOE Regulations for Charter Schools. Gateway Lab School is located at 2501 Centerville Road, Wilmington, Delaware. Gateway Lab School was granted a charter modification in fiscal year 2014 to use the Alternative Framework for Assessment, taking effect FY 2015. The Alternative Framework will more equitably assess the growth of Gateway's unique population.

Gateway currently serves 208 students in grades Third through Eighth. Our student population is 64.4% White, 26.4% African American, 6.7% Hispanic, 1.4% Asian, 0.5% American Indian, and 0.5% Multi-racial. 27.9% of our student population is considered "low-income." 58.7% of our student population is classified as Special Education students.

Mission Statement

The mission of Gateway Lab School is to provide an extraordinary educational opportunity for children who are struggling to achieve academic success in a traditional school environment, utilizing research-based intervention strategies and a highly tailored, arts-based learning environment that seeks to identify and capitalize on a student's strengths and interests.

To become a resource to the community as a center for the professional development and education of teachers, parents and students by providing access to the latest research-based curriculum, technology and training.

Vision Statement

The vision of Gateway Lab School is to prepare children who have struggled academically in the traditional classroom for success in high school and beyond. We do this by using an academically rigorous, arts-infused curriculum aligned to Common Core standards in an atmosphere that values each student's individuality and unique gifts, and helps them to articulate their learning styles, which will lead to self-advocacy.

The Gateway Lab School philosophy is based on the belief that children, who have struggled to achieve academic success in the traditional school environment and learn differently, have the capacity to achieve academic success and to realize individual learning potential. The teachers and staff of Gateway Lab School are committed to developing a sense of inquiry and love of learning in each student. This is accomplished by focusing on providing interventions in the areas of reading, oral and written language, math and motor skills.

ACADEMIC PERFORMANCE:

What are the school's academic performance outcomes that will demonstrate student growth, proficiency, and college and career readiness levels as measured by the Performance Framework? Provide an analysis of strengths, challenges, and opportunities for growth in these areas.

Gateway Lab School's (GLS) overall academic rating is Does Not Meet Standard on the Academic Performance Framework. (See Appendix A)

The nature of each student's progress at Gateway Lab School is very individualistic. Through our model, we seek to provide our teachers with the tools and training they require to meet the needs of our neuro-diverse population. We are confident that our dedicated, talented, and highly qualified teachers are making an impact that positively influences student performance. Academic performance targets are being addressed school wide with small group instruction and teacher professional development in Common Core standards. The faculty began implementing the RTI model with the goal of using data to inform instruction.

STRENGTHS

Gateway Lab School has demonstrated continuous incremental gains over the past three years related to the percent of students meeting growth goals in the areas of Math and ELA as measured by the Delaware Comprehensive Assessment System (DCAS). The SY 2014 gain in math (19%) even outpaced the previous year's gain in ELA (11%).

A noted strength of Gateway Lab School is the ethic of constant improvement that permeates all levels from the Board of Directors to the faculty. To this end, the administration, with the board's encouragement, sought a Comprehensive School Review (CSR) through the Delaware Academy for School Leadership, University of Delaware, to identify and address the needs of the school and its students.

The findings of the CSR specifically recognized, "a positive school environment that supports students' emotional and social needs." The administration of Gateway Lab School has ensured that all classroom teachers received extensive training in the Responsive Classroom™ model. The board acknowledges that implementing the Responsive Classroom model with fidelity as specified in the charter has led to the creation of this positive environment. The administration also conducts weekly student assemblies to build community and character values. Staff and students have embraced the "Gladiator Values" of honor, loyalty, truth and courage to address conflict resolution and bullying. Gateway continues its commitment to address the academic, social-emotional, and behavioral goals of each student in an integrated approach.

CHALLENGES/OPPORTUNITIES FOR GROWTH

As Gateway Lab School grows and develops its own identity, the need to revisit the guiding principles adopted from The Lab School of Washington has arisen. The administration and board is already beginning to address this issue. The leadership team of GLS is stronger than ever, but there is a need to clearly define roles and responsibilities, especially when it comes to the instructional focus. The board and administration is seeking to eliminate time and procedural inefficiencies.

The administration is looking to plan and support implementation of rigorous, standards-based curriculum and instruction practices through ongoing professional development. The administration has recognized that para-educators are not being utilized effectively. Plans to address this are being considered. Gateway is moving toward an instructional focus with the goal of raising the level of academic rigor for all students.

The administration and board recognizes that many traditional pre-service teacher programs do not prepare teachers to implement arts-based methodologies as outlined in the charter. Steps are being taken to adequately train staff in this alternative way of delivering instruction. Along with this comes the need to develop and monitor implementation of daily lesson plans based on formative assessment data, and incorporating research-based instructional practices that ensure multiple checks for understanding. Faculty requires training in coordinating instructional strategies, developing common assessments and analyzing student data to inform instruction. Formalizing an annual professional development plan will assist in this.

Finally, the board and administration recognizes the need to prioritize and clearly articulate instructional expectations to faculty as the first step towards greater accountability.

FINANCIAL PERFORMANCE:

What are the school's financial performance expectations that will demonstrate viability and sustainability as measured by the Performance Framework? Provide an analysis of strengths, challenges, and opportunities for growth in these areas.

Based on the 2013-2014 Delaware Financial Performance Framework, GLS has been rated as Meets Standard. (See Appendix B)

The following governance and reporting requirements have been and continue to be met by GLS:

- Budget oversight committee—Del Code, Title 14, Section 1508
- Monthly financial reporting—Del Code, Title 14, Section 509(k)
- Audit—Del Code, Title 14, Section 513
- Web posting of check register—Del Code, Title 14, Section 1509
- Web posting of 990—Del Code, Title 14, Section 509(k)
- Annual report—Del Code, Title 14, Section 513

External auditors have audited school finances annually and have found them to be sound and healthy. It is anticipated that this performance will continue into the future. The school's financial future is secure.

The school's budget is reviewed and approved by the Board of Directors on an annual basis. A monthly financial report is reviewed by the Citizens Budget Oversight Committee (CBOC) and the Board of Directors. The school operates with the required contingency and a financial surplus to ensure fiscal viability and security.

Appendix L

Gateway Lab School is using the services of Neely & Spence Financial Consulting Services, LLC to assist with budgeting and planning. They prepare reports for weekly review by the school's Finance Committee, which include monthly expenditure detail reports, staffing models based on enrollment, preliminary budget reports, and cash flow reports. This careful review of the school's finances is helpful in preparation for CBOC and Board meetings. Those involved in the school's leadership make financial decisions that are well informed as they cast vision and plan for the school's future. Both the Board of Directors and the CBOC are involved in financial decision-making.

ORGANIZATIONAL PERFORMANCE:

What are the school's performance expectations in meeting its organizational responsibilities including, but not limited to, administrative operations, reporting, and legal responsibilities as measured by the Performance Framework? Provide an analysis of strengths, challenges, and opportunities for growth in these areas.

Based on the 2013-2014 Delaware Organizational Performance Framework, GLS has been rated as Meets Standard. (See Appendix C)

Educational Program

Due to GLS's high percentage of students with IEP's, there is a higher than average number of students who require accommodations when taking the ELA DCAS test. One of these accommodations is the use of an electronic or live reader. In SY 2014, 11 students at GLS were given a reader for the DCAS, and these students were flagged as "non-participants", which caused GLS to fall short of the 95% statutory requirement for participation. All of these students have this particular accommodation written into their Individual Education Plans (IEP), which are federally protected by law. GLS administration is working with the Delaware Department of Education to take this issue under consideration.

Measure 1b of the Organizational Performance Framework (see Appendix C) assures that GLS is compliant with legal requirements for students with disabilities and English Language Learners

Governance and Reporting

GLS was rated "Meets Standard" for Governance and Reporting according to the Organizational Performance Framework. There are several items that GLS is addressing to ensure continued compliance.

In school year 2013-2014 GLS did not have the minutes of CBOC meetings posted on its website. That error has been corrected, and the minutes have been posted.

In school year 2013-2014 GLS did not meet the statutory requirement to post board meeting agendas on its website. Contributing to this was the sudden illness of the GLS board president, who required significant time away from the board for convalescence. The addition of a technology coordinator to the faculty has assured that the website is kept up to date.

Students and Employees

GLS received "Meets Standards" in 2013-2014 for protecting the rights of all students, meeting all staff credentialing requirements, and respecting employee rights. The area of attendance goals was rated Meets Standard as well. There are several items GLS is addressing to ensure continued compliance.

The board has adopted a policy to address bullying. Board Policy 05.3 "Policy on Prohibiting Bullying and Cyberbullying" has been posted to the GLS website

On Measure 1c, GLS received a "Does Not Meet" rating. The percentage of highly qualified teachers was 82.5%. This was due to a single teacher who did not obtain the necessary

certification for the content area in which she was teaching. This educator was responsible for teaching six classes a week, which affected the school average disproportionately.

School Environment and Additional Obligations

GLS received “Meets Standard” on all applicable criteria for the 2013-2014 school year. The school is in compliance with facilities and transportation requirements, complying with health and safety requirement and all other obligations.

STATUS OF CONDITIONS PLACED UPON THE CHARTER:

Gateway Lab School did not have any conditions imposed on its charter for the 2013-2014 school year.

STUDENT RETENTION GOALS AND TARGETS:

The percentage of students who re-enrolled from the prior year according to ESEA demographic categories:

	Attrition	% Re-enrolled
Caucasian	9	92%
African-American	7	84%
Hispanic	1	93%
Multiracial	1	0%
Native American	N/A	100%
Asian	1	75%
Total	19	89%

A total of 19 students withdrew from GLS at the end of the school year. 4 students moved out of state or out of the area, 7 transferred to a different public or charter school, 1 transferred to private school, and 1 transferred to homeschool. Of these 19 students, there are two sets of siblings, bringing the number of families that did not re-enroll down to 17.

89% of students re-enrolled to GLS at the end of the 2013-2014 school year.

The number of students who left Gateway Lab School before the year was over or before the end of the charter school's grade configuration per ESEA demographic category:

A total of 6 students withdrew from GLS prior to the end of the 2013-2014 school year. Of those students, 3 relocated out of state, 2 moved to homeschool, and 1 returned to his feeder pattern school.

A summary of why students chose to leave:

Gateway's school-wide focus is on instruction through arts integration while providing socio-emotional support to all students. Although this model works well for most students, some require an environment that provides a program structured to address their profound instructional and clinical needs.

The percentage of students who did not pass from one grade to the next:

No students were retained at the end of SY 2013-2014.

Appendix L

Gateway Lab School's plan to improve student retention and average daily attendance if less than its stated targets:

Gateway's daily attendance goal has been met for SY 2013-2014.

INNOVATION:

Leadership

With new school leaders came a restructuring of the administration for the 2013-2014 school year. Gateway implemented an administrative model that utilized a Head of School and Assistant Head of School. In addition to extensive ongoing collaboration, each assumed responsibilities best matching their skill sets. Both made instructional leadership a priority and provided extensive support to staff. The Administration made use of a development coach to improve their implementation of DPAS II evaluations.

Instruction

Gateway Lab School contracted with the Delaware Academy for School Leadership (DASL), to conduct a Comprehensive School Review. During the 2013-2014 school year, Gateway began implementing a number of initiatives with regards to curriculum and instruction. The initiatives included RTI grouping for students in both reading and math and infusing instruction with higher level questioning. Gateway also increased instructional time by reorganizing the daily schedule and decreasing the time spend during class transitions. School leadership, in conjunction with a committee of teachers and board members identified the need for new math and ELA curricula.

Technology

Technology flourished in the building during the 2013-2014 school year. In an effort to increase student literacy and love for reading, Gateway applied for and was awarded a literacy grant, which allowed for the purchase of 100 mini iPads. Students utilize the iPads and the extensive Big Universe library on a daily basis for independent reading. Gateway also purchased several carts of Chromebooks. Teachers are able to bring the carts into their classrooms for the seamless integration of technology into instruction. Teachers also execute engaging lessons with their own iPads paired with Apple TV. The number of books read by students increased dramatically.

Gateway's expanding use of technology has tremendously benefited both general and special education students. Most notably, the number of children receiving assistive technology services increased throughout the year. Those students utilize a variety of devices for word processing, augmentative alternative communication, and managing executive functioning skills.

Extra-Curricular Programming

The 2013-2014 school year brought a number of additional extra-curricular activities to Gateway. Intramural soccer, tennis, and flag football were added to our already established running and basketball programs. Zentangle Club, Math League, and Chess Club provided students the opportunity to showcase their intellect, while Fishing Club fostered their love of the great outdoors. Additionally, Gateway added a Recording Club, where students practiced recording synthesized music, and a Reporting Club, which reported the school news on a weekly basis. Lastly, Gateway's music program became even more robust with the addition of a school band.

Parent Involvement

Gateway Lab School began holding its monthly Parent Advisory Council meetings immediately preceding the Gateway Friends and Family (parent volunteer organization) meetings, making it easier for parents to participate in both. Consequently, parents made themselves available to plan and/or assist with a plethora of successful and well-attended events, including the Back to School Nights, Meet and Greet, Field Day, Family Fun Night, and Fall Festival. Parents were also an intricate part of our Fishing and Chess Clubs, school band, and nutrition program.

School Climate and Culture

Gateway Lab School prides itself on having a nurturing school environment where students are valued and celebrated for their differences. This year, Gateway's new Head of School, Catherine Dolan, established the Gladiator Values – honor, loyalty, truth, and courage. The importance of these values was reinforced at engaging and community building weekly assemblies. Further support was provided to students through the Project Crossroads social skills program. In addition, Gateway reaffirmed its dedication to the Responsive Classroom approach by training all new staff members and retraining existing staff members. The CSR specifically noted Gateway's nurturing school climate as a strength.

Nutrition Program

Gateway's new nutrition program serves both breakfast and lunch. Students and staff have access to nutritious and freshly prepared meals daily. The nutrition program was well received by students, parents, and faculty, and Gateway looks forward to the growth of the program in the coming years.

Transition plan career interviews

The school guidance counselor meets with 8th grade students to plan future academic and career-oriented goals. Students are offered assistance in researching and applying to high schools.

Student Intervention Team (SIT) team

The Gateway Student Intervention Team, a panoply of faculty representing each department, meets on an ongoing basis to address issues related to specific students as identified by teachers. Once referred to the SIT team, research is done and a plan is implemented to address the identified academic or behavioral issue. The team continues to meet to monitor student and teacher response to the intervention.

Delaware CHARTER SCHOOL ANNUAL REPORT

CHARTER SCHOOL INFORMATION

Charter School Name: Kuumba Academy Charter School

Mailing Address: 1200 N. French St
City/State/Zip: Wilmington, DE 19801

Email: smaldonado@kuumba.k12.de.us
Telephone: 302-660-4750
Fax: 302-472-6452
Website: kuumbaacademy.org

Sally Maldonado

Sally Maldonado
Head of School

December 1, 2014

Date

Dr. Joan F Coker

Dr. Joan Coker
Board President

December 1, 2014

Date

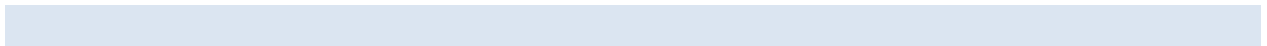


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ABSTRACT

KACS Academy Charter School (KACS) currently operates as a charter school authorized by the Delaware Department of Education. KACS— taken from the Swahili language meaning creativity – was granted its charter in 1999 and continues to be managed by an Operating Governing Board and By-Laws, as established within the prescribed guidelines in the DDOE Regulations for Charter Schools. Kuumba Academy is located at 519 N. Market St. in Wilmington, Delaware. Kuumba Academy Charter School was granted a charter modification on June 20, 2014 enabling the school to expand its grade offerings over the next two years to include students in grades 7, and 8, adding one grade each year. Additionally, KACS will begin to expand its current grade configuration in grades K-5 between 2013 and 2016.

Kuumba currently serves 464 students in grades Kindergarten through Seventh with DOE approval to add grade 8 by the 2015-2016 school year. Our student population is 96% African American and 3% Hispanic. 88% of our student population is estimated to be “low-income.” We are currently considered “Community eligibility” based on the high number of low income students that we have served throughout our years of operation. 5.7% of our student population is classified as Special Education students.

Mission Statement

The **mission** of **Kuumba Academy Charter School** is to be Delaware’s premier arts-integrated charter school with a commitment to provide a rigorous high-quality academic program in an environment that values parents as key partners in the education of their children, honors the individuality and unique learning style of each student, and utilizes the arts as a tool for academic learning.

Based on the Nguza Saba Principles of Kwanza, which is a celebration of family, community, and culture the **Core Components of the KACS Model** are:

1. Student Centered Instruction-*Kujichagulia (self-determination), Nia (purpose), Imani (faith)*
2. An innovative combination of Arts and Academics
3. Core Values – Based on the Nguza Saba Principles *KACS (creativity) and Umoja (unity)*
4. Professional Learning Community- *Ujamaa (cooperative economics) and Ujima (collective work and responsibility)*
5. Family and Community Engagement – *Ujima, Nia, Ujamaa,*

This year-end report covers the 2013-2014 school year. It is intended to be used by the Board of Directors to formally evaluate the school’s performance. It will also serve as the document to report our progress to the Department of Education.

2013-2014 ENROLLMENT & DEMOGRAPHIC INFORMATION	
Total Enrollment	298
# of Students on Waiting List	88
Gender	
# Male	134
# Female	164
Ethnicity/Race	
# White	2
# Black	286
# Hispanic	8
# Asian	2
# Other	
# Multiracial	
Special Populations	
# Students with disabilities ()	17
# English Language Learners	1
# Eligible for Free and Reduced Lunch	209

Academic performance:

What are the school’s academic performance outcomes that will demonstrate student growth, proficiency, and college and career readiness levels as measured by the Performance Framework? Provide an analysis of strengths, challenges, and opportunities for growth in these areas.

The performance framework analysis conducted by the DDOE in 2014 indicates that our school rating is “Meets Standard.” The performance framework evaluates the school on several different criteria including the percentage of students meeting growth targets on the Delaware Comprehensive Assessment System (DCAS), the performance of students in the lowest quartile and performance against state.

Over the past several years, KACS has made significant progress in closing the urban achievement gap. This highlights the hard work and dedication of our students, parents, faculty, and staff. It is our expectation that student growth and achievement will continue to be an area in which our school excels as we work to adjust to the more rigorous academic expectations of the Common Core State Standards.

KACS was founded to enroll children with the greatest need and to advocate for all children receiving an ineffective education. The KACS board and staff are closely bound together by a shared belief – that parents are the primary educators of children. Children at-risk for academic failure can indeed be high achievers and change agents in low-income communities when parents and teachers engage students in a culturally relevant, community education model.

Measure 1 - Student Progress Over Time (Growth)

For our school, growth is one of our most important indicators of our success and achievement. While our students arrive with different levels of proficiency, our number one goal is moving them closer to standard. This requires a strong focus on growth and student centered instruction. The data from 2013-2014 demonstrates the areas that we are showing improvement.

Measure 1a. Are students meeting their fall to spring instructional scale growth targets?

Percentage of Students Meeting Growth Targets.

Subject	2010-11	2011-12	2012-13	2013-2014
Math	67.5%	75.4%	80.2	67.8%
ELA	81.9%	86.3%	72.7	64.9%

When looking at the percentage of students meeting their fall to spring scale score growth targets, from 2012-2013 to the 2013-2014 school year, although still meeting DOE standards, there was a decline in the overall percentage of students. After reviewing our classroom level data in more detail, the decrease in percentage of students meeting growth targets was attributed to new teachers in grades 3 and 5. As these teachers gain more experience with the common core standards and learn more effective strategies for closing the achievement gap through additional training, student performance is expected to continue to rise.

Measure 1b. Are lowest-performing students in the school meeting their fall to spring instructional scale score growth targets?

Percentage of Students in the Lowest Quartile Meeting Growth Targets.

Subject	2010-11	2011-12	2012-13	2013-2014
Math	70.0%	83.9%	78.3%	78.9%
ELA	90.3%	84.8%	79.3%	67.6%

Measure 1b looks at the growth of the lowest-performing students in our school. For the past three years, KACS has met or exceeded standard in this measure. The spike in number of growth targets met in 2011-2012 is attributed to additional testing opportunities for students who did not meet target. For the 2013-2014 school year, KACS implemented a new ELA curriculum from Engage NY in DCAS tested grades. This curriculum aligns with our Expeditionary Learning Core practices and focuses on more critical thinking and problem solving. As teachers become more confident with implementation of this new curriculum, it is expected that our lowest performing student growth will continue to increase.

Measure 1c. Are students making enough annual growth to maintain or achieve proficiency status within 3 years or by 10th grade?

Percentage of Students Making Sufficient Growth.

Subject	2010-11	2011-12	2012-13	2013-2014
Math	88.0%	93.2%	89.6	87.9%
ELA	94.0%	95.7%	92.7	87.7%

Measure 1c looks at the sufficient growth to maintain or achieve proficiency within 3 years of by 10th grade. KACS is considered to be meeting standard in this measure.

Measure 2 – Student Achievement (Status)

Measure 2a. Are students achieving proficiency on state examinations in math and reading?

School Proficiency Scores, State Comparison Averages and Percentiles

Subject and Year	School Prof %	State Average	State 90th Percentile	State 20th Percentile
Math, 2010-11	78.8%	65.7%	85.9%	48.1%
Math, 2011-12	92.2%	76.4%	93.5%	61.5%
Math, 2012-13	74.3%	68.9%	90.7%	53.6%
Math 2013-14	79.1%	68.4%	91.5%	52.8%
ELA, 2010-11	83.1%	62.6%	82.6%	46.9%
ELA, 2011-12	89.7%	76.5%	93.0%	60.4%
ELA, 2012-13	87.6%	69.9%	90.9%	55.0%
ELA, 2013-14	73.5%	71.0%	91.0%	56.3%

Note: 2013 State Annual Measurable Objectives (AMOs) were 70.0% for Reading and 70.2% for Mathematics.

KACS has always strived to show improvement in our school compared to similar schools with similar student compositions. This indicator compares our school to several comparison schools. The data presented illustrates that our school is meeting the standard in both Mathematics and ELA.

While we are meeting the standard in mathematics, we have seen a decrease in the percentage of students meeting proficiency in ELA. To address this for the 2014-2015 school year, KACS has taken the following steps:

- Provide additional ELA training for teachers around the Engage NY Curriculum and the Common Core standards

- Increased ELA coaching hours for all teachers K-7 to ensure bi-weekly coaching session take place by adding a FT ELA coach
- Increase summer enrichment opportunities for new students to help catch them up (a number of new students impacted overall proficiency for 2013-2014)
- Implement additional tutoring hours particularly for new and academically at-risk students

Measure 2b. Are students in demographic subgroups achieving proficiency on state examinations in math and reading?

Low Socio-Economic Status

Subject and Year	School Proficiency Rate	State Average Proficiency Rate	State Proficiency Rate at 90th Percentile	State Proficiency Rate at 20th Percentile
Math, 2010-11	78.6%	55.3%	80.3%	39.0%
Math, 2011-12	91.8%	68.4%	89.7%	53.4%
Math, 2012-13	74.5%	63.3%	86.6%	47.5%
Math, 2013-14	75.8%	59.2%	84.8%	42.0%
ELA, 2010-11	81.6%	51.4%	74.7%	38.1%
ELA, 2011-12	89.8%	68.3%	89.8%	54.3%
ELA, 2012-13	89.5%	62.9%	88.1%	48.8%
ELA, 2013-14	73.5%	62.6%	84.0%	48.2%

Note: 2013 State Annual Measurable Objectives (AMOs) were 59.2% for Reading and 60.0% for Mathematics.

- Performance of our students classified as Low Socio-Economic status matches similar performance in other measures. KACS Low Socio-Economic students' 2013 proficiency rates in math and ELA are significantly higher than state average proficiency rates.

African-American

Subject and Year	School Proficiency Rate	State Average Proficiency Rate	State Proficiency Rate at 90th Percentile	State Proficiency Rate at 20th Percentile
Math, 2010-11	78.4%	49.2%	75.5%	33.5%
Math, 2011-12	92.9%	63.1%	91.2%	45.6%
Math, 2012-13	75.5%	58.1%	82.7%	40.6%
Math, 2013-14	78.6%	57.5%	83.8%	39.6%
ELA, 2010-11	82.8%	48.1%	77.2%	35.0%
ELA, 2011-12	89.3%	65.2%	91.9%	49.0%
ELA, 2012-13	88.2%	61.5%	85.1%	47.1%
ELA, 2013-14	72.9%	62.8%	85.1%	47.7%

As the data above indicates KACS has met or exceeded standard in this measure for the past three years and has been recognized for our work in closing the achievement gap. This is an area that highlights the success of the Kuumba Model with our student population.

Measure 2c. Are students performing well on state examinations in math and reading in comparison to other schools in the district*?

School Proficiency Compared to Home District Proficiency

Subject and Year	School Prof %	District Comparison
Math, 2010-11	78.8%	56.0%
Math, 2011-12	92.2%	69.7%
Math, 2012-13	74.3	65.0%
Math, 2013-14	79.1%	65.9%
ELA, 2010-11	83.1%	53.2%
ELA, 2011-12	89.7%	69.9%
ELA, 2012-13	87.6%	65.0%
ELA, 2013-14	73.5%	67.7%

*Christina School District

Measure 2c demonstrates the performance of our school compared to school district in which our charter resides. This is another area that highlights the success of our school and our students. As the table above indicates KACS students are outperforming their peers in district schools.

Measure 2d. Are students performing well on state examinations in math and reading in comparison to similar schools in the state?

School Proficiency Compared to Similar Schools Proficiency

Subject and Year	School Prof %	Similar Schools Prof%
Math, 2010-11	78.8%	52.1%
Math, 2011-12	92.2%	66.4%
Math, 2012-13	74.3%	59.0%
Math, 2013-14	79.1%	58.4%
ELA, 2010-11	83.1%	50.2%
ELA, 2011-12	89.7%	68.4%
ELA, 2012-13	87.6%	62.8%
ELA, 2013-14	73.5%	64.4%

As the data above indicates KACS has exceeded standard in this measure in Math and met in ELA. This is an area that highlights the success of the Kuumba Model with our student population.

Measure 3 – State and Federal Accountability

Measure 3a. Did the school make AYP?

Year	AYP Status
2010-11	Meets
2011-12	Meets
2012-13	Meets
2013-14	Meets

As the table above indicates, KACS met AYP standards for the past three years.

SUMMARY AND OVERALL RATING

Kuumba Academy

Year	1.a. Growth		1.b. Bottom 25%		1.c. Growth to Prof		2.a. Prof		2.b. Overall Subgroup		2.c. District		2.d. Similar Schools		OVERALL RATING
	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	
11-12	M	E	E	E	E	E	M	M	E	M	E	E	E	E	E

12-13	E	M	M	M	E	E	M	M	M	E	M	E	E	E	M
13-14	M	M	M	M	M	M	M	M	M	M	M	M	E	M	M

Strengths, Challenges and Opportunities for Growth
Strengths

The original purpose of Kuumba Academy Charter School (KACS) was to establish a high-performing public elementary ‘community’ school in the City of Wilmington with significant parent involvement through a unique non-profit/ public school partnership. Our 12-year track record of success helping students to achieve high levels of academic performance, despite the prevalence of poverty among students and families in the surrounding school community, is one of Kuumba’s greatest strengths.

Innovative instructional approaches in math (Singapore Math), and consistent implementation of research–based strategies in reading have enabled KACS students to score well above state averages in math, and have eliminated the achievement gap in grade 4 and grade 5 reading. In addition, KACS students were recognized in 2010 as part of the first cohort of schools to earn the \$150,000 Achievement Award for reducing the achievement gap between African and white students and low-income and non-low income students. Since 2010, KACS continues to make progress each year in closing or eliminating the achievement gap by race and SES (tables below).

Kuumba Academy students are outperforming the district run and local charter schools where our students live. Kuumba has significantly narrowed, eliminated and even reversed the achievement gap in all grades levels and content areas over the past three years.

Kuumba Academy recognizes the foundation of student achievement is reading and math literacy. We are deeply committed to ensuring that every child is on the path for college and career readiness. As outlined in our model, KACS is focused on student centered instructional practices. Kuumba empowers students and families to create a plan to help every child reach their full academic potential. All KACS students have an individual improvement plan (IIP) that outlines their specific learning targets and “roadmap” for success. Classroom teachers utilize benchmark assessment data and standards-based mastery trackers to identify students who are in need of additional academic support or “interventions” in order to meet defined growth targets. Examples of assessments used to monitor progress include: STEP, DIBELS, NWEA’s MAPs assessment, Delaware Comprehensive Assessment System (DCAS), Delaware Universal Math Screener and teacher created assessments.

Teachers use student performance data to monitor growth and plan additional small group lessons. All K-6 classrooms have two additional instructional support teachers for at least 45-mins of their daily reading block to enhance small group intervention services. The instructional support team consists of reading specialists, special education teachers and a speech language pathologist all with expertise in best-practice reading interventions. All K-6 classrooms also utilize self-directed computer based instruction to maximize individualized student support and keep intervention groups sizes low (1:7 or less). Student assessment data drives the process and students work in flexible groups based on academic needs.

Challenges and Opportunities for Growth

As KACS prepares to expand our elementary and middle school program we recognize that we will enroll a large number of students who are considered academically at-risk and or performing below grade level. As we prepare to serve an increased number of new and at-risk students, KACS is planning to implement the following:

- A 7-week summer intensive program for new KACS designed to introduce new students to school wide expectations in student culture and academics
- Increased supports for at-risk students including additional reading and math specialists to support students in the Response to Intervention Process
- Increased instructional support for teachers in the classroom with full time reading and math coaches in place to support new and returning staff

As discussed previously, For 2013-2014, KACS experienced a dip in student performance. To address this for the 2014-2015 school year, KACS has taken the following steps:

- Increased math and ELA coaching hours for all teachers K-7 to ensure bi-weekly coaching session take place by adding one FT coach in each content area
- Increase summer enrichment opportunities for new students to help catch them up
- Implement additional tutoring hours particularly for new and academically at-risk students
- Implement Common Core aligned curriculum in both ELA and Math (Engage NY and Eureka Math) with increased training for all teachers
- Implement interim assessments schoolwide to ensure teachers have access to common core aligned data that is actionable throughout the school year
- Increase the amount of Tiered support for all students by adding 2 additional FT special education teachers

- Implement reading co-teaching model in classrooms with highest percentage of struggling readers to ensure a student to teacher ratio is 1:8
- Purchase additional laptops and iPADS in order to provide students with additional opportunities to practice performance tasks aligned to the Smarter Balanced Assessment

Financial performance:

What are the school’s financial performance expectations that will demonstrate viability and sustainability as measured by the Performance Framework? Provide an analysis of strengths, challenges, and opportunities for growth in these areas.

Based on the 2013-14 Delaware Financial Performance Framework, KACS has been rated as Meets Standard.

Year	1.a.	1.b.	1.c.	1.d.	2.a.	2.b.	2.c.	2.d.	OVERALL RATING
10-11	M	M	M	M	NR	M	NR	NA	M
11-12	M	M	M	M	NR	M	NR	NA	M
13-14	M	M	M	M	M	M	M	NA	M

External auditors have audited our school finances annually and have found neither findings nor acts of impropriety. It is anticipated that this performance will continue into the future.

The school’s budget is reviewed and approved by the Board of Directors on an annual basis. A monthly financial report is reviewed by the Citizens Budget Oversight Committee (CBOC) and the Board of Directors. This report is posted on our website as required. The school operates with a financial surplus to ensure fiscal viability and security.

Strengths, Challenges, and Opportunities for Growth

Strengths

The school’s financial future is secure. Our school has met or exceeded enrollment expectations for each of the last three years. A waiting list is maintained in the event of any unexpected openings. Every financial decision the school makes is based on sound and planned reasoning. Both the Board of Directors and the CBOC are involved in every decision.

Challenges and Opportunities for Growth

To support our expansion plans, Kuumba Academy Charter School has established an initial capital/programmatic fundraising goal of \$400,000.00 to provide additional resources to support the expansion of the kindergarten through 8th grade enrollment.

The Development Committee, a sub-committee of the Vision Leadership Group, the overall management entity of our expansion plan, is managing this fundraising plan.

The Kuumba fundraising plan consists of several strategies including cultivation of existing and new relationships, active grant opportunity submissions and the establishment of a vehicle for receipt of philanthropic donations.

A key action which will be critical to the success of the plan is the establishment of the **Fund for the Advancement of Urban Scholars**. This fund, which is in place at the Delaware Community Foundation, will support the implementation of state-of-the-art educational programs, professional development for teachers, family engagement programs and the operational and capital costs associated with the expansion. The placement of the plan at the DCF will ensure maximum exposure to potential donors, as well as ensuring that appropriate management of the fund will be in place.

Active fundraising for the expansion plan has been in place for the past three years and has resulted in over \$1,000,000.00 in additional funding to support our expansion. Major funding sources included \$500,000 Capacity Building Grant from the Longwood Foundation and \$425,000 from the Charter Performance Fund. Active fund development cultivation is underway with Astra Zeneca, the Gilliam Foundation, Chichester DuPont Foundation, Marmot Foundation among others.

Significant excitement and support has been expressed by funders that have been briefed to date. The expansion leadership is confident that the goal will be reached. However in the event that it falls short, KACS will look for ways to reduce expenses without impacting the educational programming. Reductions in non-essential personnel, supplemental programming and other expenses will be considered.

Organizational Performance:

What are the school’s performance expectations in meeting its organizational responsibilities including, but not limited to, administrative operations, reporting, and legal responsibilities as measured by the Performance Framework? Provide an analysis of strengths, challenges, and opportunities for growth in these areas.

Based on the 2013-14 Delaware Organizational Performance Framework, KACS has been rated as Meets Standard. The purpose of the Organizational Performance Framework is to communicate to the charter school and public the existing compliance-related expectations that the charter school is held to. The Organizational Performance Framework lists expectations the charter school is required to meet through state and federal law and the charter Performance Agreement. For each measure a school receives one of two ratings: “Meets Standard” or “Does Not Meet Standard.”

KACS has received a rating of Meets Standard in each of the assessed framework elements.

Strengths, Challenges, and Opportunities for Growth

Strengths

KACS has always strived to be in compliance with all DOE requirements. We plan to continue this practice. We have strong internal capacity to continue to meet all organization expectations. Our leadership team, school board and staff strive to ensure that we are considered an exceptional organization.

Challenges and Opportunities for Growth

As an expanding organization, the greatest challenge that we face is the largely continuously changing charter landscape in Delaware. Each year brings new regulations, requirements and expectations. The Board of Directors is deeply committed to the ongoing success of our organization. As challenges arise, we will work as a collective to ensure that the students and families of KACS are provided access to a high-quality program.

Status of Conditions Placed Upon the Charter:

Include:

- A status update of any conditions imposed upon the school's charter,
- Your plan to meet any conditions that are currently "not met".

During the 2013-2014 school year the school did not have any conditions placed upon the Charter.

Student retention goals and targets:

The percentage of students who have re-enrolled from the prior year according to ESEA demographic categories.

96.3% (287 out of 298) of students enrolled at the end of the 2013-14 school year reenrolled in our program for 2014-15. The schools' demographics for reenrollment were as follows:

- African American 96%
- Hispanic 100%
- Asian 100%

A total of eleven students did not reenroll in our program. Five students moved out of the area, six students transferred to another school for additional middle school/elementary program opportunities (i.e. sports, specialized curriculum).

The number of students who have left your school before the year is over or before the end of the charter school's grade configuration per ESEA demographic category and provide a summary of why they left.

No students left our school before the school year was over.

Percentage of students who did not pass from one grade to the next.

4.0% or 12 students were not promoted to the next grade.

Your plan to improve student retention and average daily attendance if less than your stated targets.

We do not see student retention as a major problem for our program. In general, once a student attends our school they typically remain with us.

KACS has had any not reportable incidents related to attendance. On average, KACS daily attendance rate is 96%. While we do not have a significant concern with absences, we do have a large portion of students who are chronically late.

Approximately 10% of the student population arrives to school between 10 to 25 minutes late each morning. In order to address this issue, KACS has hired a truancy officer on a part time basis to work with families who are chronically late. The truancy officer makes phone call, conducts home visits and coordinates parent conferences. Families of students who are chronically late are placed on attendance contracts. These contracts are monitored by the truancy officer and Dean of Student Services. KACS makes every attempt to make sure that parents are well informed in regards to

our attendance policies and shares this information with parents during Parent Academy Sessions, Conferences and Back to School Night events.

Performance goals in three major areas (Academic, Financial and Organizational) are defined in the Performance Agreement provided by DDOE and can be found in Appendix G. This agreement identifies performance goals in more than 40 measures. In addition to the goals outlined by DOE, the board has identified the following performance goals, outcomes and assessment.

Goal 1: Student Achievement Over Time (Growth)

1.1 Each year, all students at KACS will demonstrate continuous improvement in Science and Social Studies as measured by the DCAS assessment.

1.2 **By the end of the third year**, 80% of students in grade K-5 at KACS will meet annual benchmark standards on the Strategic Teaching and Evaluation of Progress (STEP) assessment in Reading.

1.3 **By the end of the third year**, 80% of students in grades K-5 at KACS will meet annual benchmarks using the DDOE Universal Screening Tool for Number Sense Grades 2-5.

Rationale: KACS places a high priority on student growth in all core content areas.

Goal 2: Arts Integration and Expeditionary Learning

2.1 Each year, all students at KACS will participate in at least two expedition showcases which highlight an integration of the arts and academics.

2.2 Each year, as at least one expedition showcase, all students at KACS will be able to identify the impact of using an art form to enhance learning and will be able to communicate with others the relevance of the arts on lifelong learning.

2.3 Each year teachers will use arts integration strategies on a weekly basis to enhance their classroom instruction.

2.4 Each year, teachers will co-teach a unit of instruction with an arts instructor at least four times

Rationale: Arts integrated instructional strategies are an essential component of our school model and have positively impacted student outcomes at KACS. Research indicates that the arts help students learn more effectively. The College Board Profile of SAT and Achievement Test takers bears this out with statistics demonstrating that students score higher on both the verbal and math testing if they have studied the visual and performing arts.

Goal 3: Parent Involvement and Satisfaction

3.1 After the first year, and for every year thereafter, 90% of students at KACS will have participation by a parent, guardian or adult family member in at least one student exhibition/demonstration each year.

3.2 Responses to the parent satisfaction survey will indicate that 80% of parents are satisfied with KACS.

3.3 Parents, guardians or adult family members will contribute volunteer hours throughout the year to KACS.

Rationale: KACS recognizes parents as key partners in the education process. Student performance outcomes as well as current research indicate that student performance is positively impacted by parent involvement.

Goal 4: School Culture

4.1 Each year, the number of suspensions from KACS will fall below the state average for suspensions for students within each grade level.

4.2 Each year, KACS will have fewer reportable incidents pursuant to Delaware Code, Title 14, Section 41123, than the average for public schools serving the same grade levels

Rationale: KACS is committed to providing a safe and orderly learning environment as well as teaching student the Kuumba core values to ensure a positive and productive school culture.

Goal 5: Market Accountability

5.1 After the second year of operating the fully expanded grade configuration, and for every year thereafter, KACS will achieve at least 90% of enrollment allowed by the charter.

5.2 After the second year of operating the fully expanded grade configuration, KACS will re-enroll at least 90% of students from the previous year who have not moved from the area.

Rationale: KACS is committed to meeting the needs of every student family. Success in this area is measured by re-enrollment rates and demand within the market.

Innovation:

Alternative Teacher Evaluation System: Teaching Excellence Framework (TEF)

In collaboration with Thomas Edison, East Side Charter School and Prestige Academy, KACS has started implementing an alternative teacher evaluation system in place of the DPAS II. We are in our second year of implementation and have successfully secured a waiver from the DOE in order to implement the TEF. TEF is built around four goals/objectives that we believe revamping our teacher evaluation process will help us meet. These include:

1. *Dramatically Improve Student Performance* - Put student learning front and center and utilize their performance as the primary benchmark of our teachers' development and success.
2. *Develop and Retain Effective Teachers* – Engage teachers in a culture of feedback and professional learning that promotes effective practice, enables leadership roles, and rewards those achieving at high levels.
3. *Develop a Network of Like-Minded Colleagues* - Create space for educators both within and between our schools to provide feedback and engage in development opportunities.
4. *Inform Policy and Practice* - Share lessons learned to policymakers and practitioners in order to drive change at scale to the benefit of every student throughout Delaware.

District and Community Partnerships

In keeping with the original intent of Delaware Charter Law, KACS has partnered with both Red Clay and Brandywine School Districts to train teachers and math coaches in the implementation of Singapore Math Strategies. KACS coaches and staff have provided training for both teachers and parents of the Brandywine School District.

In addition to partnerships with local districts around math instruction, KACS has also partnered successfully with the Delaware Math and Science Foundation to advance our implementation of the Singapore Math curriculum. Christina Cultural Arts Center, our partnering organization, has been the lead in providing Arts Integration training support to all KACS in partnership with the Christina School District. Other notable Arts partnerships include the Delaware Art Museum. Over the last 5 years, the Art Museum has been a critical partner providing all of our students the opportunity to study and create Art at the Delaware Art Museum.

Extended Learning Opportunities: Summer Academy and After School Enrichment

KACS offers new and returning students additional academic support through a seven-week, full day intensive summer enrichment program. The program is designed to prevent summer learning loss, and to accelerate new and academically at-risk students' progress toward academic proficiency. The summer program is also used to acclimate new students and parents to the Kuumba culture and rigorous, arts integrated approach to learning. Summer Academy provides mentoring, educational field trips, arts-integrated instructional units and authentic arts experiences all focused on achieving academic progress in math, language arts and specific skills (engagement, initiative, communication, and relationships with adults). Similarly, the

comprehensive After School enrichment program provides students with homework help, academic tutoring and an arts intensive study opportunity. Both programs infuse all components defined below:

Academic Enrichment: The focus is to strengthen reading, writing and math skills using arts integrated teaching strategies. Students receive small group instruction under the direction of highly qualified KACS teachers with a focus on fun, technology integration and hands-on academic instruction related to real-world experiences, and supporting grade level Common Core Standards.

Artistic Exploration: Students will explore their talents and interests through music, drama, dance and visual arts instruction. Younger students in grades K-2 explore both performing and visual arts daily (i.e. dance, drama, visual arts and music). Older students in grades 3-5, with some arts training, can choose one focus area. Each session is led by a professional Artist-in-Residence provided by Christina Cultural Arts Center and will focus on the Delaware Arts Content Standards

Parent engagement: Parental influence is critical to a child's academic, physical, and emotional success, and as a result we require high levels of parent participation. Parents are involved as partners by serving on committees; attending orientation sessions, chaperoning field trips, attending parent academy workshops, and volunteering as teacher helpers, tutors, readers and mentors.

Field Trips: Many students have limited experiences traveling outside of their neighborhood. Students and families in the program will take field trips that correlate with academic, cultural and artistic topics of study. Destinations include local museums, beaches, and other educationally stimulating environments.

Mentoring: Extended summer mentoring program for participating students is included.

Expeditionary Learning

KACS began integrating the nationally recognized, research-based, innovative Expeditionary Learning (EL) model which organizes student learning around an experiential project-based approach into our Academic program beginning in August 2013. EL instructional practices emphasize student inquiry, critical thinking and craftsmanship, which directly align with KACS's core instructional philosophy. In the Expeditionary Learning model, students engage in original research and create high-quality academic products to share with outside audiences. Learning expeditions – deep interdisciplinary investigations of rich academic topics rooted in real life connections and experiences – bring together teachers from different disciplines, including the arts, to enrich the work of individual teachers in discipline-specific classrooms.

The EL model is an academic application of the ideas of Outward Bound, an organization that values compassion, integrity, excellence, inclusion, and diversity while seeking to develop character, leadership, and service in students as they learn through experiences that involve challenge and adventure in a supportive environment. These non-traditional approaches to learning are notably different from traditional practices and are in alignment with 14 Del. C., §501.

DELAWARE CHARTER SCHOOL ANNUAL REPORT

CHARTER SCHOOL INFORMATION

Charter School Name: Las Américas ASPIRA Academy

Mailing Address: 326 Ruthar Drive
City/State/Zip: Newark, Delaware 19711

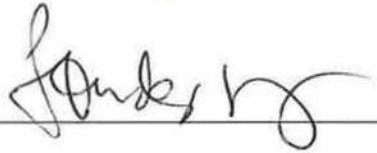
Email: margie.lopezwaite@laaa.k12.de.us
Telephone: 302-292-1463
Fax: 302-292-1291
Website: www.AspiraAcademy.org

Margie López Waite
Head of School



September 25, 2014
Date

Lourdes Puig
Board President



September 25, 2014
Date

SUBMISSION DEADLINE: December 1st (September 30th for renewing charter schools)

All schools submit one (1) signed copy (PDF via email preferred) to the DDOE Charter School Office

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Our History

Las Américas ASPIRA Academy (LAAA) began as a vision among a group of advocates in the Hispanic community committed to providing an educational alternative within the public school system. In 2009, the Delaware Department of Education with the assent of the State Board of Education approved the school's charter application. The opening of our school was delayed one year due to challenges in securing a long-term facility for the school. In August 2011, LAAA celebrated their grand opening with an enrollment of 303 students (101% of goal) in its current location in Newark (326 Ruthar Drive). In our second year of operation (2012-2013), we achieved 105% of our enrollment goal with 338 students. Our enrollment was determined by lottery for Year 2 (2012-2013), Year 3 (2013-2014) and Year 4 (2014-2015) with a waiting list that continues to increase each year. LAAA's targeted population is students residing in Delaware.

LAAA is the direct outgrowth of the mission of ASPIRA of Delaware, Inc., an associate office of the national ASPIRA Association. ASPIRA, since its start with ASPIRA New York, has had over fifty years of experience creating and implementing formal and informal education programs that build up youth self-esteem, cultural awareness, and leadership abilities. ASPIRA associate offices successfully operate eleven charter schools in 3 cities: Philadelphia, Miami and Chicago. Originally founded as a Puerto-Rican organization, ASPIRA Associate Offices in the 7 states of Pennsylvania, New York, New Jersey, Delaware, Florida, Massachusetts and Illinois and the commonwealth of Puerto Rico now serve a diverse population of youth, with the specific mission to empower the Puerto Rican and Latino community through advocacy and the education and leadership development of its youth.

Mission

The mission of the **Las Américas ASPIRA Academy (LAAA)** is to provide a world-class education that prepares students through a dual language project-based learning curriculum, to become healthy productive community members and leaders, with an **expectation** that **every** child, regardless of race, gender, ethnicity, or socio-economic level, is college bound.

Philosophy

The philosophy Las Américas ASPIRA Academy (LAAA) is that students learn best through doing (project-based learning) and that students can become fully bi-literate in English and Spanish, if students are taught early on through a dual-language approach. And because research shows that students who are healthy and active perform better in the classroom, Las Américas ASPIRA Academy (LAAA) will integrate physical fitness and good nutrition as core components of its rigorous project-based learning curriculum.

The academic, physical, social, and emotional development of our students rests on:

- ASPIRA Principles of Awareness, Analysis and Action
- Setting high expectations for each student, regardless of race, gender, ethnicity or socio-economic level, where **every** student is college-bound
- Building on the first language of English Language Learners to increase their academic performance

- Enriching the education of English speaking children by having them achieve literacy and fluency in a second language
- Making real-world connections for all learning
- Creating a healthy personalized school environment that is positive and student centered, focused on cross-cultural understanding
- Facilitating learning through investigations, interactions, and dual language instruction that is intellectually challenging and developmentally appropriate
- Providing ongoing professional development to teachers and staff in order to keep them abreast with the best research-based teaching practices
- Using systematic qualitative and quantitative student assessment to drive and strengthen instruction
- Creating a strong partnership between parents, community, private sectors, teachers and staff to increase overall educational achievement and attainment

ACADEMIC PERFORMANCE:

WHAT ARE THE SCHOOL'S ACADEMIC PERFORMANCE OUTCOMES THAT WILL DEMONSTRATE STUDENT GROWTH, PROFICIENCY, AND COLLEGE AND CAREER READINESS LEVELS AS MEASURED BY THE PERFORMANCE FRAMEWORK? PROVIDE AN ANALYSIS OF STRENGTHS, CHALLENGES, AND OPPORTUNITIES FOR GROWTH IN THESE AREAS.

Academic Performance Review Rating:

2013-2014 Summary and Overall Rating: MEETS STANDARD

2012-2013 Summary and Overall Rating: MEETS STANDARD

2011-2012 Summary and Overall Rating: DOES NOT MEET STANDARD

During the past three years, LAAA has made significant gains in our academic achievement results. Our overall rating improved from Does Not Meet Standard in Year 1 to Meets Standard in Year 2 and Year 3. LAAA accomplished consistent growth in ELA with scores exceeding State average in all grade levels. The biggest opportunity for improvement exists with Math scores. In response to this need, we are supplementing our math program with targeted instruction for students performing below grade level.

The Delaware Academic Performance Framework reveals the following achievements and opportunities for growth:

Achievements

- We exceeded the state average in all grades for Reading.
 - 88% vs 71% (Class of 2019)
 - 78% vs 73% (Class of 2020)
 - 84% vs 76% (Class of 2021)
 - 78% vs 73% (Class of 2022)
 - 73% vs 70% (Class of 2023)
- The Reading proficiency for the Class of 2020 improved from 62% in Year 1 to 78% in Year 3.
- The Reading proficiency for the Class of 2021 improved from 65% in Year 1 to 84% in Year 3.
- The Reading proficiency for the Class of 2022 improved from 65% in Year 1 to 78% in Year 3.
- We exceeded the state average in three out of five grades for Math.
 - 72% vs 66% (Class of 2019)
 - 74% vs 71% (Class of 2021)
 - 78% vs 75% (Class of 2022)
- We exceeded the state average for Science (58% vs 49% for 5th grade).
- We exceeded the state average for Social Studies (80% vs 65% for 4th grade; 76% vs 59% for 7th grade).

Challenges/Opportunities for Growth

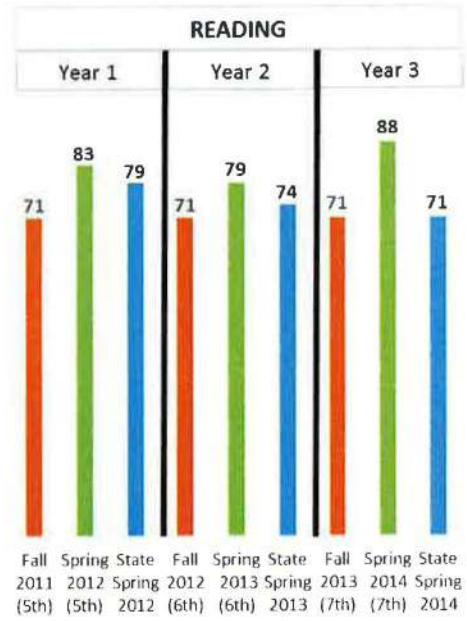
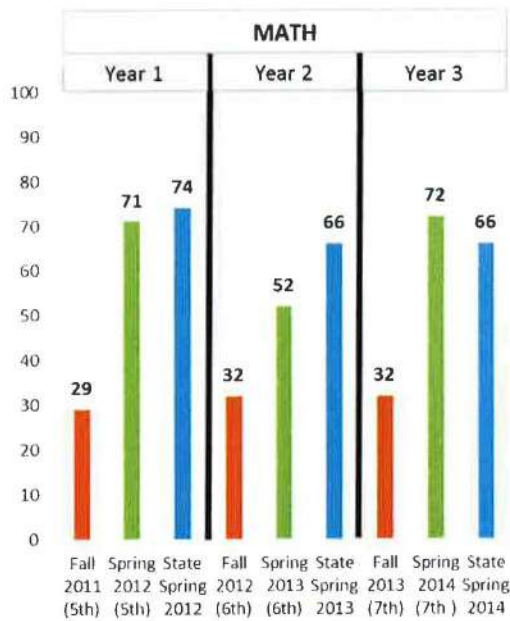
- The following opportunities for improvement are being addressed with specific targeted instruction during the summer and school year:

- Math achievement for Class of 2020 (current 7th graders) is lower than state average (51% vs 66%); however, the gap has decreased to 15 compared to 22 the previous year.
- Math achievement for Class of 2023 (current 4th graders) is lower than state average (61% vs 72%).
- Based on the DCAS results, we are taking the following action to address our achievement gaps:
 - Hired a Math Interventionist to provide targeted instructional support to students.
 - Identified supplemental materials to support math instruction (i.e., Khan Academy, IXL Math, etc.).
 - Providing free summer math tutoring with free transportation to targeted students needing additional support.
 - Dividing rising 7th graders (Class of 2020) into two smaller Math classes for more targeted small group instruction with the support of Special Education teachers.
 - Revising class schedule to create additional instructional time in the school day for targeted support in Math and/or Reading.
 - Working to expand extracurricular programs to include academic enrichment clubs such as Odyssey of the Mind, Science Olympiad and Math Olympiad.

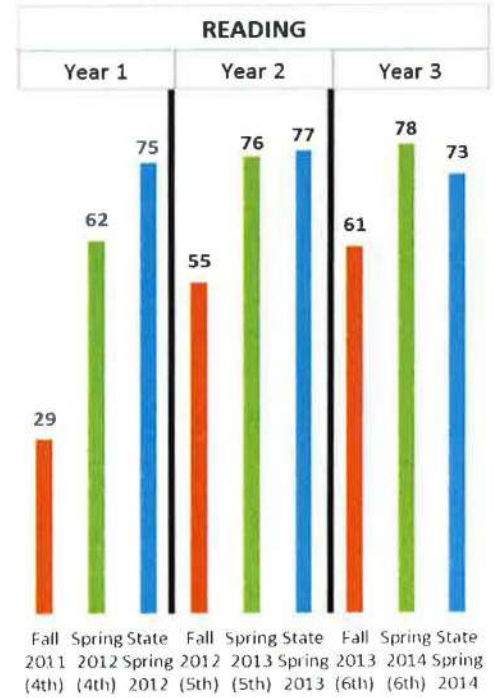
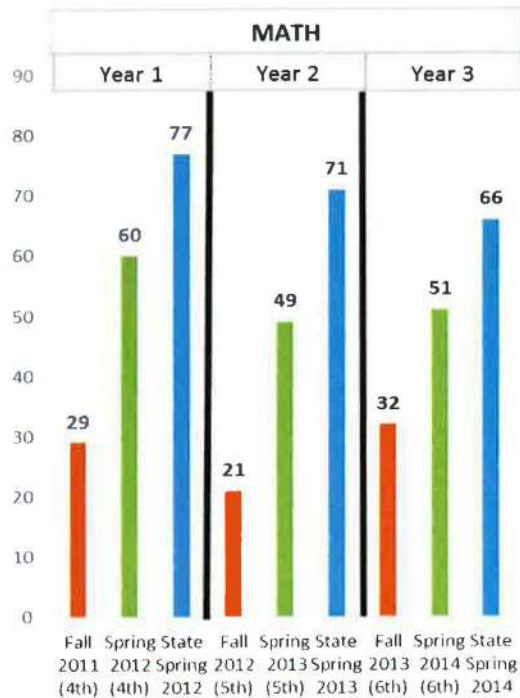
We are confident that our results for Spring 2015 will reflect the positive impact of these actions. The implementation of Smarter Balance will result in new benchmark data; therefore, we will need to re-evaluate our growth targets for subsequent years due to the lack of correlation between DCAS and Smarter Balance data points. This will be part of the transition throughout the state since all schools/districts will need to re-establish their academic goals.

Detailed Data by Class

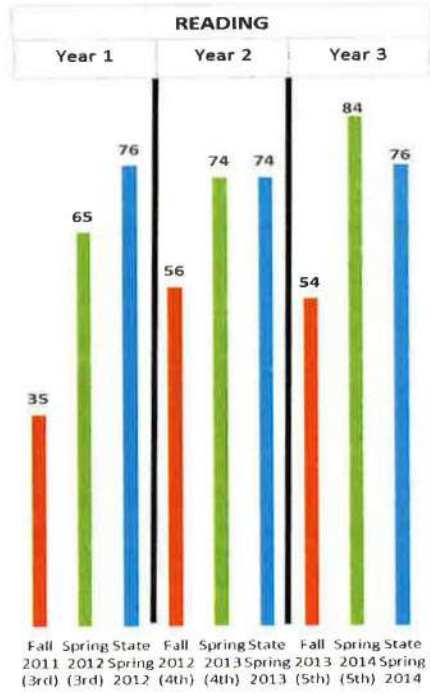
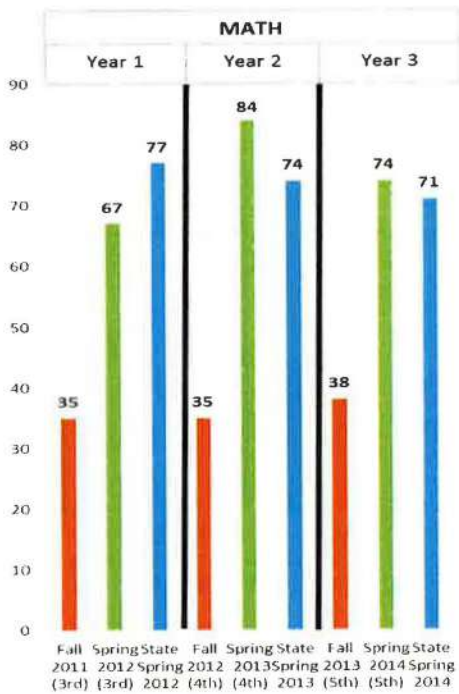
- Class of 2019: Percentage of Students Meeting/Exceeding Standard



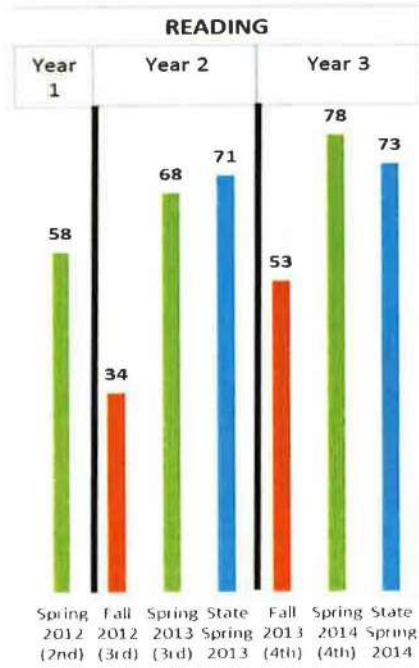
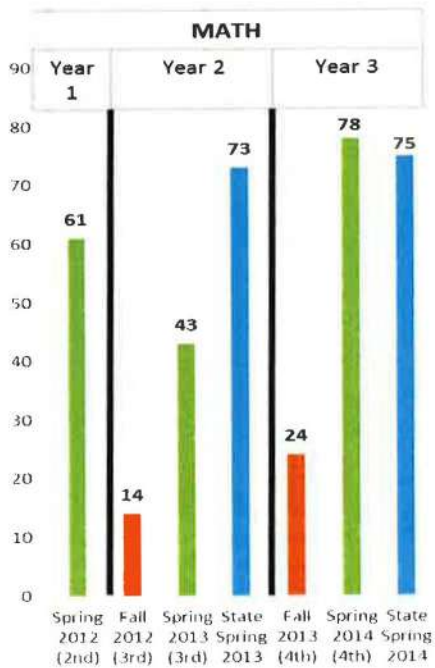
- Class of 2020: Percentage of Students Meeting/Exceeding Standard



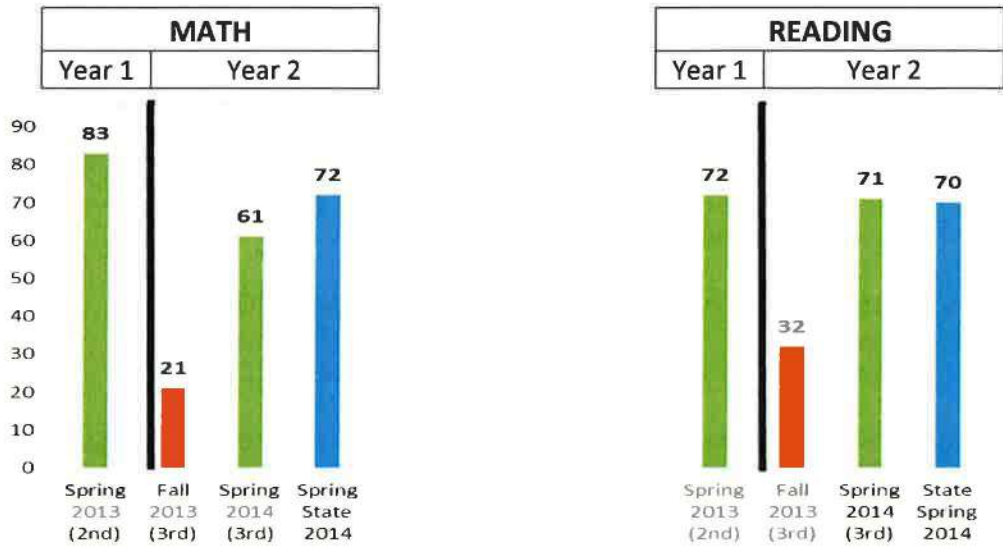
▪ **Class of 2021: Percentage of Students Meeting/Exceeding Standard**



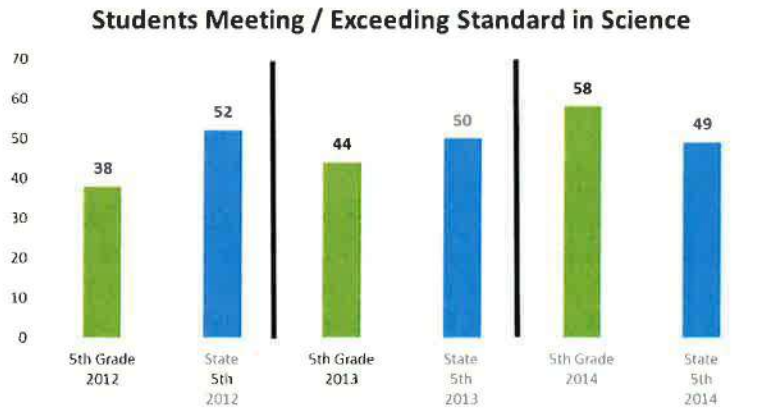
▪ **Class of 2022: Percentage of Students Meeting/Exceeding Standard**



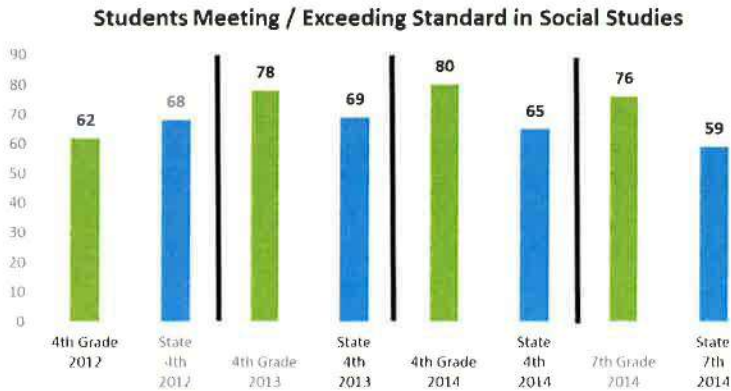
▪ **Class of 2022:** Percentage of Students Meeting/Exceeding Standard



▪ **Science:** Percentage of Students Meeting/Exceeding Standard



▪ **Social Studies:** Percentage of Students Meeting/Exceeding Standard



FINANCIAL PERFORMANCE:

WHAT ARE THE SCHOOL'S FINANCIAL PERFORMANCE EXPECTATIONS THAT WILL DEMONSTRATE VIABILITY AND SUSTAINABILITY AS MEASURED BY THE PERFORMANCE FRAMEWORK? PROVIDE AN ANALYSIS OF STRENGTHS, CHALLENGES, AND OPPORTUNITIES FOR GROWTH IN THESE AREAS.

Financial Performance Review Rating:

2013-2014 Summary and Overall Rating: MEETS STANDARD

2012-2013 Summary and Overall Rating: MEETS STANDARD

2011-2012 Summary and Overall Rating: MEETS STANDARD

Las Américas ASPIRA Academy ended with a surplus for its third straight year. Our overall performance was solid, thus represented by our cash carryover of \$502,748; however, we were forced to use operational funds to finance a portion of the Phase II construction (13 classrooms) and purchase of new classroom furniture. This plan was noted in last year's Annual Report and the FY14 preliminary and final operating budgets. Results show a \$58,000 reduction of our cash surplus from FY13 to FY14; however, if not for funding a portion of the Phase II construction project, our surplus would have increased for the 3rd straight year. That said, by adding back the \$225,732 FY14 construction and \$148,000 FY14 furniture (capital) expenditures into the school's operating funds, our surplus for the year would have grown to \$876,000, thus a net increase of \$315,000 from FY13.

Strengths, Challenges and Opportunities for Growth

The school, though only in its 4th year of operation, has shown the ability to favorably manage its finances while completing a school start-up and its second phase of construction. For the past two years, and this year again, we will be at enrollment capacity (105%) with a current enrollment of 541 K-8th grade students. Our significant waiting list of students gives us the ability to manage our enrollment to ensure we reach capacity (as shown the last three years), thus ensuring our funding is at a maximum level each year.

We realize the revenue benefits of a continued increase in student enrollment; however, because of the increased debt due to the Phase II construction, and now the pending school building purchase and Phase III construction (additional classrooms), we will be managing our school finances very tightly. The school will continue to do everything it can to supplement revenue through fundraising and deploying its newly hired Development Manager to lead the school's capital campaign. One successful fundraiser to build on from last year is the Viva ASPIRA Dinner/Silent Auction, now an annual event that last year netted the school a \$10,000 profit. We will continue to grow, promote and build on our schools overall success resulting from its first three years of operation.

ORGANIZATIONAL PERFORMANCE:

WHAT ARE THE SCHOOL'S PERFORMANCE EXPECTATIONS IN MEETING ITS ORGANIZATIONAL RESPONSIBILITIES INCLUDING, BUT NOT LIMITED TO, ADMINISTRATIVE OPERATIONS, REPORTING, AND LEGAL RESPONSIBILITIES AS MEASURED BY THE PERFORMANCE FRAMEWORK? PROVIDE AN ANALYSIS OF STRENGTHS, CHALLENGES, AND OPPORTUNITIES FOR GROWTH IN THESE AREAS.

Organizational Performance Review Rating:

2013-2014 Summary and Overall Rating: MEETS STANDARD

2012-2013 Summary and Overall Rating: DOES NOT MEETS STANDARD

2011-2012 Summary and Overall Rating: MEETS STANDARD

The school achieved an overall rating of "Meets Standards. Out of 13 measures that make up the overall rating, the school received 12 ratings of "Meets" and one rating of "Does not Meets Standard," specifically for measure 4c., staff credentialing requirements. Significant progress was made last year, as the Highly Qualified Rate (HQT) increased from 77% in FY13 to 93.6% in FY14. We fully expect to achieve a 100% HQT rate this year. Las Américas ASPIRA Academy has had compliance visits from DDOE which showed the school has been compliant with all components of the DPAS II evaluation system, Title I programs, IDEA and the National School Lunch program. Our school website is in compliance as well, which is publicized in the Charter School Office's monthly monitoring reports. The school also meets all State Department of Health guidelines, which is evident by passing our annual health inspections (1/30/13 and 1/14/14), along with meeting the regulations set forth in the Delaware Food Code. Additionally, evidence of the school's compliance with operational expectations can be found in compliance monitoring reports issued by DDOE over the last three years, which is the duration of our school's existence. The most recent reports (2013) state that Las Américas ASPIRA Academy is in compliance with all monitored regulations, including but not limited to: McKinney-Vento Homeless Act, Child Abuse Reporting Training, immunization audit and policy regarding the release of students to persons other than parent/guardian.

Strengths, Challenges, and Opportunities for Growth

The school will continue to strengthen its internal capacity for maintaining/meeting organizational performance expectations. We are now in our fourth year of operations, and it has proven to be a difficult task to keep up with the many (and changing) regulations. For the first three years, the school purposely used its funds and resources to primarily support the classrooms in building a world class educational environment, thus keeping administrative and support staff hiring at a minimum. This strategy, though taxing on the few administrators employed at the school, has shown to produce solid and growing results in the academic and financial performance of the school for its first three years. Additionally, staff and student retention rates are very high thus aiding to our success. We continue to evaluate our staffing model and now have staffing projections, which correlate to projected enrollment numbers, classrooms and instructional needs through FY20. This year marks the first year where we have all business functions in house, thus eliminating the need to hire an outside source to perform back office work (HR, Payroll and IT support). The additional staff in these respective areas will provide the necessary leverage for the school to have total control of all functions which is critical to the success of the overall business and organizational performance.

STATUS OF CONDITIONS PLACED UPON THE CHARTER:

Include:

- A status update of any conditions imposed upon the school's charter,
- Your plan to meet any conditions that are currently "not met".

On June 17, 2010 the State Board of Education approved LAAA's request to delay opening the school until August 2011. When our charter was originally approved there were 30 conditions imposed by the State Board. At the time of delay some of those conditions had been met; therefore, the new list of conditions contained 21 conditions.

The following conditions are ongoing conditions without a defined due date and have been met each year of operation:

- 1. The Board of Directors of the school, its employees, agents and contractors, shall comply with all obligations imposed upon them by law, shall comply with the provisions of the corporate charter, by-laws and resolutions, and shall further comply with any applicable rule or regulation, all of which are imposed as conditions to approval of this charter.
- 2. No part of the school's corporate charter or by-laws shall be amended, altered, repealed, restated or otherwise modified without the prior written consent of the Department of Education, except that the number of directors may be increased or decreased without the Department's consent, provided that any such change shall be limited to the number of directors only and not the qualifications thereof; and further provided that any such change shall otherwise be consistent with any applicable law, rule or regulation.
- 3. The Board of Directors shall ensure that school is and remains in compliance with any student, educator, and school achievement performance requirements now and hereafter in effect in Delaware Code or Regulation.
- 4. The Board of Directors shall not charge or collect any fee not permitted to be assessed by a school district. These include but are not limited to fees to any students applying for admission and fees for the use of instructional materials.
- 5. Each month the charter school financial reports shall be posted monthly on the charter school website and shall be provided in writing upon request pursuant to 14 Del. C. § 122(11).
- 6. The Board of Directors shall have adequate liability insurance in force prior to hiring any school employee. The board of directors shall submit evidence of adequate liability insurance to the Department upon hiring the first employee.
- 7. The Board of Directors shall ensure that the school is in full compliance at all times with the requirements for background checks as stated in 11 Delaware Code, Chapter 85, and Subchapter VI.
- 8. Prior to the school opening for instruction, the Board of Directors shall submit written verification to the Department that it has hired a Delaware Registered Nurse and verification that the nurse has attended the summer school nurse orientation

program provided by the Department and that the nurse will be part of any IEP team as necessary.

- 9. The Board of Directors shall ensure that the schools submit data requested or required by the Department in any form, including electronically, in accordance with timelines in the Department's Data Acquisition Calendar.

The following conditions were met by the specific due date:

- 10. By August 1, 2010, the Board of Directors shall submit revised budget to the Department reflecting no federal start-up funds, if necessary.
- 11. By October 15, 2010, the Board of Directors shall have consulted with designated staff in the Department's Curriculum Workgroup and submitted to the Department for review and approval, a fully developed curriculum that is aligned with the Delaware content standards in all subject areas at each grade the school will offer during the initial four year charter term. Specifically, the Board of Directors will submit aligned curriculum, including three units of instruction, a course scope and sequence, summative unit assessments and scoring rubrics for the three submitted units in the content area, and a summary table showing the explicit links between the instructional program and the Delaware Academic Standards and grade level expectations (GLEs) for the following content area: Mathematics.
- 12. By December 15, 2010, the Board of Directors shall submit to the Department a copy of the signed lease or purchase agreement, description of the facilities, and description of the budget revisions required by the acquisition of the facilities and preparation of the facilities for school opening. Further, the Board of Directors shall submit to the Department for review and approval the construction/renovation plan for the school facilities. The plan shall provide satisfactory details on the tasks to be completed to prepare the completion and assignment of responsibilities. The school will be required to demonstrate satisfactory progress in completing projected construction/renovation tasks until the submission of the Certificate of Occupancy on or before June 15, 2011.
- 13. By February 15, 2011, the Board of Directors shall submit to the Department for approval proposed Performance Agreement specifying measurable objectives with annual targets that is acceptable to the Secretary. In the event that further revisions are needed, the Board of Directors shall make such revisions and resubmit the Performance Agreement within ten days of receiving notification of the needed revisions.
- 14. By February 15, 2011, the Board of Directors shall submit to the Department for review and approval the plan the school proposes to use for access to DFMS and PHRST beginning with the school's first year of operation. Prior to the school beginning operation, the point of access must be located at the school's primary facility of operation. The plan must meet the security requirements of both DFMS and PHRST.
- 15. By April 1, 2011, and each succeeding year thereafter, the Board of Directors shall submit enrollment rosters to the Department and to each affected school district in a form satisfactory to the Department that verify that the school has enrolled at least 80% of the total authorized number of students for the following school year.

- 16. By June 15, 2011, the Board of Directors shall submit a Certificate of Occupancy that verifies the premises to be occupied by staff and students.
- 17. By June 30, 2011, the Board of Directors shall have consulted with designated staff in the Department's Exceptional Child and Early Childhood Workgroup to procure training for special education teachers in assessment.
- 18. By August 1, 2011, the Board of Directors shall submit documentation that appropriate staff has been trained on data reporting.
- 19. By September 1, 2011, the Board of Directors shall submit to the Department in a form satisfactory to the Department a listing of its members including addresses and phone numbers, and indicating the names of members representing the teachers employed at the school and the parents of students enrolled at the school. Anytime a new director is elected to the school's Board of Directors, the board shall provide written notice to the Department within ten days of such election. The notice shall include name, address and telephone number of the new director. Within ten days of any change in the address or phone number of any existing member of the board, the board shall provide written notice of the same to the Department including the new address and/or phone number of such board member.
- 20. By September 1, 2011, and each September 1 thereafter the Board of Directors shall submit to the Department in a form satisfactory to the Department a list of the staff employed at the school and that is has employed a sufficient number of certified, highly qualified teachers to comply with the requirements of 14 Del. C. § 507(c). The Board of Directors shall ensure that the Department is notified in writing with 20 calendar days when changes occur in the staff list, including new hires, terminations in employment, and any changes in status and/or assignment.
- 21. Documents related to these conditions must be submitted through the Charter Schools Office at the Department of Education, which will be responsible for distribution within the Department.

STUDENT RETENTION GOALS AND TARGETS:

The percentage of students who have re-enrolled from the prior year according to ESEA demographic categories.

94.8% of the students enrolled in FY14 returned in FY15. The schools' demographics for September 30, 2013 were as follows:

Demographic Group	Total	Attrition	% Re-Enrolled
Caucasian	113	13	88.5%
African American	55	4	92.7%
Asian	11	0	100.0%
Multi-Racial	4	0	100.0%
Hispanic	254	6	97.6%
Native American	1	0	100.0%
TOTAL	439		94.8%
Low SES	220	9	95.9%
Special Education	20	3	85.0%

The number of students who have left your school before the year is over or before the end of the charter school's grade configuration per ESEA demographic category.

100% of the students who were enrolled on September 30, 2013 remained enrolled through the end of the school year.

A summary of why students chose to leave.

This past summer, LAAA had 23 students withdraw at the end of the school year. Two (2) of those students moved out of the state. Eight (8) of those students transferred to other charter or magnet schools (5 for Montessori; 2 for Family Foundations; 1 for Cab Calloway). Two (2) were pulled to be home schooled by their father. One (1) transferred to a private school (Caravel). The remaining ten (10) returned to their district feeder school.

The percentage of students who did not pass from one grade to the next.

13 students were retained at the end of FY 14 – nine KN students, one 2nd grader and three 3rd graders. 69% were Hispanic (9 students), 15% were African American (2 students), 8% were Caucasian (1 student), and 8% were Native Hawaiian or Other Pacific Islander (1 student).

Your plan to improve student retention and average daily attendance if less than your stated targets.

Average daily attendance goals have been met each year and they have been consistently higher than the state average. Student retention goals have been met every year with average attrition being insignificant. Our waiting list was approximately 400 students. Our attrition does not seem to be linked to any demographic categories or to student achievement.

INNOVATION:

Las Américas ASPIRA Academy (LAAA) is the direct outgrowth of the mission of ASPIRA of Delaware, Inc., an associate office of the national ASPIRA Association. ASPIRA, since its start with ASPIRA New York, has had over fifty years of experience creating and implementing formal and informal education programs that build up youth self-esteem, cultural awareness, and leadership abilities. ASPIRA associate offices successfully operate eleven charter schools in 3 cities: Philadelphia, Miami and Chicago. Originally founded as a Puerto-Rican organization, ASPIRA Associate Offices in the 6 states of Connecticut, New York, New Jersey, Delaware, Florida and Illinois and the commonwealth of Puerto Rico now serve a diverse population of youth, with the specific mission to empower the Puerto Rican and Latino community through advocacy and the education and leadership development of its youth.

The mission of the **Las Américas ASPIRA Academy (LAAA)** is to provide a world-class education that prepares students through a dual language project-based learning curriculum, to become healthy productive community members and leaders, with an **expectation** that **every** child, regardless of race, gender, ethnicity, or socio-economic level, is college bound.

The features of the school that are considered innovative, unique or integral to fulfilling the school's mission and philosophy include the following:

Dual Language Instruction

LAAA provides students dual language instruction through two separate programs. The Dual Language Immersion Program began in grades K-1st in Year 1 and grows each year as students advance to the next grade. This program provides students with daily alternating instruction in each language, so students learn the fundamentals of the language (i.e., English Language Arts and Spanish Language Arts) while also learning content in core subjects. A biliteracy framework has been developed, specific to the needs of our student population and school community, based upon the research of Karen Beeman, Cheryl Urow and Kathy Escamilla. Its focus is on the integration of language arts and content-area instruction, allowing students to learn and practice literacy skills within a highly comprehensible context and more effectively bridging between Spanish and English. All students will become bilingual, bi-literate and bicultural in the dual language immersion program, while gaining the academic, physical, social and emotional skills to succeed in school and in life. The students in the upper grades (2nd-5th in Year 1; 4th-8th in Year 3) are in the Spanish as a World Language Program, so they have Spanish class every day all year long similar to other core subjects.

Project-Based Learning

LAAA provides students with a project-based learning curriculum. Developed by the Buck Institute for Education, it is described as follows:

In Project Based Learning (PBL), students go through an extended process of inquiry in response to a complex question, problem, or challenge. While allowing for some degree of student "voice and choice," rigorous projects are carefully planned, managed, and assessed to help students learn key academic content, practice 21st Century Skills (such as collaboration, communication & critical thinking), and create high-quality, authentic products & presentations. Students

gain a deeper understanding of the concepts and standards at the heart of a project. Projects also build vital workplace skills and lifelong habits of learning. Projects can allow students to address community issues, explore careers, interact with adult mentors, use technology, and present their work to audiences beyond the classroom. PBL can motivate students who might otherwise find school boring or meaningless.

School Climate and Culture

LAAA has made it a priority to create an orderly, safe environment to allow teachers to teach and students to learn. Our Positive Behavior Support (PBS) Program recognizes students for doing the right thing and following the School Code of Conduct. The program incorporates Character Education to teach students the six pillars of character. The Student of the Month program recognizes students that demonstrate the Character Trait of the Month. In middle school, students receive Character Growth Reports along with their academic report cards. These reports provide students an opportunity to self-assess their own key character traits, while also providing them with ratings from their primary teachers. School uniforms have been in place from the beginning to promote discipline, respect, and a focus on learning. Strict absentee and tardiness policies teach students to value the importance of education. Academic Excellence Celebrations are held at the end of each trimester to recognize students achieving President's List and Honor Roll, as well as the Students of the Month.

QUEST Program

The enrichment program targeted at gifted learners at Las Américas ASPIRA Academy is known as the QUEST program. This acronym stands for "Quality Utilization and Enrichment of Student Talents". Though Delaware law does not mandate the delivery of gifted services to students, LAAA recognizes that students who are academically accelerated and demonstrate elevated gifts and talents have unique needs. Since one characteristic of giftedness is the ability for students to acquire new languages quickly, we feel that promoting development of gifts and talents within an environment already structured for rich language learning could serve to enhance and challenge those individual students with the goal of helping all students to reach their full potential.

The program design is one that is able to evolve to meet the needs of learners and takes the approach that gifted education should not be a one-sized fits all model; LAAA believes that education should mold to fit the child, not the other way around. QUEST is project-based and driven by students' interests to the extent possible as the QUEST curriculum is primarily focused on developing students' critical, creative, and logical thinking skills as well as problem-solving abilities in a variety of ways.

Education Enrichment Programs

To address the needs of all students, we implemented an "Enrichment" block in every student's schedule and created the Education Enrichment Team to oversee and/or support targeted instructional programs. The Enrichment block provides every student with 30 minutes of instructional support every day for a total of 150 minutes a week. Students performing at and below grade level are provided targeted instruction as part of our Response To Intervention (RTI) program. The Education Enrichment team consists

of Special Education teachers, paraprofessionals, Math Interventionist, Reading Interventionist, ELL teacher and QUEST teacher. Aside from supporting students identified as needing Special Education or ELL services, the team also supports the RTI program by delivering small group instruction in collaboration with the grade level teachers. Students identified as being accelerated learners are supported through the QUEST Program (as described above). This approach to education enrichment allows us to optimize resources for the benefit of all of our students.

Performing Arts Program

The Performing Arts Department of the Las Américas ASPIRA Academy is truly innovative. Students from kindergarten through eighth grade are provided with general music and dance instruction each week as part of their specials curriculum. Students who would like to continue their studies in either music or dance are given the opportunity to participate in a wide variety of performing ensembles throughout the school year. Our ensembles include beginning band, elementary band, middle school band, jazz band, elementary choir, middle school choir and the ASPIRA Dance Company. For the convenience of our families, our choir and band programs rehearse during the school day. All band students are given private lessons based on their instrument type and level of ability. Our lesson program is a pull-out program during the school day but is based on a rotating schedule so that students do not miss the same class week after week. The members of the ASPIRA Dance Company rehearse after school to improve upon their technique and choreography. Students are given instruction in ballet, jazz, modern and various other styles. Our Hispanic culture is infused throughout our performing arts department in a variety of ways. Latin music and Latin dance styles are incorporated in the general music and dance curriculum. Our choirs frequently perform songs in Spanish and students perform Latin dances annually at our Hispanic Heritage Night. Our ensembles also perform at our annual winter and spring concerts and community events such as Blue Rocks games, PTO fundraisers and award ceremonies. Our ASPIRA Middle School Choir and Latin Dancers were invited to perform at DelTech's Hispanic Heritage Recognition ceremony last school year and we have been invited to perform at the highly prestigious IDEA Awards this October. We are thrilled that our school community not only supports but is actively involved in our performing arts department and we look forward to providing quality music and dance instruction for years to come!

Middle School Electives

This school year we implemented an exciting new initiative in middle school. The 6th-8th grade students have been given the opportunity to participate in the Middle School Electives Program at ASPIRA Academy. During the first week of school, students were given an "Electives Handbook" listing the programs that are offered during the first trimester of the school year. This new program utilizes a holistic approach in order to enhance the education of our middle school students. The focus of this program is to foster growth in the social, emotional, and creative sides of our students. As students move through each middle school grade at ASPIRA Academy, it is the goal of the teachers to prepare the students for high school, college, careers and beyond. While some of these electives encourage the students to explore their internal interests, other electives foster the success of students' academic lives. The following are the electives being offered to our students during the first trimester: Student Success 101 (SS 101), Student Government, Reading Buddies, Debate Team, Fashion Illustration, School Newspaper, Middle School Choir, Middle School Band, Jazz Band, as well as a diverse range of sports to meet students' interests. For the following two trimesters of the school

year, students will be exposed to other electives, again, choosing those electives that capture their attention. At LAAA, we believe all of our students are college-bound, and with the addition of our elective program, students will graduate from our school with academic prosperity combined with social, emotional, and physical development.

DIAA Sports Program

This year Las Américas ASPIRA Academy became a member of the Delaware Interscholastic Athletic Association (DIAA). The goal of LAAA Athletics is to establish a program that will develop students who are strong in character, academics, and athletics, in that order. To fulfill that goal, our coaches put emphasis on teaching our student-athletes lifelong skills such as teamwork, sportsmanship, responsibility, health/fitness, and a work-life balance. We place great emphasis on the fact that they are the positive role models for other students to follow and hold each one to the highest standards of scholarship and citizenship. The reward of this hard work will be the knowledge that LAAA Athletics is molding well-rounded individuals who will be successful in high school and beyond.

In our first year, we plan to offer the following sports for students in grades six through eight: basketball (boys and girls), cheerleading, field hockey, soccer (boys and girls), track, and volleyball. The LAAA Athletics Program has a booster club, whose purpose is to create and support an athletic community of families who will help to ensure the viability of the program for years to come. There will be end of season banquets which will celebrate the achievements of all student-athletes. We will also take time to thank those community partners, coaches, parents/guardians, and volunteers who do their part to make each season successful.

Standards Based Report Card

Las Américas ASPIRA Academy is piloting a standards-based report card in grades K-2 during the 2014-2015 academic year. Using StandardsScore, a C2 Collaborative product, classroom assessments are aligned to Common Core and Delaware Content standards to evaluate student mastery of the delivered curriculum. Grading activity is transformed into real-time, actionable assessment data to drive differentiated instruction, tiered intervention, and more effective teaching practice. This tool will allow us to:

- Export result of student assessments to our standards-based grading, assessment and report card
- See how students are performing relative to standards
- Monitor accommodations and interventions in the classroom on a daily and individual student basis
- Support special education and primary teachers through learning target scoring
- Connect and involve family to heighten communication
- Provide a report card in multiple languages

In comparison to the report card generated from E-school, we will now be able to utilize best practices in standards-based assessment, grading and reporting based upon the work of Thomas R. Guskey, Jane M. Bailey, and Lee Ann Jung. The focus will shift from the earning of letter grades to the mastery of learning.

iPad Learning and Technology Initiative

A key component of the Common Core State Standards is the use of technology in preparing students to become successful 21st century learners. In collaboration with Digital Wish, we have secured the resources to implement a 1:1 iPad program in grades 1-5 starting in the 2014-2015 academic year.

DELAWARE CHARTER SCHOOL ANNUAL REPORT

CHARTER SCHOOL INFORMATION

Charter School Name: MOT Charter School

Mailing Address: 1156 Levels Road
City/State/Zip: Middletown, DE 19709

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Telephone: 302-376-5125
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Website: www.motcharter.com

Linda J. Jennings
Head of School

November 30, 2014
Submitted Date


Head of School

12-11-2014
Date

Brian Glancy
Board President


Board President

12/11/14
Date

SUBMISSION DEADLINE: December 1st (September 30th for renewing charter schools)

All schools submit one (1) signed copy (PDF via email preferred) to the DDOE Charter School Office

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ABSTRACT

Organizational History

In early 2000 a group of parents and teachers committed to offering choice in public education and desiring to offer a solution to the population explosion in lower New Castle County established MOT Charter School. MOT Charter opened its doors in 2002 serving 525 students in Grades K-6 and in 2013-2014 served 679 students in grades K-8. The Department of Education has twice renewed MOT Charter's governing charter, most recently in 2012.

During our first year of operation, we modified our charter to reflect that the school no longer engaged a management company. Over the years, our charter has been modified to reduce our instructional days from 200 to 180 days and to shorten the school day. These changes have been driven primarily by parent demand and to ensure that our teachers have sufficient time to plan for student success.

In June 2013, we were approved to serve an additional 752 students in grades 9-12 beginning in August 2014.

Mission and Vision

MOT Charter's mission is to provide a challenging curriculum in a safe and nurturing environment where all children learn and flourish. By utilizing diverse teaching strategies and exposing students to a wide variety of educational experiences, we ensure that each child participates in and enjoys learning.

At MOT Charter all stakeholders – parents, students, staff – share accountability for, and work together to ensure, student success. We operate with four core values:

1. A strong school community enables every child to reach his or her academic potential.
2. Character development and personal responsibility for the basis for learning.
3. Students are empowered and expected to be accountable for their own learning.
4. Parents are invited and expected to be actively engaged in their children's education.

Target Population

MOT Charter exists to serve all students in the surrounding communities of Middletown, Odessa and Townsend. The large majority of our students (92%) reside within the Appoquinimink School District.

The tables below summarize the demographics of students enrolled in 2013-2014:

Low Income	Special Education	Hispanic	Caucasian	African American	Asian	Other Minority	Gender
7.5%	11%	6.3%	69.5%	13.1%	8.9%	2.2%	52.4% F 47.6% M

ACADEMIC PERFORMANCE:

WHAT ARE THE SCHOOL'S ACADEMIC PERFORMANCE OUTCOMES THAT WILL DEMONSTRATE STUDENT GROWTH, PROFICIENCY, AND COLLEGE AND CAREER READINESS LEVELS AS MEASURED BY THE PERFORMANCE FRAMEWORK? PROVIDE AN ANALYSIS OF STRENGTHS, CHALLENGES, AND OPPORTUNITIES FOR GROWTH IN THESE AREAS.

ACADEMIC PERFORMANCE REVIEW SUMMARY RATINGS:

2010-2011 Academic Performance Rating: Meets Standard

2011-2012 Academic Performance Rating: Meets Standard

2012-2013 Academic Performance Rating: Meets Standard

2013-2014 Academic Performance Rating: Meets Standard

In the 2013-2014 school year, MOT once again achieved a Meets Standard as measured by the Academic Performance Framework.

Measure 1a. Percentage of Students Meeting Fall to Spring Instructional Growth Targets

At MOT Charter, fall to spring growth is one of our most important benchmarks of student success. The state's target for percent of students meeting their growth target is 60%. At the beginning of the year, we set a school wide target for students meeting their growth target at 75%. Over the prior 3 years, we have made consistent progress in the percent of our students meeting their growth targets.

In 2013-2014, the percent of students meeting their growth target in math was 49.5% and in ELA was 47.7%.

The change from prior years, in large measure, is reflective of the DOE's change in methodology with regard to students who achieved a "4" on DCAS. Forty percent of the students who did not meet their ELA growth targets achieved a "4" on the spring DCAS. The results in math were similar. Thirty-four percent of the students who did not reach their growth target nonetheless achieved a "4" on the spring DCAS.

Another contributing factor to the dip in the growth measure was the disruption caused by inclement weather. Teachers and students had 10 fewer instructional days in 2013-2014 than the year prior. Several additional days were disrupted by delayed openings and early dismissals. Teachers reported the need to spend an inordinate amount of class time reviewing material that would not have been required without the weather disruptions.

Not satisfied with attributing the low percent of advanced students who met their growth targets, we have already made some dramatic adjustments to our expectations and instructional strategies for students who are meeting and exceeding expectations.

Measure 1b. Percentage of Students in the Lowest Quartile Meeting Growth Targets

MOT exceeded the state target for lowest performing students in Math.

With 50.4% of the lowest quartile achieving their growth target in ELA, MOT was 8 students short of the state's targeted growth for meets standard. In looking at the student growth disaggregated by grade level, the growth of the lowest quartile of students in 7th grade (approximately 33%) was anomalous when compared to the other grades. Of the 12 students who did not meet their growth target in ELA in 7th grade, 8 of the students reached proficiency and several missed their growth target by narrow margins (1 to 5 points).

Working with Common Ground, our instructional focus this year is assessment. We have undertaken to code our assessments by standard as well as by difficulty. Through this work, we will identify and correct any potential instructional or curricular weaknesses.

Measure 1c. Percentage of Students Making Sufficient Growth to Maintain or Achieve Proficiency Status

The percent of students making sufficient growth to maintain or achieve proficiency continues to be strong earning MOT a meets standard in this category for math and a meets standard in ELA. In 2013-2014, 87.6% of MOT students made sufficient annual growth in math and 76.1% of students made sufficient annual growth in ELA.

Measure 2a. School Proficiency Compared to State Performance at the 90th and 20th Percentile

MOT's aggregate proficiency in math (86.2%) and ELA (87.8%) are significantly higher than the state's average proficiency rates of 66.2% and 70.2%. Indeed, MOT's aggregate proficiency in Math and ELA are just 4 percentage points or less off of the state's average proficiency at the 90th percentile.

Measure 2b. Percent Proficient by Demographic Subgroups

Disaggregating student performance data by subgroup reveals that MOT's demographic subgroups not only outperform the same subgroups at the state level, but in many cases outperform the general population of students as well. MOT's overall rating for subgroup performance is meets standard in both math and ELA.

MATH: MOT Charter achieved a "meets" rating in math in five out of six subgroups (Low Socio-Economic Status, African American, Asian American, Hispanic and White).

- 78.3% of African-American students at MOT were proficient in math. This far exceeds the state's overall proficiency rate (66.1%) by 21 percentage points and closely approximates the average proficiency of the state's 90th percentile (82%).
- In Math, MOT Charter's percent proficient for the SES, Hispanic, and White subgroups exceeded the state's average proficiency by 9.7%, 7.8% and 8.5% respectively.
- 30% of students with disabilities at MOT were proficient in math. While far short of our target for performance of this subgroup, it mirrors the state's overall proficiency rate of 30.7%.

ELA: In ELA, MOT Charter achieved an “exceeds” rating in the Low Socio-Economic Subgroup and a “meets” rating in four of the five remaining subgroups (African American, Asian American, Hispanic and White).

- 83.3% of low socio-economic students at MOT were proficient in ELA. This far exceeds the state’s overall proficiency rate (62.3%) and also exceeds the state’s proficiency at the 90th percentile (83.0%).
- 80.0% of African-American students at MOT were proficient in ELA. This far exceeds the state’s overall proficiency rate (62.1%) by 17.9 percentage points and closely approximates the average proficiency of the state’s 90th percentile (84.8%).
- MOT Charter’s percent proficient for the Hispanic and White subgroups exceeded the state’s average proficiency by 7.7% and 8.2% respectively.
- 33.3% of students with disabilities at MOT were proficient in ELA. While falling far short of our target for the performance of this subgroup, MOT Charter’s performance does exceed the state’s students with disabilities proficiency rate of 32.5%.

Measure 2c. School Proficiency Compared to Appoquinimink School District Proficiency

The Academic Performance Framework shows that MOT students’ performance in 2013-2014 (86.2% in Math, 87.8% in ELA) was outstanding when compared to the very strong performing Appoquinimink School District. MOT Charter School achieved an “exceeds” rating in ELA for its performance compared to the ASD.

Measure 2d. School Proficiency Compared to Similar Schools Proficiency

Likewise, the Academic Performance Framework shows that MOT students’ performance in 2013-2014 (86.2% in Math, 87.8% in ELA) was outstanding when compared to similar schools. For the third year in-a-row, MOT Charter School achieved an “exceeds” rating in ELA for its performance compared to similar schools.

Measure 3a. AYP

MOT Charter met AYP in 2013-2014.

Strengths, Challenges and Opportunities for Growth

MOT Charter’s greatest strengths are a culture of excellence and a community of respect and support. From our inception, our mission has been to foster in each and every child a desire to learn. In the context of a warm and friendly environment, we set high expectations and provide the support that allows each and every child to excel. We value the role of parents in the learning process. Parents value and appreciate our professional staff.

The strength of our culture is reflected in the Performance Framework. Out of the 15 criteria evaluated within the Academic Performance Framework, MOT achieved an “exceeds” rating in two and a “meets” rating in 10. The one area in which we did achieve a meets or exceeds rating is in the area of growth of our lowest quartile of students in ELA and our advanced students.

One of our greatest strengths – the diversity of our student body – is also one of our greatest challenges. In a typical classroom, more than ½ of the students will fall above the 50% percentile on the fall NWEA MAP test in math and reading. Yet, in every classroom, there are 1-4 students who fall in the 1st – 15th percentile. Designing instruction and classroom structures to ensure that each of these groups of students is receiving the appropriate level of instruction to maximize their academic growth is a challenge. Balancing resources (teacher time and attention, financial, materials) to ensure that the needs of every student in the classroom (the one in the 99th percentile and the one in the 1st percentile) are being met is a constant focus and a daily challenge.

To meet this challenge, we continue to explore ways to provide more flexibility and responsive instruction to meet the varied needs of students in the classroom. Some of these ways include using parents to provide additional small group instruction, utilizing technology to differentiate instruction according to students needs and experimenting with the mix of independent learning and small group instruction.

In 2014-2015, MOT will begin serving students in grade 9. While exciting, this growth opportunity presents a number of challenges, the most significant of which is to maintain our existing culture and high academic expectations while inviting in new students and families at the 9th grade level.

We engaged in a number of activities to better prepare our families for this transition, including hosting several social and training events prior to the start of the year, meeting with families and students. In addition, we have already hosted three parent education nights to help students and families meet the rigorous demands of our program.

FINANCIAL PERFORMANCE:

WHAT ARE THE SCHOOL'S FINANCIAL PERFORMANCE EXPECTATIONS THAT WILL DEMONSTRATE VIABILITY AND SUSTAINABILITY AS MEASURED BY THE PERFORMANCE FRAMEWORK? PROVIDE AN ANALYSIS OF STRENGTHS, CHALLENGES, AND OPPORTUNITIES FOR GROWTH IN THESE AREAS.

ACADEMIC PERFORMANCE REVIEW SUMMARY RATINGS:

2010-2011 Financial Performance Rating: Meets Standard

2011-2012 Financial Performance Rating: Meets Standard

2012-2013 Financial Performance Rating: Meets Standard

2013-2014 Financial Performance Rating: Meets Standard

In the 2013-2014 school year, MOT once again achieved a Meets Standard as measured by the Financial Performance Framework. MOT Charter School met the standard in every measure on the Financial Performance Framework with the exception of measure 2c. Cash flow. According to the Financial Performance Framework, MOT Charter ended the year with a negative cash flow of \$225,981.

However, negative cash flow is not a red flag for financial instability; but a reflection that MOT Charter has managed its resources well and is able to invest funds to continue to grow and better serve our community.

This negative cash flow is the result of investments made to launch our high school. For example, we hired an administrator and an administrative assistant to lead the planning and preparation for the high school. This investment alone was approximately \$185,000. The planning phase for the high school required many other capital expenditures in the 2013-2014 school year.

MOT is a fiscally sound and financially solid school. Each and every year, we are 100% fully enrolled, this maximizing our funding year to year. In addition, we carefully monitor our spending and prioritize expenses to ensure that we never spend more than our revenues in any given year. Indeed, in twelve years of operation, the school ended the year with a financial surplus.

Excepting the capital expenditures for the high school, MOT Charter would have ended with a positive cash flow of \$673,654. Even with the negative cash flow last year, at the end of the 2013-2014 school year, MOT had a cash reserve of approximately \$4.5 million.

Strengths, Challenges and Opportunities

The financial strength of MOT Charter rests on the fact that our school is in high demand and our cash reserve. With a waiting list that exceeds 700 students, our revenue stream is secure.

The cash reserve provides comforting insurance for any unforeseen and extraordinary negative events that could require spending to exceed our revenues in any given year.

A significant financial challenge facing MOT is the expansion to grades 9-12. As we projected, this expansion required a financial investment in 2013-2014 (planning year) and will require a similar financial investment in year 1 and year 2. It is unlikely that we will be able to absorb the expenses of building a new facility with annual operating revenues based on 2 or 3 grade levels.

Another major challenge facing MOT Charter is the uncertainty in local funding. In the 2012-2013 school year, local funds decreased by \$45,000. In the 2013-2014 school year, they decreased by \$150,000. Local funds from our primary district, Appoquinimink decreased once again in this year.

The volatility and uncertainty in local funds presents an obvious resource challenge; but it also presents perhaps a greater planning challenge. Our local funding is determined months after our budget is finalized and approved by the board, months after hiring decisions must be made and sometimes months after school has started. The unfortunate result of this is the need to budget in an extremely conservative manner and holding back money that might be spent to serve students in the form of additional staffing and instructional materials.

ORGANIZATIONAL PERFORMANCE:

WHAT ARE THE SCHOOL'S PERFORMANCE EXPECTATIONS IN MEETING ITS ORGANIZATIONAL RESPONSIBILITIES INCLUDING, BUT NOT LIMITED TO, ADMINISTRATIVE OPERATIONS, REPORTING, AND LEGAL RESPONSIBILITIES AS MEASURED BY THE PERFORMANCE FRAMEWORK? PROVIDE AN ANALYSIS OF STRENGTHS, CHALLENGES, AND OPPORTUNITIES FOR GROWTH IN THESE AREAS.

ORGANIZATIONAL PERFORMANCE REVIEW SUMMARY RATINGS:

2011-2012 Organizational Performance Rating: Meets Standard

2012-2013 Organizational Performance Rating: Meets Standard

2013-2014 Organizational Performance Rating: Meets Standard

MOT Charter School consistently meets the organizational performance benchmarks as measured by the Performance Framework. Once again, MOT Charter has achieved an overall rating for Organizational Performance in 2013-2014 of "meets standard," meeting the performance criteria in 13 of the 13 areas of organizational performance.

The school's outstanding organizational performance is further evidenced by a stable and active board of directors, stable administrative leadership, and 100% satisfactory compliance audits in several areas, including: transportation, McKinney-Vento Act, required child abuse and bullying training, chemical safety storage, Title I, special education, USDA National School Lunch Program, health inspections, and inspections by the Fire Marshall.

STATUS OF CONDITIONS PLACED UPON THE CHARTER:

MOT Charter School has no conditions placed upon its charter.

STUDENT RETENTION GOALS AND TARGETS:

The percentage of students who have re-enrolled from the prior year according to ESEA demographic categories.

Of the non-graduating students who finished the 2012-2013 school year with us, 98% re-enrolled in 2013-2014. Of the 11 students who withdrew, 10 are Caucasian and one is African American. Eight of the 11 students (all 8 Caucasian) withdrew due to family relocation. One African American student and one Caucasian student left to attend the local district school. One Caucasian student left to attend a private school.

The number of students who have left your school before the year is over or before the end of the charter school's grade configuration per ESEA demographic category and a summary of why students chose to leave.

MOT had a total of 7 students withdraw during the school year in 2013-2014: 2 Caucasian siblings withdrew due to the family moving out of the area. One Caucasian student withdrew to

attend the student's local district school. A family of four Caucasian students left to return to home-schooling.

The percentage of students who did not pass from one grade to the next.

Five students were retained at the end of the 2013-2014 school year: 1 kindergarten student (Caucasian male), one 1st grade student (Caucasian female), two 5th grade students (one Caucasian male and one African-American male), and one 7th grade student (Caucasian male).

Plan to improve student retention and average daily attendance if less than your stated targets.

MOT's average daily attendance was 96.8% in 2013-2014. While this is slightly lower than typical, we did experience more student illness this year than in prior years.

Student retention goals were met for the 2013-2014 school year as they have been met each year. Excluding students who withdraw due to family relocation, student attrition has been insignificant.

INNOVATION:

Include:

- A discussion of innovation occurring at the school in areas including, but not limited to, curriculum development, instructional strategies, school culture and climate, community and parent engagement, professional development, operations and management practices, and extra-curricular programming.

School Structure

The founders of MOT Charter believed that parental partnership in education and a focus on character development as well as academics were crucial to academic achievement. Parents invest time and energy in our school because they are part of the school for 9 years and the decision makers are easily and readily accessible. The site-based leadership structure allows MOT to respond quickly to student needs and the ever-changing educational landscape.

Leadership Structure

Several years ago, MOT altered its management structure to ensure that we had more focused instructional leadership. With the help of teachers, board members, parents and the administrative staff, MOT split the role of the Principal into two equally significant parts. The Principal of Curriculum & Instruction is responsible for the quality of the curriculum and its implementation. The Principal of Students & Families is responsible for the school's environment and culture. This division ensures that there is a building level leader focused on instruction 100% of the time.

Student Leadership Development

It takes practice to become an effective leader. At MOT, we provide students with a variety of opportunities to practice and develop leadership skills. In addition to typical formal student organizations such as Student Government and National Junior Honor Society, students are invited to participate in ad hoc committees around a variety of school community issues, such as menu selection, conflict resolution, curriculum review and policy review.

More formal student leadership opportunities include: student reading buddies, intramural sports coaching and Student Ambassadors.

The MOT Student Ambassador Program is open to 6th, 7th, and 8th grade students. Students are identified for this program through a teacher nomination process. The criteria for nomination includes: communication skills, models of positive school culture, and the ability to work with others. The Ambassador program provides a unique opportunity for students to be recognized for their non-academic attributes and achievements. The nominations occur in late September. Those who serve as Ambassadors are invited to return the following school year.

Students involved in the program serve as MOT Student Ambassadors by providing tours on open house events, assisting the PTO with community and school events, being available as student guides for shadowing classes as well as other events that may occur throughout the year.

Students in the Ambassador Program are distinguished by wearing a lanyard that identifies them as ambassadors and are recognized with a pin to display on their lanyards.

End of Year Capstone Project

At the end of each year, 7th and 8th grade students join together to participate in a comprehensive 2 week project that incorporates the 7th and 8th grade learning standards from every discipline. The 7th and 8th grade teachers jointly plan the problem that will serve as the focus of the project, the student expectations, and the end of project assessment. Students are divided into teams of 5 and presented with a multi-faceted problem that must be solved using knowledge and skills that they have learned. At the conclusion of the project, student teams present their solutions to the 7th and 8th grade student body and the teachers. Students are assessed not only on the quality and completeness of their solution to the problem, but also on their ability to collaborate and work as part of a team, their creativity and their ability to communicate their ideas and solutions.

MOT Café Crew

The MOT Café Crew is a volunteer opportunity to help students experience the joys of service and volunteerism, develop responsibility and learn how to work as part of a team. The MOT Café Crew's responsibilities include gathering lunches and arranging the lunch bins in the cafeteria. Students volunteer for one week and then have two weeks off. Students serve for one marking period. Each student receives a lanyard with an MOT Café Crew badge to distinguish them and are recognized for their volunteerism with a pin at the conclusion of their service. New teams are formed each marking period and the outgoing student crew members train the new crew members.

The need for this group came from students needing a way to enter the building after recess and getting their lunches without having to add an additional trip back to class and line up in the hallway.

DELAWARE DEPARTMENT OF EDUCATION
CHARTER SCHOOL ANNUAL REPORT

CHARTER SCHOOL INFORMATION

Charter School Name: Maurice J. Moyer Academic Institute

Mailing Address: 610 E. 17th Street
City/State/Zip: Wilmington, DE 19802

Email: Keenan.Dorsey@mjm.k12.de.us

Telephone: (302) 428-9501

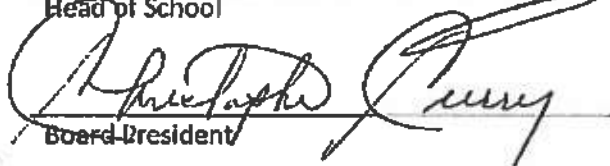
Fax:

Website: www.thenewmoyeracademy.com



Head of School

12/3/14
Date



Board President

December 3, 2014
Date

SUBMISSION DEADLINE: December 1st (September 30th for renewing charter schools)

All schools submit one (1) signed copy (PDF via email preferred) to the DDOE Charter School Office

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ABSTRACT

In August 2010, The Maurice J. Moyer Academy was a charter school governed by State of Delaware Department of Education (DE DOE). It then began utilizing the management services of K12, Inc. In the summer of 2012, the governance was transferred from the Delaware Department of Education to an independent Board of Directors. As of July 1, 2012 the independent Board of Directors became the official governing body of The New Maurice J. Moyer Academy. The school year of 2013-2014 marked the second year of the charter that the New Maurice J. Moyer Academy was under the governance of the now Board of Directors. The 2014-2015 marked the name modification to Maurice J. Moyer Academic Institute (MJMAI) to counterpart the new leadership initiatives and academic vision for the school.

The charter was founded on the premise that students would receive their instruction using an online format. Based on the substandard academic achievement of Moyer students, the board of directors submitted an application to modify the instructional program to include online instruction with only our high school elective classes. Under the modification, core courses (math, English, science, and history) would be taught using a traditional instructional method. The modification was not approved.

Both the mission and vision of Maurice J. Moyer Academic Institute address our goal of educating students to excel in a global market. The mission of Maurice J. Moyer Academic Institute is to provide opportunities for students to achieve the highest academic and personal goals. The mission underscores the importance of its research-based curriculum, which offers traditional classroom instruction, K12 technologies, and data driven instruction while recognizing and meeting the unique, learning differences of each student. The vision of the Maurice J. Moyer Academic Institute is to build, in students, a solid foundation in reading, writing, calculating, computing, and systemic thinking so that they see themselves as competent, confident learners and persons who are well prepared for postsecondary options in higher education, careers, and for the responsibilities of good citizenship. The school's purpose is rooted in a belief that respect and responsibility are fundamental elements of the vision where all Moyer stakeholders, students, teachers, parents, and governing board demonstrate respect themselves and others, utilize respectful behaviors in all interactions, and take responsibility for their actions. We believe that both our mission and vision statements establish a foundation for educational success. While our goal is to have 100% of our students attend colleges or universities, we accept the fact that some of our students may pursue interests that do not include post-secondary education. Maurice J. Moyer Academic Institute (MJMAI) is designed to support students in achieving a wide range of academic and personal goals.

Maurice J. Moyer Academic Institute serves students in grades 6-12. Demographically, our student population is 96% African -American, 2% Hispanic, and 2% Caucasian. Approximately, 33% of our students receive special education services. Maurice J. Moyer Academic Institute is categorized as a Provision 2 school. As a result, 100% of our students receive free lunch.

ACADEMIC PERFORMANCE:

What are the school's academic performance outcomes that will demonstrate student growth, proficiency, and college and career readiness levels as measured by the Performance Framework? Provide an analysis of strengths, challenges, and opportunities for growth in these areas.

Analysis of Strengths, Challenges, and Opportunities for Growth

During SY 2013-2014, we believe the academic decline of our students was created from a high turnover in leadership. Last year MJMAI had a transition of 3 different Heads of School. Overall, students test scores declined in Reading and Math on DCAS assessments administered during the 2013-2014 school year. Again, we attribute the majority of this to a lack of stable leadership, which in turn develops a lack of motivation and consistency to staff and student performance. In the summer of 2014, we went through an aggressive interview process to hire a new leadership team consisting of a Head of Schools and Director of Curriculum. The new leadership team has created a new vision focusing on student academic and social performance, and staff professional development and growth. With the implementation of the our new Springboard Curriculum, which is more closely aligned to the DE state learning standards, Common Core instructional standards, and rigor we believe our students will improve.

Our primary challenge for MJMAI will be improving student academic performance and getting them to grade level. As we reviewed our DCAS data from last school year, our proficiency rates were very low in both mathematics and ELA. In September of 2014, we assessed our students using the I-Ready program. The vast majority of our students tested between the range of Kindergarten to 4th grade proficiency levels in math and ELA. With this in mind, we will need to implement significant supports to provide remediation while maximizing the academic achievement of all of our students, especially those with disabilities.

Another challenge is the staff turnover that we experienced during the end of the 2013-2014 school years. This year, MJMAI has replaced over 90% of its core instruction staff. To support our teachers, we have a comprehensive professional development program that provides sustained, ongoing support. By providing the appropriate instructional supports to our teachers, we expect them to work to maximize the student performance of our students.

With all of last year's challenges in front of us, we surely have opportunities for growth. Even though our students performed relatively low on last year's DCAS. This year, we have implemented improvement initiatives for staff and students to deter us from recreating failed experiences from the previous year. As for our students with disabilities, while this is a very challenging subgroup to serve, but we are now 100% compliant with Prong 1 and will continue to build

upon the appropriate services and needs of these students. We are hoping that the improved initiatives will result in the improvement of our entire student body's academic, social, and character development, while showing growth and improvement on the State of Delaware assessment.

Analysis by Indicator

1a. Student progress over time (growth). Are students meeting their fall to spring instructional scale growth targets?

For SY 2013-2014 our students did not meet growth targets in both Mathematics and ELA. For this school year, we expect to achieve a rating of "Meets Standard" in Science and Social Studies. For the 2014-2014 SY we are using the I-Ready diagnostic to determine our student's growth. The diagnostic will be completed four times per year. We are also using the Terra Nova Assessment three times throughout the school year.

1b. Student progress over time (growth). Are lowest-performing students in the school meeting their fall to spring instructional scale score growth targets?

For SY 2013 – 2014 our lowest-performing students did not meet their growth targets. For the 2014-2015 SY we intend to use the I-Ready and Terra Nova to move our students to meet standards.

1c. Student progress over time (growth). Are students making enough annual growth to maintain or achieve proficiency status within 3 years or by 10th grade?

Our students were making progress in the 2012-2013 SY with a drop in proficiency for the 2013-2014, we have placed more emphasis on our RTI program and using data to drive instruction for the SY 2014-2015.

2a. Student Achievement (Status). Are students achieving proficiency on state examinations in math and reading?

During SY 2013-2014, our students did not meet the performance standards in mathematics or ELA. In ELA we scored 29.21 and in math we scored 9.57. For the 2014-2015 school year, we have a goal of meeting the state averages in both Math and ELA.

2b. Student Achievement (status). Are students in demographic subgroups achieving proficiency on state examinations in math and reading?

Low Socio-Economic Status

For SY 2013-2014, in both mathematics and ELA, our students failed to meet the proficiency standards. They scored a school proficiency rate of 24.4% in ELA and 9.9% in Math. For SY 2014-2015, our goal is to meet the state average in both mathematics and reading. Moyer academic Institute has a school population

composed of predominately low socio-economic students. Providing the appropriate instructional supports while motivating students towards academic success for this subgroup is critical in maximizing student achievement.

Students with Disabilities

For SY 2013-2014, our students with disabilities failed to meet the proficiency standards in both mathematics and reading. In math, our rating was "falls far below standard". In mathematics they scored a 4.4% and in ELA they scored a 7.1%. Our goal is to increase the number of proficient students by at least 25 percentage points.

African American Students

For SY 2012-2013, our African American students failed to meet the proficiency standards in both mathematics and ELA. In mathematics they scored a 10.2% and in ELA they scored a 25.2%. Our goal for SY 2014-2015 is for our students to meet the state average in both mathematics and ELA.

2c & 2d. Student Achievement. Are students performing well on state examinations in math and reading in comparison to other schools in the district? Are students performing well on state examinations in mathematics and reading in comparison to similar schools in the state?

While both 2c and 2d are important, we would like to focus our efforts on achieving state averages in both ELA and mathematics. Based on demographic data, Brandywine's data is not comparable to that of Maurice J. Moyer Academic Institute. As for the comparison schools, these are not actual schools but rather a projection of similar schools if they existed in the State of DE. We think both 2c and 2d are insightful data points, but the comparison to state averages provides us with a more accurate guide to our performance.

3a. State and Federal Accountability. Did the school make AYP?

For SY 2013-2014, we received a rating of "Does Not Meet"

4a. Post Secondary Readiness. Does students' performance on the SAT reflect college readiness?

For SY 2013-2014, students taking the SAT averaged a total score of 962, in comparison to the State average total score of 1307. For SY 2014-2015, we are encouraging all eligible students to take the SAT. In addition, our 10 grade students have taken the PSAT.

4b. Post Secondary Readiness. Are students graduating from high school?

For SY 2013-2014, it was reported that MJMAI had a graduation rate of 67%. This year we are projecting our graduation rate to be 100%.

DCAS Outcomes that Demonstrate Student Growth (Proficiency Rates)

For the 2013-2014 SY our overall rating in our academic report was "Does Not Meet" For the 2014-2015 SY we feel the foundation for academic success has been established. Our academic goal for SY 2014-2015 is for our students to "Meet Standard" in every category measured by the Performance Management Framework. For students with disabilities, we are establishing academic targets 20 percentage points greater than last school year's performance.

Population/Subject	SY 12-13 Score	State Average	20th Percentile Average	SY 14-15 Goal
All Students/Mathematics	10.5%	63.7%	47.2%	State Average
All Students/ELA	25%	68.1%	54.6%	State Average
Low SES/Mathematics	9.9%	54.9%	38.0%	State Average
Low SES/ELA	24.4%	60.2%	53.0%	State Average
SWD/ Mathematics	4.4%	26.8%	10.9%	State Average
SWD/ ELA	7.1%	28.5%	12.2%	State Average
African American/ Mathematics	10.2%	53.8%	38.6%	State Average
African American/ELA	25.2%	58.9%	43.4%	State Average

FINANCIAL PERFORMANCE:

What are the school's financial performance expectations that will demonstrate viability and sustainability as measured by the Performance Framework? Provide an analysis of strengths, challenges, and opportunities for growth in these areas.

Analysis of Strengths, Challenges, and Opportunities for Growth

The board of directors works very closely with the business manager and their own independent auditor to ensure we are meeting our financial targets. In addition to the board of directors is reviewing contracts from monetary and service perspective, to ensure that our students' needs are being met in a fiscally responsible matter. The Citizen's Budget Oversight Committee is meeting to ensure that the school is working in a law abiding fashion. Also, MJM Academic Institute has purchased to building which resulted in an initial debt to income ratio, however over time that ratio will meet standards as the mortgage continues to be paid.

1. NEAR TERM INDICATORS

Measure 1a. Current Ratio (Working Capital Ratio) (Meets):

MJM rated "Meets Standards" for this area. The MJM Academic Institute Current Ratio needed to be greater than 1.1. The MJM Academic Institute ratio was 1.17

Measure 1b. Unrestricted Days Cash: (Meets)

MJM rated "Meets Standards" for this area. The unrestricted days cash on hand ratio has improved from 65 day to 74 days for the SY2013-2014. The school has sufficient cash flow to pay its expenses without another inflow of cash. Moyer plans to increase this ratio by consisting managing a conservative budget that meets the needs of the students.

Measure 1c. Enrollment Variance: (Falls Far Below)

The enrollment variance of 59% depicts actual versus authorized enrollment. MJM enrollment was approved for 265 students. MJM nearly met the 80% enrollment for the September 30th count.

Measure 1d. Default (Meets)

SY2013-2014, MJM Academic Institute received a rating of "Meets Standard" for this area. MJM will continue to make payments to satisfy all debt obligations in a timely fashion.

2. SUSTAINABILITY INDICATORS

Measure 2a. Total Margin: (Meets)

SY2013-2014, MJM Academic Institute received a rating of "Meets Standard" for this area. The ratio has improved tremendously over years of operations from YR1 .16% to YR3 2.31%. Moyer expects to continue meet this ratio in the 2014-2015 school year.

Measure 2b. Debt to Asset Ratio: (Does Not Meet Standard)

The debt to asset ratio measures the amount of liabilities MJM's owes versus the assets they own. In order to meet this measure the Debt to Asset Ratio is less than 0.90 MJM ratios for 2013-2014 was .94. The current ratio does not depict the true relationship between a school's current assets and current liabilities. The purchase of the building will increase the assets for MJM. The facility is valued in excess of \$4M with a loan amount of approximately \$2M. With that said MJM has sufficient assets to cover the current liabilities and is in a strong position to meet its financial obligations throughout the SY2014-2015.

Measure 2c. Cash Flow (Meets)

SY2013-2014, MJM Academic Institute received a rating of "Meets Standard" for this area. Cash flow indicates a positive trend by meeting this ratio measure. MJM's cash balance over a period of time has met this ratio. This measure is similar to days cash on hand, but indicates long-term stability versus near-term. Since Year 1 cash flow has fluctuated positively from \$369,942 to \$608,711. This measure shows continue positive growth for strong fiscal financial health for the school. MJM will continue to increase this ratio in the 2014-2015 school years.

Measure 2d. Debt Service Coverage Ratio (Does Not Meet Standard)

Is a direct result of the purchase of the building SY2013-2014 and will decrease over time.

ORGANIZATIONAL PERFORMANCE:

What are the school's performance expectations in meeting its organizational responsibilities including, but not limited to, administrative operations, reporting, and legal responsibilities as measured by the Performance Framework? Provide an analysis of strengths, challenges, and opportunities for growth in these areas.

Analysis of Strengths, Challenges, and Opportunities for Growth

For the organizational performance framework, the overall rating for Maurice J. Moyer Academic Institute was *"Does Not Meet"*. In evaluating our operational processes as they relate to state and federal requirements, we did not meet the standard. Understanding the critical nature of our actions, the boards of directors, Management Company, and new school leadership team have worked collaboratively to develop procedures to ensure our organizational goals are attained.

For the 2013-2014 SY, Maurice J. Moyer Academic Institute was rated as "Does Not Meet" in the areas of Educational Program, Financial Management and Oversight, Governance and Reporting, and Students and Employees. We achieved a rating of "Meets Standard" in the area of School Environment.

The largest challenge we experienced during the 2013-2014 SY was appropriately focusing on and monitoring our educational program. There were found to be issues of noncompliance with standardized testing, curriculum, student services and special education. As a result of feedback, we have taken appropriate actions for the 2014-2015 school year to improve our ability to increase our effectiveness and services in the area of educational programs.

Below is an analysis for each indicator:

1a. Education Program. Is the school implementing the essential terms of the charter's education program as defined in the current charter, and complying with applicable state and federal requirements?

Based on the academic needs of our students, the Board of Directors modified the instructional program in August 2012. Subsequent to the instructional modification that was executed on-site, a formal modification to the existing charter was submitted the Delaware Department of Education (DE DOE). Even

though the students of Moyer strived under the modified instructional program, the DE DOE rejected the modification on the grounds of curriculum alignment with the State of DE learning standards and Common Core Standards. From March through August 2013, the staff of Moyer, in conjunction with K12 curriculum specialists, conducted extensive work to ensure the alignment issues were addressed. In August of 2014 MJMAI submitted a proposal to use Springboard curriculum for math and ELA to gain compliance for an approved curriculum. In September 2014, the DOE state board turned down the curriculum stating that it was inappropriate and would be ineffective for our students. To date, Moyer Academic Institute continues to be under corrective action for curriculum issues. For the 2014 SY, we have implemented the Springboard curriculum and so far are finding great success and academic gains for our students.

1b. Education Program. If the school compliant with legal requirements for students with disabilities and English Learners?

In the Spring of 2014, DE DOE special education specialists conducted an audit of the program that provides special education services to our students. As a result of the audit, we entered into a "Special Education Compliance Agreement" for our special education program. This action plan was provided by DE DOE and we have continued to abide by all regulations placed before us to provide services to our students with disabilities and English Learner. We have completed Prong 1 and are now 100% in compliance with our Special Education files.

2. Financial Management and Oversight

Our "Does Not Meet Standard" for SY 2013-2014 was largely a result of poor reporting practices and financial issues associated with the former Moyer Academy. Financial issues, as they relate to the "Old Moyer" have been resolved and a Citizen Budget Oversight Committee has been implemented. Upon further reflection of these areas, it is evident that we need to document our work. We conducted many of the activities required to achieve a mark of "Meets Standard" for the 2014-2015 SY.

3a. Governance and Reporting. Is the school complying with governance requirements?

For this section, we were rated "Meets Standard". We will continue with similar practices for the 2014-2015 SY.

3b. Governance and Reporting. Is the school holding management accountable?

For this section, we were rated "Meets Standard". The Board of Directors evaluates its management company, K12, Inc. twice per year. The mid-year evaluation will serve as an unofficial assessment of the performance of the management company. The evaluation conducted at the conclusion of each school year (in the summer months) will serve as the official evaluation. A substandard performance by the management company may result in the termination of the contract.

3c. Governance and Reporting. Is the school complying with reporting requirements?

In this section, we were rated "Does Not Meet". Our goal for the 2014-2015 SY is to submit all federal and state reports in a punctual fashion. So far we have met this goal.

4a. Students and Employees. Is the school protecting the rights of all students?

For the 2013-2014 school year, we scored a rating of "Does Not Meet". To address this for the 2014-2015 SY, we have reevaluated all of our policies and procedures as they related to suspensions, expulsions, and statutory requirements of cyberbullying.

4b. Governance and Reporting. Is the school meeting attendance goals?

During SY 2012-2013, the daily attendance rate averaged 88%. To address our attendance issues, the Board of Directors analyzed the attendance policies of a variety of local charter schools and revised the attendance policy. In addition, we have implemented a truancy officer/visiting teacher to complete home visits and file student truancy with the court system. We have found this to be very effective. For SY 2014-2015, our attendance rate has improved to 92%. While the target is 95%, we will look to continue to improve to meet our target.

4c. Governance and Reporting. Is the staff meeting all staff credentialing requirements?

For the 2013-2014 SY, we were rated "Does Not Meet". For the 2014-2015, we looked to hire credentialed professionals. For returning staff without credentials, we created a formal action plan that outlines the steps and timelines to obtain their credentials. Failure to adhere to the steps outlined in the formal action plans will result in either termination or non-renewal of their contracts. For eligible staff, we have applied for emergency certifications. Our goal is to have our staff completely credentialed.

4d. Governance and Reporting. Is the school respecting employee rights?

In SY 2013-2014, we achieved a rating of "Meets Standard". To maintain this rating for SY 2014-2015, we will ensure that the school materially complies with applicable laws, rules, regulations and provisions of the charter related to the rights of employees.

5a. School Environment. Is the school complying with facilities and transportation requirements?

For SY 2013-2014, we achieved a rating of "Meets Standard". To maintain this rating for 2014-2015, we will ensure that the school materially complies with applicable laws, rules, regulations and provisions of the charter relating to school facilities, grounds, and transportation.

The requirements include:

- Fire Inspections and related records
- Viable certificate of occupancy or other required building use authorization
- Documentation of insurance coverage
- Student Transportation

5b. School Environment. Is the school complying with health and safety requirements?

For SY 2013-2014, we achieved a rating of "Meets Standard". To maintain this rating for the 2014-2015, we agreed to adequately address the following areas.

- Appropriate nursing services and dispensing of pharmaceuticals
- Food service requirements
- Emergency management plan requirements

6. Additional Obligations. Is the school complying with, all other obligations?

For SY 2013-2014, we received a rating of "Meets Standard". For SY 2014-2015, the Annual Report, along with all other state mandated reports will continue to be submitted in a timely fashion.

STATUS OF CONDITIONS PLACED UPON THE CHARTER:

Include:

- A status update of any conditions imposed upon the school's charter; and
- Your plan to meet any conditions that are currently "not met".

The Department of Education and the CSAC Committee revoked the charter of Maurice J. Moyer Academic Institute effective June 30, 2015. At the October 9, 2014 meeting of the Delaware State Board of Education, the State Board assented to the Delaware Department of Education's (DDOE) decision to revoke the charter. That decision was based on the Charter School Accountability Committee's (CSAC) formal review and recommendation which found that, pursuant to 14 Del. C. § 516 (2), the school has failed to comply with its charter and to satisfy, in its operation of the school, criteria set forth in 14 Del. C. § 512. These are the specific areas the CSAC found to be out of compliance:

Academic Performance (pursuant to Performance Agreement)

For the 2013-14 school year, only 23.1% of all students demonstrated proficiency in ELA on state testing; only 10.2% of students demonstrated proficiency in Math; only 6.2% of student's demonstrated proficiency in science; and no students demonstrated proficiency in social studies.

Appropriate Strategies to Accommodate the Needs of At-Risk Students and Those Needing

Monitoring visits by the Department determined that, as of January 8, 2014, nearly all Individualized Education Plans (IEPs) did not meet federal and state legal requirements. The deadline for corrective action was extended twice, but the requirements were still not met. Follow-up monitoring visits by the Department determined that, as of June 2, 2014, almost half of the IEPs previously identified as noncompliant had not been sufficiently corrected. Monitoring visits by the DOE found violations of state and federal law with respect to procedural safeguards, eligibility determination, secondary transition, and students being served in the Least Restrictive Environment. They also determined that we did not have sufficient staff capacity to serve students with special needs effectively, had violations of Response to Intervention (RTI) regulations, and determined that staff members did not fully understand RTI regulations.

Educational Program (pursuant to 14 Del. C. § 512(6))

Monitoring visits by the Department and materials submitted by the charter school determined that the curriculum in use by Moyer Academic Institute during the 2012-13 and 2013-14 school years was not aligned to meet the Delaware Content Standards, Common Core State Standards, state program requirements, or state graduation requirements. Monitoring visits by the Department determined that staff members did not fully understand Common Core State Standards. These visits by the Department determined that curriculum content and implemented instructional strategies were not supported by research.

Moyer adopted new curricula from SpringBoard for Math and English Language Arts for implementation in the 2014-15 school year. The Department approved English Language Arts but not Math.

School Discipline & Attendance Procedures (pursuant to 14 Del. C. § 512(11))

Out of school suspension rate of students was 61% for the 2013-14 school year. During the 2013-14 school year, Moyer did not provide the Department with required written decisions regarding five expelled students who were not placed in a Consortium Discipline Alternative Program (CDAP), as required by 14 DE Admin. Code § 611. There were nine unsafe incidents reported, as defined by 14 DE Admin. Code § 608, that occurred during the 2013-14 school year. During monitoring visits by the Department, students reported that they do not feel safe at Moyer because of fights and unsecured entryways.

STUDENT RETENTION GOALS AND TARGETS:

As of October 2014, Maurice J. Moyer Academic Institute was told that the charter would be revoked at the end of the school year. We have been prohibited the ability to re-enroll and/or recruit new students.

INNOVATION:

Maurice J. Moyer Academic Institute is a blended learning environment. Through our online learning platform, Moyer offers more than 100 K12 elective courses designed to help students earn their high school diploma and find their own path to post-high school success- whether in college or the workforce. Through the K12 curriculum/learning platform, students can take up to four years of a career pathway. They can choose from a variety of electives, including anthropology, Web design, Entrepreneurship, and Green Design & Technology. MJMAI offers math, English, science, history courses, and world languages directed by teachers using interactive whiteboards. To meet the needs of our students, we offer remediation through the i-Ready program. We also offer original and credit recovery courses in our Twilight Academy through our partnership with James Groves Adult Education. These classes are held Monday-Friday from 3:30-8:00pm.

Regardless of receiving online or traditional styled instruction, every class has a measurable standards-aligned daily objective. Whether the objective is to analyze the characteristics of a novel or solve a quadratic equation, the objective drives the content in the lesson. Using multiple forms of assessments at various times during the instructional period, teachers track their students' mastery of the objective and progress toward their academic goals.

The current instructional model is significantly different from previous model used at Moyer. The former model relied on online teachers to deliver content in all courses, not just elective courses. Through the current instructional model, our students have made significant academic gains.

For the 2014-2015 SY, we have made significant gains in schools climate. As of November, discipline has decreased by 63%. This is contributed to enforcing our code of conduct, implementing a PBS plan, and working collaboratively as a staff with consistent norms and expectations that are communicated by example.

DELAWARE CHARTER SCHOOL ANNUAL REPORT

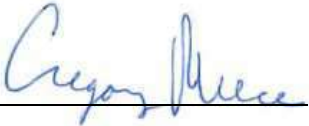
CHARTER SCHOOL INFORMATION

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Fax: 302-368-3460
Website: www.NewarkCharter.org

Gregory R. Meece, Sr.
Head of School

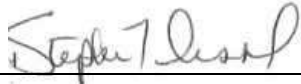


November 18, 2014
Date

Head of School

Date

Stephen Dressel
Board President



November 18, 2014
Date

SUBMISSION DEADLINE: December 1st

All schools submit one (1) signed copy (PDF via email preferred) to the DDOE Charter School Office

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ABSTRACT

Our History

In 1999, a group of Newark parents and teachers committed to providing an educational alternative within the public school system established Newark Charter School (NCS). In 2000, Delaware’s Department of Education with the assent of the State Board of Education approved the school’s charter application.

April 2000	Charter for grades 5-8 middle school approved
Sept. 2001	Middle School opened in trailers, Barksdale Rd. (grades 5-7):
Sept. 2002	Eighth grade added
Sept. 2003	Moved into newly-constructed middle school on Patriot Way
2005	First charter renewal
Feb. 2006	Modification to add grades K-4 and expand enrollment approved
Aug. 2007	Newly-constructed K-4 Elementary School opened, Patriot Way
2009	Second charter renewal
April 2012	Modification to add grades 9-12 and expand enrollment approved
2013	Third charter renewal
Aug. 2013	Moved into newly-constructed jr./sr. high school, McIntire Dr.

Mission

The Mission of the Newark Charter School is to promote high levels of student effort, achievement and decorum for children in grades K-12 in the Greater Newark community by providing continuous, engaging and rigorous academic challenges grounded in a sequential core of common knowledge, delivered in a community of students, educators and involved parents who value scholarship and appropriate behavior.

Vision

The guiding vision and philosophy of the Newark Charter School is that all children can learn when they are challenged, supported, respected and motivated. Newark Charter School will offer an educational alternative within the public school system for families and students seeking a strong academic program that invites family involvement in children’s education.

Targeted Population and Enrollment Demographics

The school’s targeted population is students residing in the Greater Newark Area.

<i>Year</i>	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
<i>Enrollment</i>	435	541	621	648	647	648	1289	1286	1286	1336	1344	1347	1760	1949

Enrollment projections and student demographic information are found in Appendix 1.

ACADEMIC PERFORMANCE:

WHAT ARE THE SCHOOL'S ACADEMIC PERFORMANCE OUTCOMES THAT WILL DEMONSTRATE STUDENT GROWTH, PROFICIENCY, AND COLLEGE AND CAREER READINESS LEVELS AS MEASURED BY THE PERFORMANCE FRAMEWORK? PROVIDE AN ANALYSIS OF STRENGTHS, CHALLENGES, AND OPPORTUNITIES FOR GROWTH IN THESE AREAS.

Academic Performance Review Rating:

2011-2012 Summary and Overall Rating: EXCEEDS STANDARD

2012-2013 Summary and Overall Rating: EXCEEDS STANDARD

2013-2014 Summary and Overall Rating: MEETS STANDARD

During the past four years, and since the school's inception, NCS's academic achievement results have been consistently excellent. The DDOE gave NCS its highest rating of "Superior School" each year that it gave school ratings. In 2012 and again in 2014 the Department and Lt. Governor cited our school as a *Reward School: Highest Performing School*; in 2013 NCS was named a *School of Continued Excellence*. In 2010 the DDOE nominated NCS for the U.S. Government's Blue Ribbon School designation: our nation's highest recognition for schools based on academic performance. In September 2011, The Global Report Card, a product of the George W. Bush Presidential Center, ranked NCS # 2 on the national list for top performing schools or districts in reading. NCS is designated a Core Knowledge Visitation School by the Core Knowledge Foundation and we were selected as one of the top 10 Core Knowledge schools in the country.

2014 DCAS data show that, overall, NCS's average proficiency level in reading and math (96.8%) was an increase over the school's average proficiency levels in the past two years (95.27% and 96.44%). The State's average proficiency level this year was 70.69%. NCS's percentage of students scoring at the highest level (PL4 - 75%) is more than twice that of the State average (34.63%). With high school assessment, we administered the End-of-Course Integrated Mathematics 3 DCAS this year with remarkable results. Although it is atypical for ninth grade students to take such a high-level course, all forty-one NCS students who took the Integrated 3 assessment (100%) scored a PL4. When the test data is disaggregated by gender, race, low-income status or disability NCS students score significantly higher than their matched peer groups.

Statewide rankings published in the *News Journal* (July 18, 2014) show the following rankings for NCS in the appropriate tested subjects and grades:

	Reading	Math	Science	Social Studies
3rd grade	1st	7th	NA	NA
4th grade	1st	2nd	NA	1st
5th grade	1st	3rd	1st	NA
6th grade	1st	1st	NA	NA
7th grade	1st	1st	NA	1st
8th grade	1st	1st	2nd	NA
9th grade	1st	2nd	NA	NA

NCS placed first in the State in 13 of 18 possible categories and first, second or third in 17 of 18 categories.

The school and DDOE regularly disaggregate data to see how demographic subgroup populations (such as race, income status, special education, etc.) perform compared to similar groups and to the total population. At NCS the data show that its demographic subpopulation groups not only outperform the same subpopulation groups statewide but they also consistently outperform the general population of students as well. The Delaware Academic Performance Framework rates NCS’s demographic Subgroup Summary as “Exceeds Standard” in Reading and Math.

- NCS’s Low Socio-Economic students’ 2013-14 proficiency rates (84.6% in Math, 95.5% in ELA) are significantly higher than the State average proficiency rates (58.7% in Math, 61.4% in ELA) and even comparable to or higher than the State proficiency rate for it 90th percentile students (84.6% in Math, 83.4% in ELA).
- NCS’s Students with Disabilities’ 2013-14 proficiency rates (61% in Math, 72.7% in ELA) are significantly higher than the State average proficiency rates (30.3% in Math, 30.2% in ELA) and even higher than the State proficiency rate for it 90th percentile students (58.6% in Math, 57.2% in ELA).
- NCS’s African-American students’ 2013-14 proficiency rates (91.8% in Math, 94% in ELA) are significantly higher than the State average proficiency rates (56.5% in Math, 60.5% in ELA) and even higher than the State proficiency rate for it 90th percentile students (83.1% in Math, 83.3% in ELA).
- NCS’s Hispanic students’ 2013-14 proficiency rates (91.7% in Math, 85.8% in ELA) are significantly higher than the State average proficiency rates (64.8% in Math, 64.5% in ELA) and even higher than the State proficiency rate for it 90th percentile students (87.7% in Math, 88.3% in ELA).

- NCS's Multiracial students' 2013-14 proficiency rates (91.4% in Math; 94.3% in ELA) are higher than the State average proficiency rates (77.8% in Math; 83.1% in ELA).

The Delaware Academic Performance Framework also shows that NCS students' performance in 2013-2014 (96.0% in Math; 97.6 in ELA) compares favorably to Home District Proficiency (61.7% in Math; 63.5% in ELA). NCS students' performance in 2013-2014 (96.0% in Math; 97.6% in ELA) also compares favorably to schools that are statistically similar (83.8% in Math; 84.9% in ELA).

Strengths, Challenges, and Opportunities for Growth

Strengths: NCS's greatest strength in supporting both academic proficiency and growth for its students derives from an unwavering commitment to its mission and vision. Since NCS was established, State standards, performance benchmarks have changed. State assessments have changed from DSTP to DCAS to SBAC; from paper and pencil tests to tests on computers. Teacher evaluation systems have changed. NCS, too, has changed; growing from a middle school with 435 students to a K-12 program with 1,949 students located on two campuses. But NCS has been able to maintain, and improve, its academic performance through all these changes because it has not wavered from its continuous, engaging and rigorous academic challenges grounded in a sequential core of common knowledge, delivered in a community of students, educators and involved parents who value scholarship and appropriate behavior. As pointed out in a study of Delaware's public middle schools, NCS and other "beating the odds" schools succeed because of its common culture and shared vision of excellence among all stakeholders. NCS believes that all children can learn when they are challenged, supported, respected and motivated. No child falls through the cracks because every student, regardless of background or disability, can be successful at NCS.

Challenges and Opportunities for Growth: NCS's expansion presents both challenges and opportunities. A larger student body increases the importance of sustaining a school culture that has been successful in the past. New students, parents and teachers will need to be educated, coached and mentored so that they can integrate into this culture. Maintaining a "small feel" to a large school will be a priority, requiring strong communication among all stakeholders. Past success does not ensure future success. Staff must continue to work hard, keep abreast of emerging best practices, transitioning from DCAS to Smarter Balanced testing, Common Core Standards and Next Generation Science Standards. As our high school prepares to admit its first upperclassmen in 2015 we must ensure that programs align with post-secondary readiness goals. We must learn from other successful programs and never take for granted our "customers'" trust in our school or our accountability to the State of Delaware's citizens and taxpayers.

Out of approximately 27 separate criteria associated with the Academic Framework, NCS Met or Exceeded 25 of them in 2014. We will focus on the growth of our lowest quartile math students. In 2013 staffing changes reflected a shift in human and financial resources to work more with students at a younger age who are struggling in math. In

2014 the jr./sr. high school daily schedule was changed from a seven-period to an eight-period day so students could receive an extra period of math.

On the other hand, our expansion is also a great opportunity. Being able to work with many of the same students and their families from Kindergarten through high school graduation is an opportunity to build upon success. Focusing our high school curriculum on our world's future (Global Studies and STEM) will enable our students, prepared with a solid foundation of K-8 content and skills, to apply what they have learned in meaningful ways directed toward college and career goals. In 2013 our STEM program launched a four-year Engineering Pathway as part of its STEM Academy and in 2014 this was expanded to include a Biotechnology Pathway. Currently, the school is investigating a new Computer Science Pathway. A relationship with the University of Delaware and nearby businesses such as DuPont and W.L. Gore has been developed and the school plans to grow these relationships in future years to provide many opportunities for our students in grade 7-12 to explore research opportunities, internships, guest speakers and dual-enrollment courses.

FINANCIAL PERFORMANCE:

WHAT ARE THE SCHOOL'S FINANCIAL PERFORMANCE EXPECTATIONS THAT WILL DEMONSTRATE VIABILITY AND SUSTAINABILITY AS MEASURED BY THE PERFORMANCE FRAMEWORK? PROVIDE AN ANALYSIS OF STRENGTHS, CHALLENGES, AND OPPORTUNITIES FOR GROWTH IN THESE AREAS.

Financial Performance Framework: 2013-2014

Overall Rating: MEETS STANDARD

External auditors have audited NCS's finances for 13 years with no findings during that period. The school has operated with a financial surplus for 13 consecutive budgets. In 2011 Standard & Poors conducted investment grade ratings of 123 charter schools nationwide. NCS was one of only four charter schools to have earned a BBB+ rating.

With the school's enrollment projected to grow each year through 2022 the school will realize the benefit of economies of scale. The most challenging years may well be the current ones because the high school growth plan was to add a grade each year. Despite this challenge, we had a balanced budget for FY 2014 and project the same for FY 2015. Should the need arise, the school has a reserve fund sufficient to address unanticipated negative occurrences such as fluctuations in state, local or federal revenue, demographic trends or wear on buildings.

Strengths, Challenges, and Opportunities for Growth

The school's financial future is secure. The large waiting list of students is the best sign of financial stability since most of our funding is a function of enrollment. The population in the Greater Newark area is growing. New apartments and townhouses are being developed near the school. The growth of the nearby University of Delaware at the former Chrysler site will create hundreds of new jobs in the immediate area. The expansion of Aberdeen Proving Grounds in Maryland is expected to add 60,000 federal and private sector jobs. As NCS's McIntire Drive Campus is literally located on the Delaware/Maryland state line, we are the closest Delaware school for BRAC families looking to establish residence in Delaware.

The school will continue to do everything it can to supplement its revenue stream through fundraising and promoting capital funding for charter schools. These funds are needed for the school to improve its facilities and programming in future years. For example, if the school desires to expand its athletic offerings, provide computer tablets for all students, or increase the number of parking spaces, it cannot go to a public referendum as most public school districts would. At this time, the school's Board of Directors is considering renovating unused space in the Junior/Senior High School to increase the school's science lab capacity and adding a building for music classes. A minor modification request for this purpose is being submitted.

ORGANIZATIONAL PERFORMANCE:

WHAT ARE THE SCHOOL'S PERFORMANCE EXPECTATIONS IN MEETING ITS ORGANIZATIONAL RESPONSIBILITIES INCLUDING, BUT NOT LIMITED TO, ADMINISTRATIVE OPERATIONS, REPORTING, AND LEGAL RESPONSIBILITIES AS MEASURED BY THE PERFORMANCE FRAMEWORK? PROVIDE AN ANALYSIS OF STRENGTHS, CHALLENGES, AND OPPORTUNITIES FOR GROWTH IN THESE AREAS.

Organizational Performance Framework: 2013-2014 Overall Rating:

MEETS STANDARD

All 13 of the school's organizational performance targets were met in 2013-2014 (100% "Meet Standard"). Additional evidence of the school's compliance with operational expectations can be found in the compliance monitoring reports for NCS issued by DDOE in past years. Monthly reports issued by the DDOE Charter Schools Office this year indicate that the school meets all public reporting requirements: Monthly Financial Statements, Financial Audit, Online Checkbook Link, Bylaws, Board meeting dates, times, and locations, Board meeting agendas, Board meeting minutes, Citizen Budget Oversight Committee meeting dates, times, and locations, agendas and minutes. A June 2014 DDOE report states that the school "meets requirements" in implementing the regulations of IDEA. A September 2014 Division of Public Health Food Establishment Inspection Report states that there are no violations. A September 2014 DDOE Title I monitoring report states that "all areas are in compliance." The most recent reports state that NCS is fully in compliance with all monitored regulations, including but not limited to: McKinney-Vento Homeless Act, Child Abuse Reporting Training, immunization audit, policy regarding release of students to persons other than parent/guardian, Career Cruising. The school has been similarly monitored, and compliance has been demonstrated, in such areas as chemical safety storage, asbestos, transportation of students, Title I programs, etc. Annually, the school receives special education (IDEA) audits and there are no findings. As a participant in the National School Lunch program we meet both State and Federal guidelines on all nutritional requirements and we are in compliance with the Department of Health regulations. The school receives annual financial audits and these show no findings each year.

Strengths, Challenges, and Opportunities for Growth

The school will build on its past success in this area. Our strength lies in the school's past performance record and low staff turnover. We have built internal capacity for meeting organizational performance expectations. The challenge is the ever-changing regulations that keep coming up. Charter schools were supposed to be free of most of these regulations. They are not. The growth opportunity lies in the fact that our staff has grown significantly over the years. This enables us to operate with built-in redundancy for many operational areas such as of finance and human resources (PHRST, FSF, DEEDS), assessment (DCAS), evaluations (DPAS II), facilities, and technology (e-school), etc.

STATUS OF CONDITIONS PLACED UPON THE CHARTER:

Include:

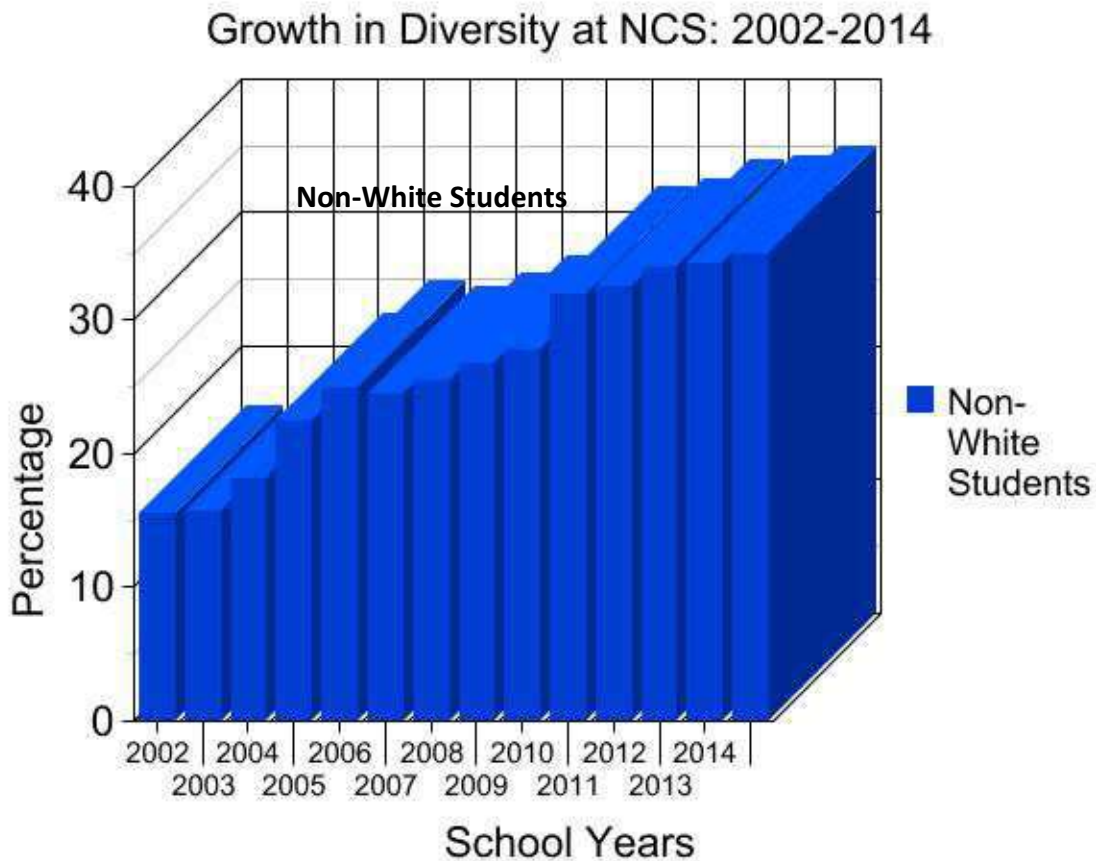
- A status update of any conditions imposed upon the school’s charter,
- Your plan to meet any conditions that are currently “not met”.

There were two conditions the Secretary of Education and State Board of Education placed on NCS as part of their unanimous approval of our major modification of 2011:

(1) “As a result and to that end, the Department approves the application for modification but conditions that approval on: (1) the development, approval and implementation of an outreach plan to significantly increase, consistent with the public school population it serves, the diversity of NCS going forward.”

All of the Outreach Plan’s action plans have been completed or are ongoing. With two years of experience behind us we have reexamined the plan for continued improvement during the 2014-2015 school year. Due to the page limitation on this report, the Outreach Plan Report is available upon request.

The Outreach Committee implements the plan with fidelity and enthusiasm. Below is a graph showing how NCS has become more diverse every year.



The second condition given to our school was:

(2) NCS providing a free and reduced lunch program for all grades starting in the fall of 2012.

NCS established this food service program in the Fall of 2012 and is in full compliance with all state and federal regulations regarding the school nutrition program.

As a participant in the National School Lunch program we meet both State and Federal guidelines on all nutritional requirements. We use a vendor who has a state of Delaware license and whose menus are in compliance with the new food regulations stipulated by the National School Lunch program. We have successfully finished our second year with the National School Lunch program and are now into our third year serving grades Kindergarten thru 10th grade. NCS's program has been renewed annually with the Department of Education.

This school year we have added the Breakfast program in all three buildings and are offering a Grab and Go Style breakfast that meets both State and Federal Guidelines. We are in compliance with the Department of Health regulations, we have had five health inspections since the start of the program in 2012, and all inspections passed without issue.

STUDENT RETENTION GOALS AND TARGETS:

Include:

- The percentage of students who have re-enrolled from the prior year according to ESEA demographic categories,
- The number of students who have left your school before the year is over or before the end of the charter school’s grade configuration per ESEA demographic category,
- A summary of why students chose to leave,
- The percentage of students who did not pass from one grade to the next,
- Your plan to improve student retention and average daily attendance if less than your stated targets.

The percentage of students who have re-enrolled from the prior year according to demographic category.

97.5% of the students enrolled in FY 14 returned in FY 15. Retention for students remaining in New Castle County schools is 98.24% (as 12 students relocated out of the State of Delaware and 1 moved to Kent County). The number and % of those who re-enrolled at the start of school year 2014-2015 are:

Race	Total	Attrition	% Re-enrolled
Caucasian	1159	27	97.67
African American	194	2	98.97
Asian	235	12	94.89
Multiracial	99	2	97.98
Hispanic	70	1	98.57
Native American	4	0	100
Total	1761	44	97.5
Low-Income	245	5	97.96
Special Education	131	1	99.24

This past summer, NCS had 44 students withdraw at the end of the school year. Twelve (12) of those students moved out of State, one (1) student moved to Kent County and 31 chose another High School option for their student. We believe the number of high school withdraws is unique. This is the second year that NCS enrolled 9th grade students. We believe that this will stabilize over the next 2 years based upon historical data from the K-8 program.

The number of students who have left your school before the year is over or before the end of the charter school's grade configuration, by demographic category.

99.6% of the students who were enrolled on Sept 30, 2013, remained enrolled through the end of the school year (excluding the 6 who left due to family relocation.) NCS had a total of 13 students withdraw during the school year, 6 of which left due to a family relocation, 3 withdrew to a Home School environment and 4 entered another New Castle County School (both public and private). These 13 students included 7 Caucasian, 5 African American and 1 Multi-Raced student.

A summary as to why students leave.

The majority of withdraws since the school's inception have been a result of family relocation or moving out of the State of Delaware. Since 2001, a typical year's attrition (excluding those who move out of state) is about 1%. With the opening of high school, however, NCS experienced additional student turnover as students matriculate from 8th to 9th grade. While this is not an enrollment concern, due to the large waiting list, it did cause us to internally examine the reasons some students chose other high schools. Internal data based on exit interviews with parents indicates that this may be a temporary situation. Since a NCS high school was not an option until now, some 8th graders already had siblings enrolled in other high schools. Also, NCS invited to its campus 17 different high schools in each year to help families select a high school for their child. Therefore, some families already were committed to other schools. As NCS adds 11th and 12th grade, we believe that we will still have some attrition, but it will become more in line with what has been experienced in the K-8 program.

The percentage of students who did not pass from one level grade to another.

12 students were retained at the end of FY 14 – eleven KN students and one 2nd grade student or .7% of the student population. 58% of retentions were Caucasian (7 students), 17% of the retentions were African American (2 students), 17% were American Indian (2 students) and 8% was Hispanic (1 student).

Plan to improve student retention and average daily attendance if less than your stated targets.

Average daily attendance goals have been met each year and they have been consistently higher than the state average. Student retention goals have been met every year with average attrition being insignificant. The waiting list is more 3,000 students long. What little attrition there is does not appear to be linked to any demographic categories or to a student's achievement. Attrition of students going from 8th grade to 9th grade will continue to be an area that is scrutinized. While attrition at this grade level is expected to decrease each year it is a fact that there are many more options at the high school level (e.g., military, vocations, performing arts, etc.) than in the younger grades. NCS believes many options for parents are good, but it also means that this is an area where extra attention is needed.

INNOVATION:

Include:

- A discussion of innovation occurring at the school in areas including, but not limited to, curriculum development, instructional strategies, school culture and climate, community and parent engagement, professional development, operations and management practices, and extra-curricular programming.

NCS (NCS) was conceived by a group of Newark parents and teachers interested in an alternative, rigorous and academically challenging curriculum for children. A community-based school with continuity from grade to grade and strong site-based management is the best model to foster parental involvement, improve the school environment and motivate the students. The school's theme is "Emphasizing Excellence in Academics and Decorum." Our philosophy is to serve a diverse student population by challenging each student at his or her level so that all students exceed the state standards and reach their full potential. Features of the school that are considered innovative, unique or integral to fulfilling the school's mission and philosophy include the following:

Core Knowledge Curriculum (K-8)

Since its inception, NCS has utilized the Core Knowledge curriculum scope and sequence developed by Dr. E. D. Hirsch and the Core Knowledge Foundation. It is carefully aligned to the State and Common Core Standards. The Core Knowledge curriculum framework is coherent, cumulative and, most importantly, it identifies specific content to be studied in each grade. Core Knowledge presents a body of lasting knowledge that should form the core of a preschool to 8th grade curriculum. Core Knowledge is an interdisciplinary curriculum, which helps children see the interrelationships between subjects taught in school. Because students learn best when new knowledge builds on previous knowledge, the curriculum is carefully sequenced to ensure that students enter each new grade ready to learn and build on knowledge and skills learned in previous years. Knowledge builds on knowledge. Gaps and repetitions in content do not occur. All students, regardless of socioeconomic backgrounds or past levels of achievement, have a level academic playing field.

NCS earned the designation as a Core Knowledge Visitation School. Public and private schools throughout the country visit to learn about our academic programs. The Core Knowledge Foundation cited NCS as one of the eight best Core Knowledge schools in the country, and featured our school both in its nationwide publicity campaign and at its national conferences. Our Dean of Instruction is a certified Core Knowledge trainer. NCS was the first school in Delaware to use the Core Knowledge curriculum. Locally, Las Americas Aspira Academy successfully replicated NCS's Core Knowledge curriculum. The two charter schools share Core Knowledge in-service training for teachers.

Emphasis on Decorum

NCS's motto is "Excellence in Academics and Decorum." The school has made it a priority to create an orderly, safe environment allows teachers to teach and students to learn. School uniforms have been in place from the beginning to promote discipline, respect, and a focus on learning. Strict absentee and tardiness policies teach students to value the importance of education. Students encourage one another to adopt good behavior, good manners, honesty, politeness and civic-mindedness.

NCS was the first school in Delaware (2005) to implement the research-based Olweus Anti-Bullying Program. The program enhances school culture because everyone has a part to play. Everyone has a right to a safe school where students feel secure and treat each other with mutual respect and kindness. Years later, such anti-bullying programs would become mandatory in Delaware public schools.

Science, Technology, Engineering and Math (S.T.E.M.) Academy and Global Studies/ Leadership Academy (9-12)

The high school's STEM Academy and the Global Studies/ Leadership Academy are grounded in a common core of studies, with opportunities for students to focus on challenging programs of interest and career pathways. Students will also be able to explore opportunities for enrichment through elective courses and complementary activities outside the classroom. STEM Academy coursework will focus upon studies in science, technology, engineering, and mathematics. Four-year programs of study in Engineering, Biotechnology and Business are provided, with Computer Science being planned. The Global Studies/Leadership Academy endeavors to offer insights into the histories of various peoples, cultures of the world, dynamic issues of the day, and effectively contributing to the global community in which we live.

Emphasis on Parent Involvement

As a school established by parents, there is a high degree of parent involvement and parent satisfaction each year. NCS is recipient of the Delaware Department of Education Parent Partnership Award. Parent surveys consistently show that parents are virtually 100% satisfied with the school. Parents have authentic participation in school-wide decision making. They hold the majority of seats on the Board of Directors. The School Council, consisting of parent-elected parent representatives from each grade level, serves as a sounding board to management on issues. It conducts and monitors two formal parent satisfaction surveys annually. The Friends of NCS is an active and essential parent organization, providing volunteers, fund raising support, and programs to enrich the school. A total of 500 different parent volunteers served the school this past year.

Instructional Grouping

Homogeneous grouping (phasing) for instruction is observed in grades 4-8. Homogeneous groups bring together students of similar ability in order to optimize learning. Students receive instruction to meet their learning needs more specifically. Teachers can better attend to learning similarities and differences, making differentiated instruction and assessment more efficient. Extra support can be made available more readily to those who need it.

Phasing is determined by multiple indicators of student achievement, including DCAS, growth model testing, standardized testing, teacher and parent recommendations, grades and learning style assessments. Phasing the students into groups does not mean that any student is presumed to be below grade level, although occasionally scores may indicate that. All students are taught on grade level and receive the same curriculum. The pacing at which instruction takes place and the depth to which a topic is studied may differ. Within each phase there remains a range of learning ability so that instruction is tailored to the unique needs of the groups.

Phasing of students is reviewed by the teams of teachers working with the students, with essential input from parents. A student can move up a phase or down. The reliability of the phasing system in place at NCS has proven to be very high, as few students need to be re-phased.

Accountability, Autonomy and Choice

NCS provides autonomy at the school level in exchange for clear accountability, which results in outstanding student performance and a well-managed organization. All staff members have one-year contracts that must be renewed annually. The school uses its autonomy to take advantage of innovative practices such as financial spending flexibility, peer evaluations and alternative curriculum models. NCS was one of the first schools in Delaware to offer its teachers and staff members merit pay. School choice is vital for a charter school to provide a focused learning community where administrators, teachers, parents and students share common values and expectations.

Appendix 1

Enrollment Projections, Demographics

<i>grade</i>	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
k	190	190	190	190	190	190	190	190	190
1	190	190	190	190	190	190	190	190	190
2	190	190	190	190	190	190	190	190	190
3	190	190	190	190	190	190	190	190	190
4	190	190	190	190	190	190	190	190	190
5	162	190	190	190	190	190	190	190	190
6	162	162	190	190	190	190	190	190	190
7	162	162	162	190	190	190	190	190	190
8	162	162	162	162	190	190	190	190	190
9	162	162	162	162	162	190	190	190	190
10		162	162	162	162	162	190	190	190
11			162	162	162	162	162	190	190
12				162	162	162	162	162	190
TOTAL	1760	1950	2140	2330	2358	2386	2414	2442	2470

Gender (2014)

Grade	Male		Female	
K	102	53.7%	88	46.3%
1	108	56.8%	82	43.2%
2	92	48.4%	98	51.6%
3	98	51.6%	92	48.4%
4	97	51.1%	93	48.9%
5	91	47.9%	99	52.1%
6	83	50.6%	81	49.4%
7	90	55.6%	72	44.4%
8	<u>83</u>	51.2%	<u>79</u>	48.8%
9	<u>70</u>	43.8%	<u>90</u>	56.3%
10	<u>78</u>	48.4%	<u>83</u>	51.6%
	992	50.9%	957	49.1%

Racial Categories (2014)

Grade	Caucasian		Afric. Amer.		Asian		Hispanic		Native Amer.	
K	117	61.6%	28	14.7%	15	7.9%	15	7.9%	1	0.5%
1	130	68.4%	23	12.1%	21	11.1%	6	3.2%	1	0.5%
2	129	67.9%	19	10.0%	23	12.1%	8	4.2%	1	0.5%
3	124	65.3%	12	6.3%	35	18.4%	7	3.7%	1	0.5%
4	123	64.7%	22	11.6%	22	11.6%	12	6.3%	0	0.0%
5	126	66.3%	21	11.1%	24	12.6%	6	3.2%	0	0.0%
6	100	61.0%	22	13.4%	27	16.5%	8	4.9%	0	0.0%
7	109	67.3%	15	9.3%	21	13.0%	4	2.5%	2	1.2%
8	107	66.0%	19	11.7%	22	13.6%	6	3.7%	0	0.0%
9	99	61.9%	21	13.1%	23	14.4%	8	5.0%	0	0.0%
10	108	67.1%	21	13.0%	19	11.8%	6	3.7%	0	0.0%
	1272	65.3%	223	11.4%	252	12.9%	86	4.4%	6	0.3%

Hawaiian		Multi-Race	
0	0.0%	14	7.4%
0	0.0%	9	4.7%
0	0.0%	10	5.3%
0	0.0%	11	5.8%
0	0.0%	11	5.8%
0	0.0%	13	6.8%
0	0.0%	7	4.3%
0	0.0%	11	6.8%
0	0.0%	8	4.9%
0	0.0%	9	5.6%
0	0.0%	7	4.3%
0	0.0%	110	5.6%

District of Residence (2014)

Grade	Christina		Red Clay		Colonial		Brandwine		Appoquin.		Smyrna	
K	177	93.2%	5	2.6%	2	1.1%	0	0.0%	5	2.63%	1	0.5%
1	180	94.7%	1	0.5%	2	1.1%	1	0.5%	6	3.16%	0	0.0%
2	181	95.3%	4	2.1%	1	0.5%	0	0.0%	4	2.11%	0	0.0%
3	177	93.2%	4	2.1%	4	2.1%	1	0.5%	3	1.58%	1	0.5%
4	184	96.8%	1	0.5%	3	1.6%	0	0.0%	2	1.05%	0	0.0%
5	178	93.7%	1	0.5%	5	2.6%	1	0.5%	5	2.63%	0	0.0%
6	158	96.3%	3	1.8%	2	1.2%	0	0.0%	1	0.61%	0	0.0%
7	150	92.6%	5	3.1%	2	1.2%	0	0.0%	5	3.09%	0	0.0%
8	154	95.1%	4	2.5%	0	0.0%	0	0.0%	4	2.47%	0	0.0%
9	152	95.0%	3	1.9%	2	1.3%	0	0.0%	3	1.88%	0	0.0%
10	151	93.8%	2	1.2%	4	2.5%	1	0.6%	2	1.24%	1	0.6%
	1842	94.5%	33	1.7%	27	1.4%	4	0.2%	40	2.1%	3	0.2%

Students with Disabilities (2014)

Code	Special Education	2014
100	mild intellectual disability	2
300	learning disabled	60
400	trainable mental disability	1
601	phys. Impaired-other	25
602	phys. Impaired-ortho.	2
700	hearing impaired	3
800	blind	1
900	visually impaired	0
1000	Autism	6
1300	Traumatic Brain Injury	1
1400	Developmental Delay	9
	TOTALS	110
1200	speech therapy	30
1600	speech delay	3
	TOTAL IEPs	143
	504 Plan	122

Free and Reduced Lunch Eligible (2014)

2014	269	13.8%
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English Language Learners (2014)

ELL	44
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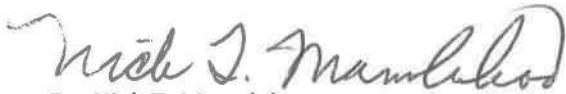
**DELAWARE DEPARTMENT OF EDUCATION
CHARTER SCHOOL ANNUAL REPORT**

CHARTER SCHOOL INFORMATION

Charter School Name: Odyssey Charter School

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Dr. Nick T. Manolakos
Head of School

September 24, 2014
Date

Head of School

Date



Mr. George Chambers
Board President

September 24, 2014
Date

SUBMISSION DEADLINE: December 1st (September 30th for renewing charter schools)

All schools submit one (1) signed copy (PDF via email preferred) to the DDOE Charter School Office

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ABSTRACT

Our History: In 2006, Odyssey Charter School (OCS) opened its doors as Delaware's first mathematics content focused, second language (Greek) elementary education charter school. OCS provides Delaware families with a classical approach to public education. A rigorous standards-based curriculum combined with instruction in the Greek language and mathematics is delivered in a challenging, yet nurturing, learning environment. OCS has strong academics, pioneered the development of the Foreign Language Elementary School program (FLES), and provides insight into the classical learning ideals of Hellenism in a small-school environment.

OCS employs Delaware certified teachers to instruct the core subjects of language arts, mathematics, science, and social studies. In addition, a Greek language class and a second unit of math are taught each day. These added exclusive features of Odyssey Charter School are provided by credentialed instructors from Greece. Students also receive specialized instruction in art, physical education, computers and music, and are encouraged to maximize their second language and foreign culture experience.

Current enrollment at OCS is 938 students in grades K-7. The school enjoys an almost 30 percent ethnically diverse student body and includes students from five different public school districts. The student/teacher ratio is approximately 10:1 and the average class size is 20. Approximately 27% of the student body are classified in the low socio-economic-status subgroup. In 2009, Odyssey's charter was issued through the Delaware Department of Education. A 2011 Charter Modification allowed Odyssey to grow into a middle and senior high school, and also included a provision to provide instruction in Spanish. Odyssey Charter School was rated a Superior School by Delaware's Department of Education in 2008, 2009, 2010 and 2011. In the 2013-14 Annual Delaware Charter School Academic Performance framework, Odyssey earned an Exceeds rating for the first time in its history.

Mission: The mission of Odyssey Charter School is to prepare students for a lifelong enthusiasm for learning, to develop a keen awareness of world citizenship and culture, and to establish critical thinking and problem-solving proficiency through the added learning of the Modern Greek language and mathematics focus.

The goals of Odyssey Charter School are to provide students with an enriched learning environment that will: 1.) Enable students to excel academically by providing a structured dual language program integrated with a rigorous core curriculum, 2.) Enhance each student's understanding of Mathematics, English, Science, and other Western languages by utilizing the Modern Greek language, with a Mathematics focus, 3.) Prepare students to demonstrate exceptional understanding and academic achievement through standardized testing and other credentialing methods, 4.) Assist students in the development of a broader world view through exposure to other World cultures, and 5.) Teach students the value of respectful and responsible citizenship as a critical component to the development of an appreciation for democracy and diversity.

Targeted Population and Enrollment Demographics: The school's targeted population is students residing throughout the greater New Castle County area. Enrollment projections and student demographic information are found in Appendix 1.

ACADEMIC PERFORMANCE:

WHAT ARE THE SCHOOL'S ACADEMIC PERFORMANCE OUTCOMES THAT WILL DEMONSTRATE STUDENT GROWTH, PROFICIENCY, AND COLLEGE AND CAREER READINESS LEVELS AS MEASURED BY THE PERFORMANCE FRAMEWORK? PROVIDE AN ANALYSIS OF STRENGTHS, CHALLENGES, AND OPPORTUNITIES FOR GROWTH IN THESE AREAS.

Academic Performance Review Ratings:

2010 – 2011 Summary and Overall Rating: **Meets Standard**

2011 – 2012 Summary and Overall Rating: **Meets Standard**

2012 – 2013 Summary and Overall Rating: **Exceeds**

2013 – 2014 Summary and Overall Rating: **Meets Standard**

OCS students continue to make gains in reading and math. Data from the OCS DDOE school profile show that during the 2013-2014 school year, students in grades 3-6 increased reading and math proficiency with an average of 90.5% of students meeting standards in reading and 95.5% of students meeting standards in math.

This record of achievement places OCS in the top four schools in Delaware in math and the top 11 schools for reading. The longitudinal data in Table 1 show the growth and success of OCS's academic program over time.

ODYSSEY CHARTER SCHOOL			
Longitudinal DCAS Statewide Rankings			
	2013-2014	2012-2013	2011-2012
Math			
Gr 3	2/110	6/107	26/106
Gr 4	1/108	3/104	17/103
Gr 5	4/102	14/98	7/97
Gr 6	4/53		
Reading			
Gr 3	11/110	7/107	32/106
Gr 4	3/108	12/104	23/103
Gr 5	8/102	11/98	10/97
Gr 6	6/53		
Social Studies			
Gr 4	2/108	5/104	4/103
Science			
Gr 5	10/102	25/98	18/97

The 2013-14 Delaware Academic Performance Framework for Charter Schools used a new methodology in measuring student fall to spring growth measures. In the previous three years, students who earned a performance level 4 (four) were not assigned student growth goals and were counted in the statistic as having met student growth targets. In the 2013-14 reports, the PL 4 students were also assigned growth targets for the first time, and these progress goals proved to be quite challenging for Odyssey. These new growth targets for the PL4 students had a significant impact on the overall results reported by Odyssey and other charters compared to the prior year's reports.

While the framework measures are academically rigorous, it makes year to year comparisons with disaggregated groups of students such as Low-Socio Economic (SES) status, students with disabilities, English language learners and ethnicity very difficult longitudinally, because the measures for students meeting growth targets have changed. These changes have a significant impact on Odyssey because of the high levels of PL 4 students in both ELA and math.

These growth goals for the PL 4 students were very challenging and designed to have a representative distribution within this performance level. This means that a school should expect a normal bell shaped curve distribution for their PL 4 population, with equal numbers meeting and not-meeting fall to spring growth targets. With over 100 students per grade and with 83% of our students meeting fall to spring growth targets in math and 80.7% meeting growth targets in ELA in 2012-2013 year, the impact of this change at Odyssey is substantial.

In the prior year 83.3% and 80.7% met their math and reading growth targets respectively. You can see how these changes in growth targets affected our school as our percentages of students meeting their fall to spring growth targets declined to 73.6% and 61.9% in reading and ELA this year. However, even though the assigning of growth targets to the PL 4 students made meeting sub-group growth targets more challenging for Odyssey, the school continued to show increased percentages of students meeting academic proficiency targets in ELA and math.

Measure 1.b shows that among Odyssey students in the lowest quartile the school meets growth standards with percentages rising to 78.8% from 71.2% in math and declining slightly in ELA from 70.6% to 65.5%.

Measure 1c. lists percentages of students making sufficient growth rose in math from 92.8% to 96.4% and dipped slightly from 90.0% to 86.2% in ELA. The school rating in math was exceeds, while in ELA it was meets.

Measure 2a. examines our school's student achievement proficiency rating in mathematics held an exceeds rating for the second year with a school proficiency rating percentage of 96.1%, while the ELA overall proficiency rating in ELA dipped very slightly from 91.3% to 90.9% and was rated meets.

Among students of low socio economic status (SES) at Odyssey, our math scores in measure 2b. rose from 82.5% to 88.3% and were rated exceeds for the first time ever. Our low SES student ELA scores dipped slightly from 80.0% to 76.6% and were rated meets.

Measure 2c. lists the academic achievement of the students with disabilities sub-group, which did not include a sufficient number of students and while earning a meets rating, were not included in the school's overall rating. The number of ELL students tested was under 15 and results were not reported.

The results for African –American students at Odyssey were very strong with the proficiency levels rising from 79.1% in mathematics, earning an exceeds rating for the first time ever and

holding steady in ELA at 81.4%. This is almost 30% higher than the state average proficiency rate among African-Americans in math and more than 18% higher in reading. This supports the finding that Odyssey is succeeding in closing the achievement gap at a far greater rate than averages at other Delaware public schools.

Our Asian students achieved an exceeds rating for the first time ever with 100% proficiency in math and a 95% proficiency in ELA earning a meets rating. These numbers were not included in the school's overall rating because of the low number of Asian-American students at Odyssey.

Our Hispanic students earned an exceeds rating for the first time ever in math, up from meets. Our Hispanic students' school rate of proficiency in ELA dipped to 66.7% for a meets rating.

Among white students, the proficiency rates were up in both math and ELA, 98.7% and 96% respectively. These school proficiency rates earned an exceeds rating in both categories.

Our sub-group summary reveals that math scores earned exceeds levels in all four of the subgroups with sufficient numbers to be counted. These included: low SES, African-American, Caucasian, and overall ratings. In ELA we held a meets rating in low SES, African-American and overall rating. This is an exceptionally strong achievement performance by the students at Odyssey school. It shows that while the state continues to struggle with a minority achievement gap, Odyssey Charter School students have been able to achieve at usually high levels across all subgroups of disaggregated student population.

While the subgroups are lower than the Caucasian student group scores, the differences are generally around a 10-15% point differential with the exception being low SES ELA which is almost double that number. These differences contrast to some state level achievement disparities that are near an almost 30% level for ethnicity and low SES. This supports the notion that with a student population of almost 700 students in the 2013-14 school year, an ethnic diversity of over 30% and a low SES population of almost 27%, Odyssey has been successful in narrowing the achievement gap among African-Americans and low SES students while generating exceptionally high levels of academic achievement among Caucasian students.

Strengths: Over the past three years, there has been much to celebrate with our school's pupil expansion, new facilities and continued upward trends in academic performance by the school as a whole and many of sub-group populations. The school has long sought to become one of the premiere academic institutions in Delaware. Our school locations are both in the city and also in a nearby county location. The locations, coupled with an open lottery system, provide the opportunity for a diverse population to demonstrate what a quality administration and teacher corps can produce in terms of academic achievement.

The instructional staff at Odyssey continue to make exemplary use of the most innovative instructional methods and in maximizing instructional time. In addition, as described in our abstract, students receive an additional block of Greek mathematics and Greek language to support regular instruction and introduce new research based strategies and concepts. This innovative approach to elementary education (FLES) and the continued transition to a foreign language middle school (FLMS), combined with student effort and supportive families, continues to yield tremendously positive results in our classrooms. This is truly a testament to the outstanding work our administration and instructional staff have given for the good of the school.

Challenges: Reflection on our successes also reveals that there is still more work to be done across our school population.

ELA and Reading

Our reading and ELA scores continue to lag the superior results we are achieving in mathematics. It is interesting to note that ELA at Odyssey has a double block (84 minutes) and a single block Greek language class (42 minutes), while math has a single block (42 minutes) and a single block Greek mathematics class (42 minutes). This translates into a 42 minutes more per day amount of time in ELA/reading content specific classes and yet our results as measured by standardized state testing reveals a sizable differential in scores across all populations.

The school has identified this differential as one of its key goals for improvement this year in the School Improvement Plan. It will be interesting to see what instituting multiple strategies to help reduce this achievement differential accomplishes:

1. The Accelerated Reading (AR) Program will be expanded across all grades. This year we will expand our introduction of Accelerated Reader to grades K-7 and is included in our newly designed enrichment block schedule.
2. The enrichment block will be instituted into our schedule with daily 25 minutes enrichment opportunities across a range of needs and related arts opportunities will be instituted. This will include a focus on Response to Intervention (RTI) reading. The (RTI) programs will focus on individualized academic enrichment and designed to reduce this differential among our overall reading and math achievement levels.
3. OCS teachers are making steady progress transitioning to the new Common Core State Standards. Through a school-wide process, grade level Professional Learning Communities (PLCs) are compiling monthly scope and sequences summaries and continually receiving high quality professional development to support best instructional practices. OCS's teachers have consistently shown that providing instruction that challenges and engages our students, while enlisting parental support, can yield extremely positive academic achievement results. We will employ a train the trainer model to initiate the Common Ground 2 Professional development program with our staff.
4. In addition we have transitioned to the STAR Ensemble for testing and diagnostic testing across the school.
5. The school's textbook adoption committee has recommended and the administration has adopted a new textbook Benchmark Literacy for our ELA instruction. Summer Professional Development was initiated for our staff in this series.
6. The introduction of a new library special to teach research skills and use of the school's media center.

This is a very significant allocation of the school's resources directed at an important identified school needs. We are excited to see if this year's instructional efforts can reverse this long term differential in reading at Odyssey and the state and at the same time yield excellent overall student achievement growth at our school.

Mathematics

It is possible that OCS's proficiency level percentages in mathematics for some of the school's disaggregated groups may be peaking. Another example of this phenomena is the fact that the rate of improvement in proficiency levels for the low socioeconomic status group in

mathematics stalled near the 87.5% in the 2011–12 school year. Interestingly, the proficiency levels for the same group, but in the reading, continued to show an increase of 3% during the 2012 – 13 school year reaching the 80% proficiency level. However, they dipped this year and it could be that they are leveling off. We will need to watch for this in the coming year and again examine our results with the new strategies we are initiating in our instruction this year.

Another area where our scores show some signs of possibly peaking, or of slowing growth in improvement, are among the Caucasian students in the area of mathematics. During the 2011 – 12, the white student group mathematics proficiency rate was 96.7%. It declined during this testing cycle by 1.5%. This year it increase from 95.1 to 98. 7% proficiency. This is an historic high for the Caucasian sub group in mathematics.

There was also a 1.5% increase for the same group during the same time frame for ELA. This increase still represents extremely high proficiency levels of academic achievement. While considered a challenge, they merit examination, but not concern at this time. To help frame the conversation, it is important to remember that with approximately 100 -132 students per grade level, each student is accounting for an approximately .8 to 1% unit movement-up or down- of the grade's group proficiency scores.

Subgroups

While OCS strives to reach 100% proficiency in every sub-group and across every subject, the school employs a true and open lottery where every student, except siblings of current students, has an equal chance of acceptance. OCS also has a special education population of approximately 21 Students with Academic IEPs and 38 Students with Speech Only IEPs at the Lower Campus. At our Upper School Campus there are 13 Students with Academic IEPs and 11 Students with Speech Only IEPs. This is a total 34 academic IEPs and 49 with speech Only IEPs. While many of the students with Academic IEPs are typically two years behind academically, most generally show significant growth annually.

Finally, in examining Odyssey's proficiency levels across sub-groups and content areas, it may be possible that the school's proficiency levels are starting to level off. While not every student who does not achieve proficiency receives special education services, the leveling off of proficiency rates could be partially explained by taking into account the number of special education students at each grade level who are typically two year's behind academically. This leveling-off with room for improvement process for the low socio-economic status and the near maximizing of proficiency for the Caucasian subgroup also merits closer examination.

Opportunity: Looking ahead for the 2014-2015 school year, OCS has outlined the following goals and performance outcomes after careful consideration of the Charter School Performance Framework benchmarks, the success the school has experienced with the current academic program, and the anticipated growth of the school in the immediate future. During the current school year, OCS has accepted approximately 300 new students into the school; students who are new to OCS may need additional time and services to acclimate to the rigor and expectations set forth in OCS curriculum and classrooms. These students' growth goals and achievement targets may not be met at the same levels as their grade-level peers who are veteran OCS students, and therefore will affect OCS's overall performance outcomes.

In addition, the administration hired 25 teachers who are either new to the teaching profession or new to OCS, adopted a new ELA program (Benchmark Literacy Common Core) in grades K-5,

and is preparing for a new, next generation assessment (Smarter Balanced) in Reading and Math. As such, OCS teachers may require a period to fully implement their curriculum, instruction, and assessment strategies to effectuate change in student performance. It is also relevant to note that OCS is transitioning to new facilities, and this transition has brought about many changes for both faculty and students. These changes have required teachers to dedicate instructional time to new routines and procedures. As OCS grows into new facilities and adds grades in the coming years, these conditions will persist.

Several other initiatives will provide opportunity for growth within targeted student populations. Specifically, the implementation of a K-7 Response to Intervention (RTI) program for Mathematics, as well as the school-wide scheduling change inserting an “Enrichment Block” of approximately 25 minutes each day for remediation, enrichment and targeted skill intervention in reading. This block of time may have a significant impact on the proficiency levels of our neediest students. These opportunities will be closely examined during this year with progress monitoring tools and at the end of this year using the SBAC standardized testing data.

Financial performance:

WHAT ARE THE SCHOOL'S FINANCIAL PERFORMANCE EXPECTATIONS THAT WILL DEMONSTRATE VIABILITY AND SUSTAINABILITY AS MEASURED BY THE PERFORMANCE FRAMEWORK? PROVIDE AN ANALYSIS OF STRENGTHS, CHALLENGES, AND OPPORTUNITIES FOR GROWTH IN THESE AREAS.

Financial Performance Framework: 2013-2014

Overall Rating: MEETS STANDARDS

Odyssey Charter School's overall financial rating is Meets Standards. By 2013-2014, our expectation is to continue 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.

Odyssey Charter School has received external audits for the past 6 years with no findings. Each year, the school has operated with a financial surplus at June 30th. This will also be the case for 2013-2014 at year end. However, due to the costs associated with renovating the barley Mill #20 building, we will not be carrying that surplus into the 2014-15 school year.

With a current enrollment of 934 students in grades K-7, the school is well diversified with students from five different public school districts. Every year, our school has an enormous wait list which is a favorable indicator of our future financial stability.

In addition to our current State and Federal funding, and local school district funding, the school is involved in fundraising efforts through the PTO to help support and supplement immediate needs such as computers, smart boards, and athletic equipment.

Strengths, Challenges and Opportunities for Growth

The financial posture of the school continues to remain stable based, mainly, on enrollment numbers. One challenge ahead is our future plan to expand one grade per year. For the 2013-2014 school year, we added 6th grade to the upper school. For the 2014-15 school year, we maximized our enrollment in grades K-5 and are building out our middle school grades six and seven. Logistically, this was a challenge for space for classrooms, however, with DOE approval and expedient efforts on many parts, six classrooms at St. Thomas were divided and the new building at Barley Mill #20 was operational for the start of school. As Odyssey Charter School continues to grow, our financial posture will remain stable in order to support this growth.

ORGANIZATIONAL PERFORMANCE:

WHAT ARE THE SCHOOL'S PERFORMANCE EXPECTATIONS IN MEETING ITS ORGANIZATIONAL RESPONSIBILITIES INCLUDING, BUT NOT LIMITED TO, ADMINISTRATIVE OPERATIONS, REPORTING, AND LEGAL RESPONSIBILITIES AS MEASURED BY THE PERFORMANCE FRAMEWORK? PROVIDE AN ANALYSIS OF STRENGTHS, CHALLENGES, AND OPPORTUNITIES FOR GROWTH IN THESE AREAS.

Odyssey Charter School administration and staff spent considerable time during the 2013-14 school year gathering and monitoring data to use to benchmark our progress in meeting and refining our School Improvement Plan (SIP). The SIP for 2014-15 school year was introduced to the faculty at the August In-service, and follows a Breaking Ranks Model developed by the national Association for Secondary School Principals (NASSP). Based on last year's data, the goal's School Improvement Committee selects goals from three major areas of focus: 1.) Collaborative Leadership, 2.) Curriculum, Instruction and Assessment, and 3.) Personalization of the School Environment. Our academic theme for the year was based on a Kid President video shared at the August Meeting, *Be More Awesome*.

OCS School Improvement Plan (SIP) Goals:

1. Our top priority goal for this year is to eliminate the differential between our math levels of achievement and those of our reading. An analysis of DCAS reading and mathematics scores reflect a tremendous level of improvement from three years ago in almost all disaggregated data groups except one. The gap between the content areas varies from one to 10 percentage points. We will begin a new textbook adoption introducing the Benchmark Literacy Series, expand Accelerated Reader K-7, participate in Common Ground for the Common Core 2.0, refine our Response to Intervention (RTI) Reading and Math processes, and introduce a school-wide schedule change by adding an enrichment block daily.
2. Sustain math achievement levels - There is cause for celebration with the school across in all grade-levels due to exceptional mathematics DCAS scores. Sustaining the positive momentum will be supported with the adoption of the Engage N.Y. Modules and expansion of the mathematics RTI program.
3. Continue to develop middle school K-7 Greek language and Greek mathematics curriculum aligned to the CCSS - Dr. Gregory Fulkerson, working with the Greek Instructional Staff, has developed a new Strategic plan for the Greek Program 2014-15. We have assigned Greek grade level content specialists and are piloting a Greek mathematics text from the Embassy to serve as additional support and reference. We will also continue consultation with Mrs. Lynn Fulton Archer from the DE DOE to provide additional expertise in aligning Greek instruction to the CCSS.
4. Commit to open communications among OCS staff – to help foster a positive school culture, build trust and develop staff relationships.

5. Maintain a positive school culture - through the use of Positive Behavior Support (PBS), and developmentally appropriate classroom management and instructional strategies, as we aggressively expand.

Last year the School Board also entered into a contract with Mr. Lee Daney of North Star Consulting to help develop the Board's Strategic Plan. It is posted on the school's website for all stakeholders and any other interested parties to review. The school's website is:

<http://odysseycharterschooldel.com/>.

Based on the data for the 2013-2014 school year, Odyssey Charter School has been rated as **Meets Standard** by DDOE. The Organizational Performance Framework lists expectations the charter school is required to meet through state and federal law and the Charter Performance Agreement. For each measure a school receives one of two ratings: "Meets Standard" or "Does Not Meet Standard." Odyssey Charter School has received a rating of Meets Standard in each of the assessed framework elements. This section does not include and exceeds rating.

Strengths, Challenges, and Opportunities for Growth

Strengths: Odyssey works diligently to be in compliance with all DOE requirements. We will continue this practice in the coming school year. With an efficient and dedicated leadership team, we are focused on building from within our internal capacity to continue to meet all organization expectations. Our administrative team, school board and staff strive to hold ourselves to the highest standards and decorum.

Challenges and Opportunities for Growth: The charter landscape in Delaware is continually changing. Each year brings new regulations, requirements and expectations. Outside pressures continue to utilize resources that should be solely focused on students and our school.

OCS's expansion, both horizontally and vertically, has presented an opportunity for growth. Our staff has grown rapidly due to new grade levels and added classrooms, and this growth has presented challenges and potential. Identifying and acquiring talented teaching staff consumes significant amounts of time and capital resources. In addition, during the last school year, the recommendations from the Personnel and Compensation Committee were adopted by the Board. Working together with the Headmaster, these new compensation scales have formalized the employee compensation and benefits structure to promote equity within OCS and to be competitive with surrounding school districts. Through acknowledgement by competitive compensation, OCS aims to attract and retain quality administration, teaching and support staff.

OCS is also working diligently to finalize arrangements for the permanent location of our facilities for all our schools at the Barley Mill location. This year we transitioned the K-4 operation from the Pantano Building on Lancaster Pike to Barley Mill. We currently continue our Upper School Operation, grades 5-7, at the former St. Thomas School at Second and Bayard Streets in Wilmington. These two campuses are approximately two miles apart. The Board, Headmaster, and other community constituents are in the final stages of securing the facility at Barley Mill Plaza by the end of 2014.

Our rapid growth has also presented the need and opportunity to formalize organizational processes. A revised faculty handbook has been created for the 2014-2015 school year, and this year will be an opportunity for reflection and revision for policies and procedures.

STATUS OF CONDITIONS PLACED UPON THE CHARTER:

Not applicable.

STUDENT RETENTION GOALS AND TARGETS:

The percent of students who have enrolled from the prior year according to demographic category.

Students in Grades K-5: Approximately 88% of students enrolled in 2013-2014 returned to Odyssey Charter School for the 2014-2015 school year. Higher attrition rates are attributed to a transition from an elementary school to middle school. Of the students who left Odyssey, the majority of students chose not to return after their fifth grade year citing middle school choice as a main reason for not returning. For elementary students, Odyssey has a retention rate of 96.8% historically.

	% Enrolled	Total	Attrition	% Re-Enrolled
African American	16.79%	118	6	94.92%
American Indian	0.28%	2	0	100%
Asian	6.26%	44	0	100%
Hawaiian	1.14%	8	0	100%
Hispanic/Latino	6.97%	49	4	91.84%
White	75.53%	531	57	89.27%
Low Income	**	**	**	**
Special Education	14.79%	104	8	92.31%

**Total Students:
936**

****Note: Low Income Student data is not currently available from DDOE.

For the 2013-2014 school-year, Odyssey Charter School added its inaugural 6th Grade class. This is part of Odyssey's strategic plan to build out a grade level each year, thereby creating the OCS Middle and High Schools. Of 89 students in 5th Grade from the 2012-2013 school-year, 58 chose to enroll in Odyssey's 6th Grade. We anticipate that the percentage of students continuing with

OCS through middle and high school will stabilize over the next few years as our secondary programs become more established.

Why Do Students Chose to Withdraw?

99.6% of the students enrolled on Sept. 30, 2012, remained enrolled through the end of the school year. OCS had 2 students withdraw during the school year. Both families relocated for out-of-state work-related reasons.

The majority of students remain at Odyssey Charter School from K-5. Of the families who choose to not re-enroll at OCS, most withdrew due to economic reasons and/or the need for the family to relocate.

Percentage of Students Who Did Not Pass from One Level Grade to Another.

In the 2012-2013 school year, four students were retained. All four students were first graders. These students were new to our school and had not gone through the OCS Kindergarten Program the previous year.

Attendance and Student Retention

98.28% of our students attended school every day. Our attendance goals are consistently higher than the state average.

Our student retention rate of 96.8% is high for elementary. With the addition of the middle grades, Odyssey still has a very high retention rate of 88%. As OCS establishes the Middle School, more students will decide to remain at OCS. Currently, Odyssey is in direct competition with two accomplished and established Middle Schools. After filling all placements, OCS maintains a wait list of over 400 students.

INNOVATION:

Odyssey Charter School continues to provide an innovative approach to academics and enrichment activities. Our school prepares students for a lifelong enthusiasm for learning, develop a keen awareness of world citizenship and culture and establish critical thinking and problem-solving proficiency through the added learning of the Modern Greek language and Mathematics focus.

Through fulfilling its charter's mission, OCS will:

- Enable students to excel academically by providing a structured dual language program integrated with a rigorous core curriculum, while encouraging the development of effective critical thinking and problem-solving skills.
- Enhance each student's understanding of Mathematics, English, Science, and other Western languages by utilizing the Modern Greek language, with a Mathematics focus, as a vehicle to explore the roots of vocabulary, mathematical concepts, and scientific theories.
- Prepare students to demonstrate exceptional understanding and academic achievement through standardized testing and other credentialing methods.
- Assist students in the development of a broader world view through exposure to other world cultures through Cultural Connections in the content areas.
- Teach students the value of respectful and responsible citizenship as a critical component to the development of an appreciation for democracy and diversity.
- Encourage the involvement and engagement of parents in the education process to enhance and enrich learning opportunities for students.

Following are specific areas that support these innovative initiatives.

Academic Acceleration and Enrichment (ACE) Programming

Academic Acceleration and Enrichment (ACE) programming will be available to students in third through sixth grade. Throughout the school year, OCS employs a combination of standardized test scores (DCAS, MAP), report card grades, portfolio assessment, and teacher recommendations for selection in ACE programming.

ACE programming is provided throughout the academic day in both "push in" and "pull out" sessions. Students identified for ACE services will receive differentiated instruction in both their core and Greek Language classes to extend and deepen their understanding and expression of grade-level and above grade-level standards and learning outcomes. Students also receive supplemental enrichment options to extend and deepen learning opportunities. These

enrichment activities will occur within the regular education classroom, as well as in special enrichment class periods.

ACE students participate in such educational activities as Odyssey of the Mind, Math Olympiad, Noetic Learning Math Challenge, Scripts Spelling Bee, and Charter Challenge. Families also have the option to participate in John Hopkins' Center for Talented Youth Talent Search for enrichment activities beyond the school day.

In sixth grade, gifted and talented students may participate in Honors-level English Language Arts and Math courses. These yearlong courses are co-taught by both a regular education teacher as well as a teacher specifically focused on gifted and talented education. OCS is establishing a chapter of the National Junior Honor Society to support middle school students' academic achievement and co-curricular activities.

Common Ground for the Common Core 2.0

Thorough collaboration with the Delaware Department of Education and districts across the state, Odyssey Charter School is participating in the Common Ground for the Common Core 2.0 initiative.

Common Ground for the Common Core 2.0 builds on the knowledge base developed in the initial Common Ground for the Common Core 1.0 trainings. During the 2013-14 school year, Common Ground for the Common Core 1.0 was launched as a statewide initiative, with the DDOE working with 99 school-level guiding teams, central office personnel and outside agency partners. Odyssey Charter School created school-level "Guiding Teams," which included a building level administrator and teacher leaders in ELA, Math, Greek Language and Greek Math. The administrative team, in conjunction with its Guiding Team, created a 2-year Common Core Implementation Plan (see attached document), which was vetted with a rubric and Guiding Teams were given descriptive feedback and resources. As suggested by the Delaware Department of Education, our 2-year Implementation Plan, "is guiding Odyssey Charter School toward successful implementation of the Common Core State Standards by addressing school culture and leadership, curriculum and instruction, and assessment practices aligned to the CCSS."

Odyssey Charter School has chosen to continue working with DDOE in this endeavor, and to utilize its support as the school implements its 2-year plan. As such, Odyssey Charter School is working closely with DDOE in the Common Ground for the Common Core 2.0 initiative. A primary goal of Common Ground for the Common Core 2.0 is to continue to ensure successful implementation of curriculum, instruction, and assessment practices aligned to Common Core Standards to improve student learning. Whereas Common Ground 1.0 focused primarily on curriculum and instruction, the primary focus of Common Ground 2.0 is assessment practices.

Odyssey Charter School identified, with DDOE, a series of outcomes that link Common Ground for the Common Core 2.0 to its school improvement goals:

- Formative and interim assessments aligned to Common Core Standards

- Understanding of the process of deconstructing the standards to understand learning progressions
- Creating common formative and interim assessments that ensure the rigor of the CCSS through ongoing “checks for understanding” in Math, ELA and Literacy across the content areas
- Structure, instructional, and assessment implications of performance tasks
- Selecting clusters of standards from various content areas in order to back-map to a quality performance task
- Understanding and building components of quality performance tasks
- Assessment cycles that use PLCs as a vehicle to inform both instructional and assessment practices and to ensure student growth.
- Collecting data and analyzing to drive instruction, reflective practice, and student engagement
- Distinguishing a data-driven culture from a “test prep” mindset
- Connecting PLCs and RTI, and constantly asking themselves: Are our students learning?
- Engaging students in the learning process through use of rubrics, checklists, and differentiated, student-friendly targets

Devised by OCS administrators and Guiding Team members in spring 2013, the Common Ground implementation plan identified specific outcomes, action steps, resources and timelines to support a meaningful, deep understanding and implementation of Common Core State Standards across the school. A team of 30 reviewers provided feedback on the OCS Common Ground plan. The review team was comprised of outside organizations (Achieve, Council of Chief State School Officers (CCSSO), Teach for America, Student Achievement Partners, and The Vision Network), six Delaware central office/charter administrators, and several work groups from the DDOE. OCS’s implementation plan was then revised and is developed through June 2015.

The following are key areas of focus for the Common Ground implementation plan:

- Align CCSS language, practices, and expectations;
- Provide pedagogical knowledge and planning support;
- Initiate coaching sessions, face to face meetings, and webinars;
- Receive intensive training and ongoing support on use of CCSS aligned materials, tools and strategies, and;
- Collaborate within the school community and with other state districts and charters.

The Common Ground Guiding Team will review their plan and measure expected outcomes on a regular basis. With such monitoring and reflection in place throughout the year, OCS expects teachers to experience growth in their professional practice, while students will achieve greater performance in standardized, high-stakes assessment due to refined curriculum, instruction and assessment calibration.

Multicultural Curriculum

Odyssey offers an innovative approach to education by providing its students with instruction in a second language, Greek. The Greek language provides an additional focus on the classic roots and fundamentals of English, language arts, mathematics, science, and social studies. Starting in Kindergarten, students spend 45 minutes per day learning the Greek language including reading,

writing and speaking Greek. Students also spend 45 minutes per day in “Greek Math” coursework, where core math concepts aligned to Common Core State Standards are taught in Greek.

New to Odyssey programming this year is the Greek Culture class, a weekly class offered in grades K-4. The Greek Culture class ties in the Greek language practice with relevant cultural and historical content. These Greek Culture classes are taught by credentialed educators from Greece, supplemented by Greek-American teachers.

Additionally, the Greek Program at OCS includes an emphasis on the arts through the creation of the Greek Art Club (after school), Summer Immersion Program and Greek Music Program (during the holidays). Odyssey Charter School has also participated in a multi-cultural parade in Philadelphia each year.

Because of the importance of enhancing and promoting the Greek language aspect of Odyssey’s mission, in February 2014 Dr. Gregory Fulkerson, Education Associate in the DDOE’s World Languages Department, was retained as a consultant to evaluate, then strengthen and expand Odyssey’s current Greek language educational model and curriculum.

School Culture and Climate

Odyssey Charter School encourages positive and compassionate school relationships through the school-wide Positive Behavior Support (PBS) program. PBS emphasizes rewards for positive behaviors by acknowledging students who “do the right thing” throughout the school day. Students are given OWLS tickets for positive behaviors. These tickets can be redeemed for rewards including prizes from the prize cart, quarterly PBS parties and dress down days. All teachers and staff members at OCS use the OWL tickets to recognize “Odyssey Owl Behavior” amongst students.

To support and promote the PBS program, a PBS team was created that is comprised of teacher representatives from each grade-level K to 6, guidance counselors and administrators. This team provides professional development and support to staff members on the correct use of the PBS program, as well as planning PBS rewards for OCS.

As Odyssey expands to another grade level each year, its middle school students and culture mature, as well. To this end, Odyssey Charter School has employed the services of Dr. Nancy Doda, a leading consultant in middle school programming through the Association for Middle Level Education. Dr. Doda conducts a series of professional development sessions focused on middle school culture and instruction. The administrative team then walk through visits with the middle school teachers to observe these strategies and initiatives in action.

Through these efforts, Odyssey Charter School perpetuate a culture that reflects:

- an understanding of and appreciation for the special developmental nature of 11-14 year old learners;
- knowledge of research on best middle grades instruction and implications for classroom climate, and instructional approaches; and
- implementation of models of instruction that support student engagement empowerment and rigorous learning.

Professional Development

Odyssey Charter School engaged in a needs assessment process as part of its annual review and improvement plan process. This needs assessment was conducted through review of high-stakes testing results, DPAS II evaluations, and end-of-year teacher surveys. At the conclusion of the needs assessment process, the team identified the several areas of need for professional development in Curriculum and Instruction, Assessments and Leadership Capacity.

Two areas of need were identified with regard to supporting our staff in providing targeted professional development in curriculum and instruction. When examining longitudinal standardized assessment data, as reported by DOE for the DCAS assessment, Odyssey Charter School consistently scores higher on the mathematics assessment than on the reading assessment. While OCS students' scores in both subject areas are comparatively higher than other elementary and middle schools throughout the state, there is a discrepancy between performance in reading and performance in math. Additionally, on the teacher survey, teachers reported a lack of high-quality curricular materials aligned to the CCSS for English/Language Arts when surveyed. Based on these two data points, the administrative team at Odyssey began the process during Spring 2014 for an English/Language Arts textbook adoption in Grades K-5. As part of the textbook adoption process, teachers and administrators evaluated four textbook series using an adapted version of the "Publishers' Criteria for the Common Core State Standards in English Language Arts and Literacy" developed by the authors of the Common Core State Standards and ultimately selected the series Benchmark Literacy Common Core, with planned implementation during the 2014-2015 school year.

The second area of need identified with regards to curriculum and instruction is developing and supporting first year teachers and/or first year-to-Odyssey teachers. During 2013-2014, Odyssey hired 22 new staff members, not including new foreign language staff. During the 2014-2015 school year, Odyssey anticipates hiring 24 new staff members, not including new foreign language staff. The majority of these hires are in their first three years of teaching. To provide support to this cohort of new teachers, Odyssey has revised and enhanced the in-house mentoring program known as the "New Teacher Support Program" and initiated a series of after-school professional development sessions aimed at bringing new teachers on-board with existing curricular initiatives, intervention strategies and classroom management techniques in place at Odyssey.

Two areas of need were identified with regards to the use of assessments and data driven instruction. Specifically, preparation for the upcoming Smarter Balanced Assessment is a critical need area for professional development, which will be administered to students for the first time during the 2014-2015 school year. This was identified as an area of need through teacher and administrator surveys. Parents also expressed concerns about the transition to SBAC and CCSS during PTO open forum discussions. Odyssey Charter School's Common Ground for the Common Core 2.0 participation will provide expert, research-based support for our Guiding Team, who will bring back such training through in-service, after school, and PLC sessions.

In addition to examining Smarter Balanced, teachers expressed a need for a better system of assessments for use with the Response to Intervention (RTI) process, including easier and more valid screening assessments and progress monitoring tools. To address this need, Odyssey is moving to the STAR Assessment Suite (STAR 360) for the 2014-2015 school year. This will allow

students to participate in computerized screening assessments in a whole-class setting, as well as computerized weekly progress monitoring checks. Teachers received a full-day training by Renaissance Learning prior to the school year, and will receive ongoing support through vis-a-vis

Odyssey's needs assessment also identified building leadership capacity and providing professional development to administrators and teacher leaders as a main area of need. Odyssey has traditionally been a small school community; as the school has expanded to include additional students and teachers, the need for additional leadership expanded as well. As a start to addressing this need, Odyssey sent a team of administrators and teachers to the National Charter School Conference during June 2014. Sessions at the conference included a variety of topics, relevant to all areas of charter school operations, instruction, management and leadership. Odyssey's 2014-2015 Consolidated Grant Application also includes funds to send a similar team of teachers and administrators to the 2015 conference. Conference sessions will provide teacher leaders and administrators with professional development in 5 categories: Governance, Instruction, Leadership, Operations and Policy. Odyssey also provides professional development and support to teacher leaders and administrators by participating in the State Data Coaching project through Amplify. This project is funded out of Operating Funds as part of the MOU for the Race to the Top No-Cost Extension.

Finally, the needs assessment also included an in-depth look at current practices for creating a positive school culture and their effectiveness. With relatively low rates of behavioral concerns (suspensions/expulsions), the data shows that Odyssey is already a good place for students to learn. Beyond this data, the day-to-day classroom walk-throughs and formal teacher observations show that teachers have time to teach and students have time to learn, as a result of minimal behavioral interruptions to classroom instruction. Therefore, the committee felt that maintaining this positive school culture was also an important need for our school.

Professional Development Priorities:

1. Common Core State Standards Alignment/Smarter Balanced Preparation
2. New Teacher Support & Retention Efforts
3. Response to Intervention Assessments
4. Building Leadership Capacity
5. Continuation of Positive School Culture

Addendum – Page #1

Enrollment Projections

Projected Enrollment						
	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
K	131	132	132	132	132	132
Grade 1	132	132	132	132	132	132
Grade 2	132	132	132	132	132	132
Grade 3	132	132	132	132	132	132
Grade 4	110	132	132	132	132	132
Grade 5	110	132	132	132	132	132
Grade 6	92	110	132	132	132	132
Grade 7	102	110	132	132	132	132
Grade 8		110	120	132	132	132
Grade 9			110	132	132	132
Grade 10				132	132	132
Grade 11					132	132
Grade 12						132
TOTAL	960	1122	1286	1452	1584	1716

Delaware CHARTER SCHOOL ANNUAL REPORT

CHARTER SCHOOL INFORMATION

Charter School Name: Positive Outcomes Charter School

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Edward J. Emmett Jr.

Head of School

November 24, 2014

Date

Susan Wills

Board Chair

November 24, 2014

Date

SUBMISSION DEADLINE: December 1st (September 30th for renewing charter schools)

All schools submit one (1) signed copy (PDF via email preferred) to the DDOE Charter School Office



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ABSTRACT

Positive Outcomes Charter School (POCS) welcomed its first students 18 years ago. The charter school was founded by a group of educators and physicians who recognized that students struggling with mental health issues were an underserved population in desperate need of a small school setting that was not tied to district rules or geographic boundaries. Positive Outcomes, which serves students in the seventh through the twelfth grades, has evolved from its first days; however, our core mission of providing individualized attention for students at risk of academic failure has never wavered.

The charter that governs POCS under the Delaware Department of Education authorizer has been renewed four times. At each renewal, the school received commendations for its work with a challenging population. As a charter school, POCS was able to apply for and receive a modification for charter school student achievement standards because of its service commitment to students at risk of academic failure. The school began with a small population, and remains the smallest charter school in the state. Currently, our charter allows for 120 students.

Throughout the history of POCS, we have worked tirelessly to serve as a magnet for students demonstrating dramatic academic deficits in addition to identified special needs in education. School districts throughout Kent County regularly recommend POCS to families as another possible setting for public education. Currently, POCS draws students from all three counties, with some students commuting more than an hour daily to attend the school.

What brings families to the school is its attention to the individual needs of students. Small class sizes, assistive technology for all, a focus on collaboration and teamwork of all members of the school community, and a highly qualified staff with special education experience are the primary reasons that families choose POCS. What also draws families are the dramatic gains in both academic confidence and capacity of students as demonstrated by gains on standardized assessments and other indicators. Today, nearly 100% of the students attending the school have identified needs ranging from federally mandated 504 or individualized education plans to mental health issues and challenges. Almost all new students arrive with academic deficits.

MISSION

Our mission is to provide an opportunity for students to learn in a safe, caring, respectful environment, where their individuality is valued and their individual needs are addressed.

VISION

POCS strives to provide an individualized educational opportunity that provides each student with core knowledge skills needed to excel in the world.

This year-end report covers the 2013-2014 school year. It is intended to be used by the Board of Directors to formally evaluate the school's performance. It will also serve as the document to report our progress to the Department of Education. Whenever possible, statistical data has been included and compared to State data, or to data from the previous school year.

Copies of this report are distributed to the Board of Directors of POCS, the faculty and staff of the school, the Secretary of Education and other Department of Education leaders, and others upon request. A copy of this report will be posted on the school's website at www.positiveoutcomescs.org and will be available to all of our parents.

Academic performance:

What are the school’s academic performance outcomes that will demonstrate student growth, proficiency, and college and career readiness levels as measured by the Performance Framework? Provide an analysis of strengths, challenges, and opportunities for growth in these areas.

An Alternative Academic Performance Framework that directly correlates with the unique mission of our school measures our academic performance is used to evaluate our academic performance. This Alternative Academic Performance Framework was developed by the Delaware Department of Education with assistance from Public Impact.

Based on the 2013-2014 Delaware Alternative Academic Performance Framework, POCS has been rated as Meets Standard. This is an improvement over the last three years.

Over the past year, POCS has shown areas of significant growth that illustrates the hard work and dedication of our faculty, staff and students. It is our expectation that student growth and achievement will continue to be an area in which our school excels. It is important to note that our target population includes students who are experiencing academic difficulties in a traditional school setting.

A majority of students who enroll in our school are coming with greater and greater levels of academic deficiency in basic skills. This is characteristic of our target population. Academically, our students start their journey with us, performing significantly lower than students in traditional public schools. Given the academic deficiency of incoming students, it is an ongoing challenge to improve achievement.

Our entire school program is focused on stopping the rate of decline and erasing deficits for all of our students. Every program, policy and practice is focused on this goal. Our processes are individualized for each individual student. When viewing this information it is best to remember the student population that we serve is “at-risk.”

Measure 1 - Student Progress Over Time (Growth)

For our school, growth is one of the most important indicators of our success and achievement. While most of our students arrive with different levels of proficiency, our number one goal is moving them closer to standard or if they are already meeting standards to continue growing. This requires a strong focus on growth and remediation of skills. The data below demonstrates the areas that we are showing improvement.

Measure 1a. Are students meeting their fall to spring instructional scale growth targets?

Percentage of Students Meeting Growth Targets.

Subject	2010-11	2011-12	2012-13	2013-14
Math	45.3%	44.4%	58.2%	65.5%
ELA	28.0%	50.0%	63.3%	61.0%

When looking at the percentage of students meeting their fall to spring scale score growth targets, it is clear that this is an area that our school shows improvement. The data from Measure 1a shows that the percentage of students meeting growth targets increased 20.2% in Mathematics and 33% in ELA over the four year run from 2010-11 to 2013-14. Both ELA and Math meets standard for 2013-14. While the rate for ELA decreased from 63.3% to 61.0%, we believe that this is still an area of growth. The rules for growth for students scoring a “4” were changed between 2012-13 and 2013-14. With this factored in, our students still maintained the level of growth attainment during the last year.

Measure 1b. Are lowest-performing students in the school meeting their fall to spring instructional scale score growth targets?

Percentage of Students in the Lowest Quartile Meeting Growth Targets.

Subject	2011-12	2012-13	2013-14
Math	66.7%	85.0%	90.5%
ELA	52.4%	52.4%	85.7%

Measure 1b looks at the growth of the lowest-performing students in our school. The data from this measure shows the tremendous growth that our school has made over the last few years. The overall growth of our lowest performing quartile of students has increased to the point that in each measured area our school is now exceeding the standard. This measure is one of the most important indicators that our school focuses on. Both measured areas, ELA and Mathematics, are reported as exceeding expectations.

Measure 1c. Are students making enough annual growth to maintain or achieve proficiency status within 3 years or by 10th grade?

Alternative framework targets applied.

Percentage of Students Making Sufficient Growth.

Subject	2011-12	2012-13	2013-14
Math	43.2%	40.5%	52.4%
ELA	43.8%	60.8%	64.6%

Measure 1c looks at the sufficient growth to maintain or achieve proficiency within 3 years or by 10th grade. This data point shows improvement in both measure areas. ELA performance for this area showed a 3.8% improvement and continues to meet the standard. Mathematics performance showed an 11.9% increase and is now meeting the standard. Both areas show significant growth over the last three years. Both measured areas, ELA and Mathematics, are reported as meeting expectations.

Measure 2 – Student Achievement (Status)

Measure 2a. Are students achieving proficiency on state examinations in math and reading?

Alternative framework methodology applied.¹

School Proficiency Scores, State Comparison Averages and Percentiles

Subject and Year	School Prof %	Special Population School Average	Special Population 90th Percentile	Special Population 20th Percentile
Math, 2011-12	35.0%	13.3%	40.6%	0.0%
Math, 2012-13	26.6%	13.1%	29.3%	0.0%
Math, 2013-14	36.7%	32.2%	66.7%	4.9%
ELA, 2011-12	33.8%	17.9%	61.5%	0.0%
ELA, 2012-13	52.5%	19.8%	56.5%	0.2%
ELA, 2013-14	52.6%	30.2%	66.7%	1.1%

Note: 2013 State Annual Measurable Objectives (AMOs) were 70.0% for Reading and 70.2% for Mathematics.

POCS has always strived to show improvement in our school’s academic performance compared to similar schools with similar student compositions. This indicator compares our school to several comparison schools. The data presented illustrates that our school is meeting the standard in both Mathematics and ELA.

Our school is showing maintenance of performance over each of the last four years. Our school is performing above the average of the comparison schools that are listed below. Our goal is to continue to perform well on this measure.

¹ Comparison schools included in the 2a. alternative analysis:

Brennan School [†]	John G. Leach [†]	Positive Change (Parkway Academy)
Camelot Non-Secure Detention [†]	Kent County Community School [†]	Providence Corporation [†]
Carver Center	Kent County Alternative School	Richardson Park Learning Center [†]
Central School	Kent County Secondary ILC Program [†]	Sarah Pyle Academy
Charlton School	Lake Forest ILC	School for the Deaf
Chris Sturmfels Youth Center [†]	Laurel Secondary ILC [†]	Seaford House Treatment
Cleveland White School [†]	Lewes Day Treatment Center ^{**}	Silver Lake Treatment
Delaware Day Treatment Center [*]	Meadowood Program [†]	Smyrna Intensive Learning Center [†]
Douglass School	New Castle County Detention Center	Stevenson House
DSCYF	New Castle School	Sussex Consortium
Ferris School	Northeast Treatment	Terry Psychiatric
First State School	People’s Place II – Townsend NSD [†]	The Wallin School [†]
Grace and Snowden School	People’s Place Non-Secure Detention [†]	Western Sussex Academy ^{***}
Howard T. Ennis [†]		

*Delaware Day Treatment Center was not included in the 2010-11 2a analysis, because there was no available 2010-11 data for this school.

**There was only available Math data for Lewes Day Treatment Center in 2010-11; it is not included in the Reading analysis for 2010-11.

***Western Sussex Academy was not included in the 2011-12 2a analysis, because there was no available 2011-12 data for this school.

[†] Comparison school added for 2012-13 analysis.

Measure 2b. Are students in demographic subgroups achieving proficiency on state examinations in math and reading?

Alternative framework methodology applied.²

Low Socio-Economic Status

Subject and Year	School Proficiency Rate	State Average Proficiency Rate	State Proficiency Rate at 90th Percentile	State Proficiency Rate at 20th Percentile
Math, 2011-12	35.4%	50.2%	84.4%	14.1%
Math, 2012-13	23.3%	50.8%	87.1%	27.0%
Math, 2013-14	32.3%	55.6%	81.7%	39.6%
ELA, 2011-12	31.3%	51.3%	85.5%	23.0%
ELA, 2012-13	50.0%	53.5%	86.3%	38.9%
ELA, 2013-14	45.2%	60.6%	82.6%	45.2%

Note: 2013 State Annual Measurable Objectives (AMOs) were 59.2% for Reading and 60.0% for Mathematics.

The performance of our students classified as Low Socio-Economic status demonstrates the challenges that we face. Additionally, this data point compares the performance of our students compared to State averages. Other data points compared our data points to similar schools. In ELA there was a small decrease in proficiency rates (-4.8%) and in mathematics there was an increase in proficiency rates (+9%). In addition both groups are not meeting the standard, with mathematics being far below the standard.

It is expected that overall system improvements will yield results in this measure in the future. The school does not identify specific subgroups in need of assistance. Instead, our school focuses on every student making progress.

Students with Disabilities (Weighted by Disability Level)

Subject and Year	School Proficiency Rate	State Average Proficiency Rate	State Proficiency Rate at 90th Percentile	State Proficiency Rate at 20th Percentile
Math, 2011-12	18.4%	35.2%	75.3%	1.3%
Math, 2012-13	18.2%	38.4%	76.5%	7.9%
Math, 2013-14	33.3%	32.5%	68.7%	3.5%
ELA, 2011-12	20.4%	34.2%	73.4%	5.1%
ELA, 2012-13	36.4%	38.2%	78.1%	4.8%
ELA, 2013-14	48%	35.6%	70.8	8.8%

Note: 2013 State Annual Measurable Objectives (AMOs) were 41.4% for Reading and 41.8% for Mathematics.

² The alternative framework only evaluates Low Socio-Economic Status, Students with Disabilities and English Language Learners. Results for Students with Disabilities are weighted by disability level.

The performance of our students classified as Students with Disabilities (SWD) in both ELA and Mathematics meets standard. ELA proficiency percentages of SWD increased 11.6% over the last year.

Mathematics performance also showed a significant increase over the last year. This measure in Mathematics increased 15.1%. Both areas are now above the State average proficiency rates.

Measure 2c. Are students performing well on state examinations in math and reading in comparison to selected schools?

*Alternative framework methodology applied.*³

School Proficiency Compared to Selected School Proficiency

Subject and Year	School Prof %	District Comparison
Math, 2011-12	35.0%	5.9%
Math, 2012-13	26.6%	6.5%
Math, 2013-14	36.7%	14.8%
ELA, 2011-12	33.8%	5.7%
ELA, 2012-13	52.5%	11.5%
ELA, 2013-14	52.6%	11.7%

Measure 2c demonstrates the performance of our school compared to schools that serve similar demographics of students. This is an area that highlights the success of our school and our students. Both ELA and Mathematics are exceeding the standard for this measure. Mathematics (+21.9%) and ELA (+40.9%) are exceeding the comparison school proficiency rates.

Measure 2d. Are students performing well on state examinations in math and reading in comparison to similar schools in the state?

*Alternative framework methodology applied.*⁴

School Proficiency Compared to Similar Schools Proficiency

Subject and Year	School Prof %	Similar Schools Prof%
Math, 2011-12	35.0%	54.5%
Math, 2012-13	26.6%	51.2%
Math, 2013-14	36.7%	47.1%
ELA, 2011-12	33.8%	55.1%

³

Schools included in the 2011-12 2c. analysis: Charlton School, Delaware Day Treatment Center, Kent County Alternative School, Lake Forest ILC, Stevenson House.

Schools included in the 2012-13 2c. analysis: Charlton School, Delaware Day Treatment Center, Kent County Alternative School, Kent County Community School, Kent County Secondary ILC Program, Lake Forest ILC, Milford ILC, People's Place Non-Secure Detention, Providence Corporation, Smyrna Intensive Learning Center, Stevenson House.

⁴ Alternative framework methodology considers disability level in addition to Low Socio-Economic Status, English Language Learners, and Race when constructing the similar schools comparison.

ELA, 2012-13	52.5%	52.6%
ELA, 2013-14	52.6%	52.6%

Performance on Measure 2d matches the performance in other areas presented above. ELA statistically matches our performance from last year and meets standard. Mathematics demonstrated a 10.1% increase over last year; however this measure is still 10.4% below the similar schools proficiency percentage. It is our expectation that this area will continue to show gains in the future.

Measure 3 – State and Federal Accountability

Measure 3a. Did the school make AYP?

Year	AYP Status
2011-12	Meets
2012-13	Does Not Meet
2013-14	Does Not Meet

POCS did not make AYP for the 2013-2014 school year. Several factors impacted our performance when reviewing AYP calculations. One of the largest impacts on our school making AYP is the number of cells now applicable to our school. We are showing significant gains; however, we are still just below meeting many of our cell specific targets.

Using the Original Model, POCS met targets in 2 out of 5 cells. The school met targets for the cells for Mathematics White/Caucasian Students and Mathematics Special Education Students. The school missed cell targets for ELA and Math All Students and ELA White/Caucasian Students.

Using the Growth Model, POCS met targets in 1 out of 5 cells. The school met the cell target for Math Special Education Students. The school missed cell targets for ELA All Students, ELA White/Caucasian Students, Math All Students and Math White/Caucasian Students.

POCS did not meet the expectations for other academic indicators. Our school met expectations for school attendance; however, we missed the targets for graduation rate. POCS met all expectations for participation in 6 of 6 cells.

It is our hope that as we continue to improve, the school will meet AYP expectations over the next few school years.

Measure 4 – Post- Secondary Readiness

Measure 4a. Does students' performance on the SAT reflect college readiness?

Percentage of Students receiving a 1550 or better on the SAT

Year	SAT High Score %
2011-12	0.0%
2012-13	7.1%

2013-14	0.0%
---------	------

When POCS was founded 18 years ago, college enrollment was not a target that the school envisioned for our graduates. The prime goal for the students enrolled in our school was to obtain a high school diploma. This was our first mission, help our students to finish school. This has changed. Post-secondary education is now our number one goal for all of our graduates. This presents some challenges. Many students who enroll in our school today do not see college as a possibility. Most report that they simply want to graduate. Our job is to change this perception.

Previously, very few students wanted to take the test (SATs). The school day administration of the SAT is helping us change this behavior. As we increase our academic rigor, it is expected that the percentage of students scoring at 1550 or higher will increase.

While the overall percentage of students who received a score of 1550 or better on the SAT decreased from 7.1% to 0%, it is important to note that this is a decrease of 1 student. As a small school, this number can fluctuate very easily. It is still our goal to have this percentage increase as we continue to increase the rigor in our classrooms.

Measure 4b. Are students graduating from high school?

Four-Year Cohort Graduation Rate

Year	Graduation Rate
2011-12	56.0%
2012-13	56.5%
2013-14	65.4%

Graduation rates are delayed one year, e.g. the 2013-14 performance framework includes the 2013 graduation rate.

As a school that serves a high-need at-risk population, meeting graduation rate expectations has proved problematic. This is due to many factors. The population that our school serves has historically had low graduation rates. This trend holds true in our school. Our school has also seen the increase in dropout rates over three of the last four years. We believe that this change matches an increase in our academic expectations for students. Many students who have dropped out reported that they dropped out because our school is now too hard or that we are asking them to do too much.

We have also seen an increase in students that require more than four years to graduate. Over the last four years an average of 4 students do not graduate by June of their senior year but do graduate during the summer.

It is our goal to increase our graduation rate. This rate is the slowest of all indicators to change. We are pleased that this number has increased 8.9% during the last year.

MISSION-SPECIFIC ACADEMIC GOALS (OPTIONAL)

Measure 5a. Is the school meeting mission-specific academic goals?

Year	Met Mission-Specific Academic Goals?
2011-12	N/A
2012-13	N/A
2013-14	M

<i>Mission-Specific Goal 1</i>	<i>As a school that focuses on high needs students, our goal is to have students increase performance in Reading skills.</i>
<i>Measure/Metric</i>	<i>Percentage of students meeting expected Scholastic Reading Inventory (SRI) Lexile Score growth targets using Fall to Spring SRI assessments.</i>
<i>Target</i>	<i>>60% of students will meet anticipated Lexile growth targets on the Spring SRI assessments.</i>

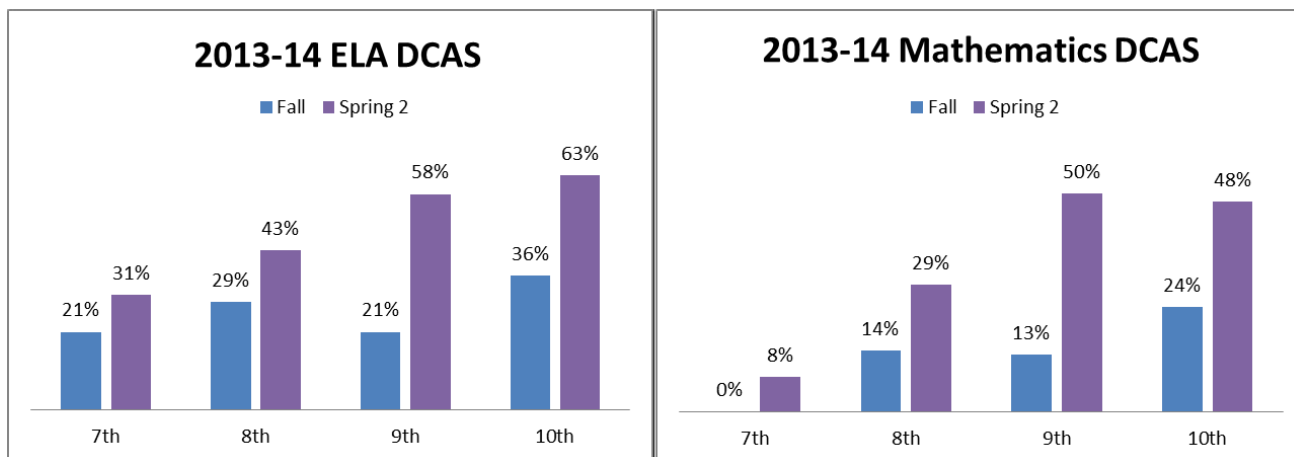
	N Count	Number Meeting SRI Growth Target	% of Students Meeting SRI Growth Target
POCS Overall – Grades 7, 8, 9, 10, 11 and 12			
POCS Totals	115	89	77.3%

<i>Mission-Specific Goal 2</i>	<i>As a school that focuses on high needs students, our goal is to have students increase performance in Mathematics skills.</i>
<i>Measure/Metric</i>	<i>Percentage of students meeting expected Scholastic Mathematics Inventory (SMI) Quantile Score growth targets using Fall to Spring SMI assessments.</i>
<i>Target</i>	<i>>60% of students will meet anticipated Quantile growth targets on the Spring SRI assessments.</i>

	N Count	Number Meeting SMI Growth Target	% of Students Meeting SMI Growth Target
POCS Overall – Grades 7, 8, 9, 10, 11 and 12			
POCS Totals	115	84	73%

DCAS Performance

During the 2013-2014 school year our students showed areas of growth throughout the year. Each grade level in both ELA and Mathematics showed improvement in the percentage of students who met proficiency expectations. The following chart outlines this growth.



ELA showed the greatest gains in our program. From the fall administration to the final spring administration the percentage of students meeting proficiency in ELA increased (7th grade +10%, 8th grade +14%, 9th grade +37% and 10th grade +27%). Mathematics demonstrated similar growth and increases in the percentage of students meeting proficiency expectations. (7th grade +8%, 8th grade +15%, 9th grade +37% and 10th grade +24%).

The charts listed above also demonstrate that the longer students are enrolled with us the better they do overall. We can see increases in proficiency as the grades increase. With proficiency increasing between 30% and 40% from grade 7 to 10.

SUMMARY OF ACADEMIC FRAMEWORK RATINGS

Year	1.a. Growth		1.b. Bottom 25%		1.c. Growth to Prof		2.a. Prof		2.b. Overall Subgroup		2.c. Selected Schools		2.d. Similar Schools		3.a. AYP	4.a. SAT	4.b. Grad Rate	5.a. Mission Specific	Overall Rating/Score	
	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA						
10-11	D	F	M	F	D	F	M	M	D	D	D	D	F	F	D	F	F	N/A	D	45.5%
11-12	D	D	M	D	D	D	M	M	D	D	E	E	F	F	M	F	F	N/A	D	55.9%
12-13	D	M	E	D	D	M	M	M	F	D	E	E	F	M	D	F	F	N/A	D	61.5%
13-14	M	M	E	E	M	M	M	M	D	D	E	E	D	M	D	F	F	M	M	71.9%

Strengths, Challenges and Opportunities for Growth

Strengths

POCS has demonstrated considerable growth over the past four years. Since being named a Partnership Zone School in 2010, our school has been dynamically revised to become a model school for providing services and supports to an at-risk population. Our school has developed programs that support the entire student. This starts with a holistic approach to servicing each student where his or her needs dictate. Each student in our school is educated one student at a time. Our school focuses on students in all we do. Everything is designed for them. We have never changed a program because it was too hard for staff to execute.

Another significant strength is our faculty and staff who work tirelessly to support our students. Each staff member in our school is hired to provide a caring and supportive environment for our students. Faculty and staff who do not meet expectations are replaced.

Our school utilizes Learning Focused Strategies (LFS) as our instructional model. Each faculty member receives regular professional development in implementing our model. The faculty receives frequent walk-through evaluations from our administration and also our Partnership Zone partners to ensure LFS is implemented with fidelity.

Challenges and Opportunities for Growth

The largest challenge that our school faces is continuing to demonstrate growth for our students. This is especially true in the area of reading. During the 2011-12 and 2012-13 school year we experienced significant gains; however, during the 2013-14 school year this growth leveled off. We must accept that matching the same magnitude of improvement year over year will become harder and harder.

The next challenge will be to sustain the momentum around improvement. At a time when we are being successful, we must also continue to develop and grow and not become complacent. While we strive to reach 100% academic proficiency, we recognize that for our identified population this may be difficult.

We are pleased with the overall growth of our program and look forward to continuing to develop our school.

Financial performance:

What are the school's financial performance expectations that will demonstrate viability and sustainability as measured by the Performance Framework? Provide an analysis of strengths, challenges, and opportunities for growth in these areas.

Based on the 2013-2014 Delaware Financial Performance Framework, POCS has been rated as Meets Standard. This is the same rating that the school received during each of the last three years.

Year	1.a.	1.b.	1.c.	1.d.	2.a.	2.b.	2.c.	2.d.	OVERALL RATING
10-11	M	M	M	M	NR	M	NR	NA	M
11-12	M	M	M	M	NR	M	NR	NA	M
12-13	M	M	M	M	M	M	M	NA	M
13-14	M	M	M	M	M	M	M	NA	M

External auditors have audited our school finances annually and have found neither findings nor acts of impropriety. It is anticipated that this performance will continue into the future.

The school's budget is reviewed and approved by the POCS Board of Directors. A monthly financial report is reviewed by the POCS Citizen's Budget Oversight Committee (CBOC) and the POCS Board of Directors. This report is posted on our website as required. The school operates with a financial surplus to ensure fiscal viability and security.

Strengths, Challenges, and Opportunities for Growth **Strengths**

The school's financial future is secure. Our school has met or exceeded enrollment expectations for each of the last four years. A waiting list is maintained in the event of any unexpected openings. Every financial decision the school makes is based on sound and planned reasoning. Both the Board of Directors and the CBOC are involved in every financial decision.

Challenges and Opportunities for Growth

Funding for our school is a function of enrollment. As a small school (120 Students) our funding levels can vary from year to year. Additionally, our school is dependent on consistent local funding numbers. Shifts in the number of students from one school district or another can cause funding to increase or decrease. Occasionally, the local funding received from one school district can shift by \$50,000 to \$100,000. For a

school of our size and mission, these fluctuations can seriously impact our budgets and planning. These shifts can also create challenges in maintaining a stable faculty and support personnel. Our school has had to trim budgets as late as September 26th due to these shifts.

Organizational Performance:

What are the school’s performance expectations in meeting its organizational responsibilities including, but not limited to, administrative operations, reporting, and legal responsibilities as measured by the Performance Framework? Provide an analysis of strengths, challenges, and opportunities for growth in these areas.

Based on the 2013-2014 Delaware Organizational Performance Framework, POCS has been rated as Meets Standard.

The purpose of the Organizational Performance Framework is to communicate to the charter school and public the existing compliance-related expectations that the charter school is held to. The Organizational Performance Framework lists expectations the charter school is required to meet through state and federal law and the charter Performance Agreement. For each measure a school receives one of two ratings: “Meets Standard” (M) or “Does Not Meet Standard” (DNM).

Year	1.a.	1.b.	2	3.a.	3.b.	3.c.	4.a.	4.b.	4.c.	4.d.	5.a.	5.b.	6	Overall Rating
11-12	M	M	M	M	M	M	M	M	N/A	M	M	M	M	Meets
12-13	M	M	M	M	M	M	M	M	DNM	M	M	M	M	Meets
13-14	M	M	M	M	M	M	M	M	DNM	M	M	M	M	Meets

Positive Outcomes Charter School was rated as “Does not Meet Standard” on one of the 13 indicators. We were rated as not meeting standard on:

- Measure 4c. – Is the school meeting all staffing credentialing requirements?

Strengths, Challenges, and Opportunities for Growth **Strengths**

POCS has always strived to be in compliance with all requirements. We plan to continue this practice. We have strong internal capacity to continue to meet all organization expectations. Our leadership team, school board and staff strive to ensure that we are considered an exceptional organization.

Our school has always been measured as compliant or we immediately work to correct any areas of noncompliance that are identified. The Delaware Department of

Education's Charter School Office conducts monthly audits of identified areas. POCS has been one of the most consistent schools in meeting expectations.

Challenges

The greatest challenge that we face is the continuously changing charter landscape in Delaware. Each year brings new regulations, requirements and expectations. Outside pressures continue to utilize resources that should be solely focused on students and our school.

Another challenge that we face is the recruitment of Highly Qualified Teachers who are appropriate to work with our target population. Over the last 18 years, we have learned that not everyone has the capacity to work with a highly challenging student population. The previous data presented demonstrates that our students continue to grow academically; however, we have missed the HQT compliance requirements for the last two years. We will continue to work to increase the number of HQT teachers in our program.

During the 2013-14 school year our school was identified by the Delaware Department of Education Exceptional Children Group as having two issues. The first issue was with indicator 9/10 (Disproportionate Representation). The school worked with the DDOE to develop an intervention plan that is currently ongoing. The second issue was identified during monitoring in January 2014. The DDOE identify areas of noncompliance and developed a Corrective Action Plan to improve identified areas.

Opportunities for Growth

We can always be a better organization and POCS continues to identify methods to continue to grow. As a school, we take all input for improvement to drive systematic and organizational improvements each year. We seek outside advice whenever an issue may impact our school.

Status of Conditions Placed Upon the Charter:

Include:

- A status update of any conditions imposed upon the school's charter,
- Your plan to meet any conditions that are currently "not met".

During the 2013-2014 school year the school did not have any conditions placed upon the Charter.

Student retention goals and targets:

The percentage of students who have re-enrolled from the prior year according to ESEA demographic categories.

95.1% (99 out of 104) of the non-graduating students enrolled at the end of the 2013-2014 school year reenrolled in our program for 2014-2015. The schools' demographics for reenrollment were as follows:

Caucasian	67.68%
African American	26.26%
Hispanic Ethnicity	5.05%
Pacific Islander	1.01%

A total of five students did not reenroll in our program. One student is placed out of state for treatment, one student dropped out, one student transferred to Polytech, and two students transferred to James H. Groves.

The number of students who have left your school before the year is over or before the end of the charter school's grade configuration per ESEA demographic category and provide a summary of why they left.

A total of seven students left our school before the school year was over. Three students dropped out of school, one student transferred to a homeschool, one student was incarcerated, and two students moved out of state.

The seven withdrawals represent the following demographics:

100% (7 Students) Caucasian

Percentage of students who did not pass from one grade to the next.

10.1% (10) of students were not promoted to the next grade; however, most are completing make up credit programs to get back on track during the 2014-2015 school year. Many of the students who enroll in our school after 9th grade are under credited. They cannot be promoted to the next grade until the credits meet requirements.

Your plan to improve student retention and average daily attendance if less than your stated targets.

Our average daily attendance for the 2013-14 school year was 94.51%. This was an improvement of 3.01% over the 2012-13 school year. This ADA is also 4.51% higher than our charter expectation.

We do not see student retention as a major problem for our program. In general, once a student attends our school they typically remain with us.

Our goal is to always have our students reenroll in our program; however, some students who attend our school feel that they have made progress and desire to return to a traditional school environment. As a result, we do have students who leave our school before the end of our grade programming. We also have several students who attend school with us for grades 7 and 8 then transition to a traditional high school environment. We do not view these as students leaving our program, but students who we have helped to feel that they will be successful.

Innovation:

Positive Outcomes Charter School (POCS), was founded by a group of educators and physicians who recognized that students struggling with mental health issues were an underserved population in desperate need of a small school setting that was not tied to district rules or geographic boundaries.

What brings families to the school is its attention to the individual needs of students. Small class sizes, assistive technology for all, a focus on collaboration and teamwork of all members of the school community, and a highly qualified staff with special education experience are the primary reasons that families choose Positive Outcomes.

It is our belief that our entire program could be considered innovative. Our instructional supports, school climate and overall student support programs could and should be emulated in other school districts throughout our state. Additional features of our school that are considered innovative, unique or integral to fulfilling the school's mission and philosophy include the following:

Big Picture Learning Model School Integration

With the integration of the Big Picture model into the POCS curriculum, our staff is committed to igniting the passions of the students through discovery and development of each student's unique interests. Our students feel empowered and have the self-confidence to create their own success through a personalized learning environment and purposeful internships of their choice. With the support of advisors and community partners, our students graduate as confident and capable young adults, prepared to make their mark on the world.

Each student is part of an advisory, which serves almost as a family unit. For many of our students, the advisory is the most stable and welcoming environment in their lives. Advisors build strong relationships with their advisees and in many cases, the advisor as an advocate for the student is often the one adult that the students trust in his/her life. The advisor stays with the advisory for three grades to provide a consistent, positive adult mentor in the lives of our students. The advisor guides and helps the

students to manage their Personalized Learning Plans, mapping the skills, requirements, and goals necessary for graduation. The student's advisor also manages and assesses internships and projects, and helps students develop critical life skills.

In order to best serve each individual, advisors will work with each student to develop a Personalized Learning Plan that maps academic content to be learned to personal goals and interests, outlines specific plans to accomplish these goals, and serves as the driver for student assessment. Learning plans are developed with a strong partnership with parents and student, guided by the advisor to ensure that the student fulfills academic and credit requirements. The Personalized Learning Plan also identifies any necessary support services, including remediation and counseling needed by the student. Advisors and peers hold students accountable for making progress toward their identified goals through one-on-one conferences with students. Each student's Personalized Learning Plan is reviewed with parents four times a year. The process also ensures that each student graduates from POCS with a solid post-high school plan.

Among other unique features of the BPL school design is that students are taught in the 'real' world through interest-based (called Learning Through Interest – LTI) internships. POCS students discover and explore their personal passions through research and real world experiences during these interest-based internships. Advisors and content-area specialists tie these passions into the academic content through integrated LTI projects.

In addition, we help students identify their passions through exposure to opportunities in the community via advisory-based field-trips, community service, and guest speakers. Learning is not confined to the school building or school day. We work with students to identify other avenues and opportunities to develop their skills.

School Wide Positive Behavior Intervention and Supports (SWPBIS)

POCS first began developing their SWPBIS system during the Spring of 2004. Initial development and implementation involved: (a) an overview presentation of SWPBIS to all staff members, (b) school-wide vote to determine interest in implementation of SWPBIS (100% of staff said yes), (c) team training on SWPBIS features, (d) creation of a list of school-wide expectations (Be There, Be Ready, Be Responsible, Be Respectful, Be Your Best), (e) posting the school-wide expectations in hallways and parking lot, (f) modification of the school-wide acknowledgment system (student of the month and paw prints), and (g) modification of the discipline system (all discipline referrals handled by administrator). Despite initial momentum, POCS' first attempt to implement SWPBIS lacked fidelity (e.g., missing several key features of SWPBIS, such as teaching, corrective consequence flowchart, data-based decision making, supplemental supports) and sustainability (e.g., SWPBIS procedures were not systematized in staff and student handbooks). Consequently, POCS did not achieve as much success with the SWPBIS as hoped, so focus shifted away from this approach.

Staff recognized that a change in the school's approach and philosophy was needed in order to provide a more effective educational environment and positive culture. In the

Winter of 2011, POCS partnered with the Devereux Center for Effective Schools (CES) in order to revamp POCS' SWPBIS system. The goals of the partnership were to develop and implement a three tiered model of SWPBIS with high fidelity and in doing so reduce the number of office discipline referrals (ODRs) and suspensions.

Revamping of POCS' SWPBIS system occurred in four distinct phases. During Phase I, evaluators from Devereux CES administered the school-wide evaluation tool (SET) to identify what elements of SWPBIS were currently in place, in need of improvement, and/or in need of development. In November of 2011, POCS received an overall SET mean score of 46% and the following subscale scores: 50% behavioral expectations defined, 30% behavioral expectations taught, 17% recognition system, 38% behavioral violations, 75% data-based decision making, 13% management, and 100% district support. This meant that POCS was partially implementing SWPBIS at this time. Data from the SET was used for targeted action planning.

During Phase II, a SWPBIS leadership team was formed. The team was and continues to be representative of the staff at the school. The administrators have been active participants on the team. The SWPBIS leadership team met and continues to meet twice a month to develop, implement, monitor and evaluate POCS' SWPBIS system. Consultants from Devereux CES provided the team with training and technical assistance to assist the team with product development. Staff feedback was systematically sought and used in the development of these products. The team has developed and implemented many of the elements necessary for effective SWPBIS implementation, including: (a) defined behavioral expectations and rules that are posted throughout the school building, (b) system for teaching behavioral expectations (i.e., recorded presentations), (c) acknowledgment system for encouraging expected behaviors (i.e., pack bucks), (d) consistent of hierarchy of corrective consequences organized in a flowchart, (e) data-based decision making to identify students who may need higher levels of behavioral support (e.g., check-in/check-out for students with 2-5 ODRs).

During Phase III, the SWPBIS team organized the elements of SWPBIS in a staff manual. The manual was used to train staff on POCS' SWPBIS system and encourage consistent implementation across staff. Details from the manual were also included in the staff handbook, student handbook, and school website. Staff were formally trained to implement the SWPBIS procedures in the Fall of 2012 and received a refresher training in the Fall of 2013.

In addition to focusing on the broader school implementation of SWPBIS, consultants from Devereux CES have assisted administration with implementation of SWPBIS in the classroom setting. In the Fall of 2012, staff received a training on the use of praise to increase task engagement. Observations were conducted to examine staff's use of effective classroom management techniques. Data from these observations informed staff trainings and identified teachers in need of classroom consultation.

Finally, during Phase IV, evaluators from Devereux CES re-administered the SET to assess growth and fidelity of implementation. In February of 2014, POCS received an overall SET mean score of 95% and the following subscale scores: 100% behavioral expectations defined, 90% behavioral expectations taught, 100% recognition system, 75% behavioral violations, 100% data-based decision making, 100% management, and 100% district support. This meant that POCS was fully implementing SWPBIS with high fidelity. Data from the SET continues to be used for targeted action planning. Based on data and feedback from stakeholders, the team continues to develop and refine aspects of the SWPBIS system. Recent focus has been placed on the completion of lesson plans and teaching schedule.

Overall, the increase in proactive behavior management, as well as the improvement in implementation fidelity of SWPBIS, has had dramatic results. From the 2011-2012 school year to the 2013-2014 school year, (a) the average number of ODRs per day decreased by 52%, (b) the average number of in-school suspension referrals per month decreased by 69%, (c) the average number of in-school suspension days per month decreased by 71%, (d) the average number of out-of-school suspension referrals per month decreased by 72%, (e) the average number of out-of-school suspension days per month decreased by 82%. These outcomes far exceeded the goals that were initially set for SWPBIS implementation. For the 2014-2015 school year, the team hopes to further decrease ODRs and maintain low rates of in-school and out-of-school suspensions.

Parent Support

At POCS our parents are a significant piece of our school community. We believe in working closely with them to support the academic, behavior and social growth of their students. As part of our team, we create and foster a collaborative community designed to support relationships. Parents are invited to every meeting and function that we have. They are a critical part of our school governance and decision making process.

Our parent programs are also exemplary. We provide numerous avenues to foster and develop our parents as school leaders who are involved in the continued development of our program. Parents have the ability to sit on our school board, participate during our Parent Action Committee meetings, and to be a part of our school improvement efforts. From our opening week parent/student barbeque to our final Parent Action Committee of the year, our parents are an ever present component of our success and development.

Reading and Math Intervention

In 2010, POCS made a decision to make reading a priority in our school. A systemic program was developed to respond to students who had significant deficits as well as creating a culture that put reading at the forefront of all students' learning plans.

A screening protocol was established to identify students who require Tier 2 or Tier 3 intervention. This protocol includes multiple data points such as previous DCAS, STAR Assessment (SRI was phased in this year) and teacher records. Tier 3 intervention consists of Read 180 labs administered and monitored by a certified Reading Specialist. Read 180 is a comprehensive system of curriculum, instruction, and assessment based on scientifically researched strategies proven to improve student achievement in reading. Tier 2 students participate in a dedicated period of 45 minutes of reading a day in the form of Sustained Silent Reading (SSR). The administration has dedicated monies each year to build a SSR library of books that are engaging, current, and varied in genre and readability so that all students have access to literature of their choice. Content area teachers administer tier 1 intervention during academic classes through differentiation and scaffolding to meet the diverse needs of all learners.

In working with our data coach, staff identified areas of literacy and mathematics deficiency based on DCAS data and developed strategies and processes to address those areas. These strategies were implemented school wide, in every content area. The reading specialist provided model lessons and coaching to content teachers to help with implementation and continuity among classes. The Reading Specialist also “pushes in” to classes to assist students with literacy strategies.

This model for reading intervention and remediation is duplicated this year in our math program. A Math Specialist will administer and monitor a Math 180 intervention program for Tier 3 students and develop a Tier 2 program for an additional 30 minutes of math time for students not in Math 180.

All advisors have test talks in which students and teachers jointly review assessment data and goals are set for subsequent tests. Strategies are developed with students to reach assessment goals. This allows students to take ownership of the assessment process.

DELAWARE DEPARTMENT OF EDUCATION CHARTER SCHOOL ANNUAL REPORT

CHARTER SCHOOL INFORMATION

Charter School Name: Prestige Academy Charter School (PACS)

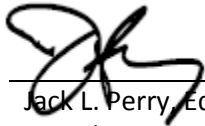
Mailing Address: 1121 Thatcher Street
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Website: prestigeacademycs.org



Jack L. Perry, Ed.D.
Founder, Executive Director

November 26, 2014

Date



Don C. Mell, III
Board President

November 26, 2014

Date

SUBMISSION DEADLINE: December 1st (September 30th for renewing charter schools)

All schools submit one (1) signed copy (PDF via email preferred) to the DDOE Charter School Office



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ABSTRACT

When we think about the greatest challenges facing our public schools, it's hard to get beyond the challenges faced by young African American males. A 2010 report from the *Council of the Great City Schools*, entitled "A Call for Change," begins by saying that "the nation's young black males are in a state of crisis." It tells us that black males remain far behind their schoolmates in academic achievement and that they drop out of school at nearly twice the rate of whites, and a majority of black men without a high school diploma has spent time in prison. We are losing minority boys every day to senseless violence, prison and hopelessness. Without a quality education we will lose thousands more.

Prestige Academy Charter School is the result of a vision of a committed group of local professionals, educators, business and community leaders, as well as child and neighborhood advocates. All Founding Board members were dedicated to the mission and vision of a college preparatory middle school education for young men in Delaware, and have remained uncompromising about academic achievement. The Founding Board included Delaware certified teachers, parents, and community members with deep experience in education, business, finance, management, fundraising, diversity issues, and community and organizational leadership. The goal of this group was and remains to provide a safe, well-disciplined, achievement-oriented middle school where boys in grades 5-8 can learn, master, and apply foundational skills and content knowledge in the core subjects, and develop the strong character necessary for success in school and in life.

Prestige Academy Charter School opened in 2008 with 103 boys in grade 5. We have strategically added a grade each year and now serve over 240 boys in grades 5-8. Our core mission is to prepare young men in grades 5-8 for admission to and success in demanding college preparatory high schools. In a highly structured, achievement-oriented school culture, Prestige Academy students develop a strong academic foundation in the core subjects and the REAL values necessary for success: Respect and Responsibility, Excellence in Behavior, Academic Mastery, and Leadership.

The school primarily serves young men from low income and minority backgrounds; 98% are African American and over 90% are eligible for free and reduced price school meals. In order to address the severe academic underperformance and low college matriculation rates of boys from these backgrounds, the school offers a highly rigorous, college-preparatory curriculum supported by a structured school culture. Using a data-driven instructional model, all students are assessed regularly, and instruction is adapted to use the most effective teaching practices. The goal is to enable every student to perform at or above grade level by 8th grade as measured by standards-based external and internal assessments.

This annual report will document the schools progress during the 2013-2014 school year.

ACADEMIC PERFORMANCE:

What are the school's academic performance outcomes that will demonstrate student growth, proficiency, and college and career readiness levels as measured by the Performance Framework? Provide an analysis of strengths, challenges, and opportunities for growth in these areas.

The performance framework analysis conducted by the DDOE in 2014 indicates that our school rating is "Does Not Meet Standard." The performance framework evaluates the school on several different criteria including the percentage of scholars meeting growth targets on the Delaware Comprehensive Assessment System (DCAS), the performance of scholars in the lowest quartile and performance against state.

Over the past three years, PACS has graduated three classes of eighth graders. In 2012 and 2013, the eighth grade scholars outperformed the state on the math and reading spring DCAS. This highlights the process and time required to remediate achievement gaps from fifth or sixth grade enrollment through eighth grade graduation. It is our expectation that student growth and achievement be an area of focus.

In 2014, the eighth grade scholars outperformed the state on the reading spring DCAS. We are challenged by a growing Special Education population and subsequent decrease in performance scores, including eighth grade math. Our corrective actions are summarized in section 2b of this report as well as the Strengths and Challenges and Innovation section.

Measure 1: Student Progress Over Time (Growth)

While our scholars arrive at varying levels of proficiency, our primary goal is moving them to or above grade level by eighth grade graduation. This requires a strong focus on growth and data-driven instruction. The data from 2013-2014 demonstrate the areas we need to improve.

Measure 1a. Are scholars meeting their fall to spring instructional scale growth targets?

Percentage of Scholars Meeting Growth Targets

Subject	Math	School Rating: Math	ELA	School Rating: ELA
2010-11	56.4%	D	50.0%	D
2011-12	40.8%	D	50.2%	D
2012-13	49.6%	D	62.6%	M
2013-14	42.2%	D	37.8%	F

When looking at the percentage of scholars meeting their fall to spring scale score growth targets, it is clear that this is an area where our school needs to improve performance. The data from Measure 1a shows that the percentage of scholars meeting growth targets from 2013 to 2014 decreased 7.4% in math and 24.8% in ELA. Our goal is to grow in both of these areas, meeting and exceeding our performance from prior years. Detailed plans for this goal appear in the *Challenges and Opportunities for Growth* area below.

Measure 1b. Are lowest-performing scholars in the school meeting their fall to spring instructional scale score growth targets?

Percentage of Scholars in the Lowest Quartile Meeting Growth Targets

Subject	Math	School Rating: Math	ELA	School Rating: ELA
2010-11	76.8%	M	57.9%	D
2011-12	61.3%	M	59.2%	D
2012-13	60.6%	M	77.5%	M
2013-14	66.7%	M	43.3%	D

Measure 1b looks at the growth of the lowest-performing scholars in our school. For the past four years, PACS has met the math standard in this measure, and shown a positive trend upward from 2010-2013 in ELA. When comparing 2013 to 2014 ELA data, the overall percentage of scholars in the lowest quartile meeting growth targets is down 34.2% points. Our special education population has also continued to trend upward during this period. Detailed plans to address this significant decrease in performance appear in the *Challenges and Opportunities for Growth* section.

Measure 1c. Are scholars making enough annual growth to maintain or achieve proficiency status within 3 years or by 10th grade?

Percentage of Scholars Making Sufficient Growth

Subject	Math	School Rating: Math	ELA	School Rating: ELA
2010-11	70.0%	M	62.3%	D
2011-12	64.4%	D	63.5%	D
2012-13	62.1%	D	73.7%	M
2013-14	56.0%	D	59.3%	D

Measure 1c looks at the sufficient growth to maintain or achieve proficiency within 3 years or by 10th grade. PACS is considered to be below standard in math and below the standard in ELA. Our goal for the 2014-2015 school year is to meet or exceed the standard in math and ELA. Detailed plans for this goal appear in the *Challenges and Opportunities for Growth* section.

Measure 2: STUDENT ACHIEVEMENT (STATUS)

Measure 2a. Are scholars achieving proficiency on state examinations in math and reading?

School Proficiency Scores, State Averages and Percentiles

Subject and Year	School Proficiency Rate	School Rating	State Average	State 90 th Percentile	State 20 th Percentile
Math, 2010-11	54.9%	D	60.6%	82.5%	44.5%
Math, 2011-12	59.8%	D	71.4%	90.0%	54.1%
Math, 2012-13	48.6%	D	63.9%	93.4%	46.5%
Math, 2013-14	31.9%	F	63.2%	88.7%	47.8%
ELA, 2010-11	56.1%	D	62.2%	82.3%	49.1%
ELA, 2011-12	57.4%	F	74.4%	91.9%	60.4%
ELA, 2012-13	55.6%	F	70.0%	95.2%	56.4%
ELA, 2013-14	48.0%	F	70.0%	92.2%	56.5%

Note: 2014 State Annual Measurable Objectives (AMOs) were 73.0% for ELA and 73.2% for Mathematics.

Measure 2a compares our school to several comparison schools. The data presented illustrates that our school is not meeting the standard in Mathematics and ELA. Specifically, our fifth, sixth, and seventh grades are struggling to meet this standard. This data is reflected in the grade level breakdown below.

DCAS Proficiency Grade Level Break Down*

Subject and Year	Fifth grade	Sixth grade	Seventh grade	Eighth Grade
Math, 2010-11	60%	51%	57%	NA
Math, 2011-12	55%	44%	69%	77%
Math, 2012-13	40%	36%	49%	76%
Math, 2013-14	26%	23%	27%	55%
ELA, 2010-11	44%	58%	67%	NA
ELA, 2011-12	38%	54%	59%	77%
ELA, 2012-13	44%	40%	67%	76%
ELA, 2013-14	36%	35%	38%	79%

**Data generated by DCAS Online Reporting System*

To address this for the 2014-2015 school year, PACS has taken the following steps:

- Continue implementation of Common Core aligned math and ELA curriculums which provide remediation and enrichment: McGraw Hill MyMath and engageNY for fifth grade math, Scholastic Read 180 for fifth grade ELA, Springboard for sixth through eighth grade math, and Holt McDougal Literature for sixth through eighth

grade ELA, engageNY CCSS-aligned novel studies for sixth through eighth grade honors ELA.

- Continue to implement the Teaching Excellence Framework with fidelity. The framework is a culmination of the work with the Charter Collaborative Schools (Prestige, East Side, Thomas Edison, and Kuumba Academy). The framework is part of the alternative teacher coaching and evaluation system offering teachers regular feedback on instruction and coaching of high leverage skills in order to strengthen classroom instruction.
- Discontinue partnership with Achievement Network for interim assessment creation, grading, and data analysis. Implement new partnership with Amplify/Beacon for interim assessment creation, grading, data analysis and teacher training. Amplify interim assessments are aligned to the Common Core and the PACS instructional scope and sequence, offered online and in a similar format to Smarter Balanced, vetted by instructional leaders at the four Charter Collaborative Schools.
- Increase on-site and off-site Common Core aligned teacher training including, but not limited to, the following topics: McGraw Hill MyMath, Scholastic Read 180, Springboard Math, Quarterly Interim Assessment Data Analysis with Amplify, Engagement Strategies with Amy Pleet-Odle (University of Delaware), Driven by Data authored by Paul Bambrick-Santoyo, and the Together Teacher authored by Maia Heyck-Merlin.
- Increase on-site and off-site school leader training including, but not limited to, Charter Collaborative teacher observation and feedback, student engagement strategies with a Culture Coach, support for instruction through an Instructional Coach, and Together Leader with Maia Heyck-Merlin.

Measure 2b. Are scholars in demographic subgroups achieving proficiency on state examinations in math and reading?

Low Socio-Economic Status

Subject and Year	School Proficiency Rate	School Rating	State Average Proficiency Rate	State Proficiency Rate at 90 th Percentile	State Proficiency Rate at 20 th Percentile
Math, 2010-11	53.0%	M	43.0%	74.2%	11.2%
Math, 2011-12	54.8%	D	52.1%	82.8%	22.8%
Math, 2012-13	44.8%	D	54.9%	83.8%	38.9%
Math, 2013-14	26.6%	F	54.1%	79.4%	38.2%
ELA, 2010-11	53.2%	M	47.0%	75.7%	28.0%
ELA, 2011-12	52.2%	D	57.6%	88.0%	34.7%
ELA, 2012-13	48.8%	D	62.6%	90.8%	48.7%
ELA, 2013-14	40.6%	F	62.0%	82.7%	48.0%

Note: 2014 State Annual Measurable Objectives (AMOs) were 63.3% for ELA and 64.0% for Mathematics.

Performance of our scholars classified as Low Socio-Economic status matches similar performance in other measures. The data presented illustrates that our school is not meeting the standard in Mathematics and ELA. To address this for the 2014-2015 school year, PACS has taken the following steps to further engage families from Low Socio-Economic backgrounds:

- Increase community partnerships and volunteer opportunities for mentoring and tutoring.
- Increase parent collaboration through workshops including, but not limited to, the following topics: Being an advocate for my son while working collaboratively with his teacher-offered in October 2014.
- Continue financial assistance for uniform items, school supplies, extracurricular activities, and school trips.
- Hire of full-time Graduate Services Coordinator for high school enrollment and financial aid application assistance.
- Hire of full time Recruitment and Volunteer Coordinator to cultivate relationships with new and existing families.

Scholars with Disabilities

Subject and Year	School Proficiency Rate	School Rating	State Average Proficiency Rate	State Proficiency Rate at 90 th Percentile	State Proficiency Rate at 20 th Percentile
Math, 2010-11	27.3%	M	20.0%	51.7%	7.8%
Math, 2011-12	32.6%	M	30.6%	66.3%	12.5%
Math, 2012-13	19.4%	F	42.9%	83.9%	20.3%
Math, 2013-14	8.6%	F	24.9%	43.6%	10.9%
ELA, 2010-11	21.2%	M	20.8%	49.2%	6.2%
ELA, 2011-12	20.5%	D	32.0%	71.6%	15.6%
ELA, 2012-13	21.0%	F	45.9%	80.3%	24.0%
ELA, 2013-14	15.4%	D	29.3%	48.6%	13.1%

Note: 2014 State Annual Measurable Objectives (AMOs) were 47.3% for ELA and 47.7% for Mathematics.

Performance of our scholars classified as Scholars with Disabilities (SWD) status matches similar performance in other measures. The data presented illustrates that our school is not meeting the standard in Mathematics and ELA for the 2013-14 school year. One root cause is the increase in percent of total population identified as SWD. This trend continues into the 2014-15 school year. See the school year breakdown below. The number of students classified as requiring Special Education services prior to enrollment at Prestige Academy has substantially increased since Prestige's first year of operation. The Special Education population at Prestige Academy has increased from 14% in 2010-2011, 15% in 2011-2012, 18% in 2012-2013, 21% in 2013-2014, to 24% in 2014-2015.

Scholars with Disabilities Breakdown by School Year*

School Year	# SWD	Total # enrolled	% SWD of total population
2010-11	33	228	14.5%
2011-12	44	284	15.5%
2012-13	49	280	17.5%
2013-14	51	245	20.8%
2014-15	58	246	23.6%

*Data generated by DSARA Disaggregate Summary for Reading

To address this for the 2014-2015 school year, PACS has taken the following steps:

- Creation of “Power Hour,” a daily tutoring period focused on Tier 2 and Tier 3 intervention strategies and small group instruction tailored to specific IEP goals. Power Hour is further detailed in the *Strengths and Opportunities for Growth* section.
- Increase on-site and off-site differentiation and behavioral support teacher training including, but not limited to, the following topics: Collaborative Teaching with Amy Pleet-Odle, Strategies for Teaching Scholars on the Spectrum with Hiedi Mizell of Autism Delaware.
- Continue partnership with Affinity Health with the addition of a second school therapist to work with SWD and other scholars needing support services.
- Addition of a state-provided social worker, Lamont Josey to to work with SWD and other scholars needing support services.
- Increase consultation hours with Behavioral Support Specialist, Speech Therapist, Occupational Therapist, and School Psychologist.
- Continue collaboration efforts in Learning Support PLC and Clinical Health Team which includes all Learning Support teachers, Learning Support Coordinator, school nurse, school therapists, social worker, Behavioral Support Specialist, and a member of the Administration Team.

African-American

Subject and Year	School Proficiency Rate	School Rating	State Average Proficiency Rate	State Proficiency Rate at 90 th Percentile	State Proficiency Rate at 20 th Percentile
Math, 2010-11	54.5%	M	43.9%	71.4%	31.3%
Math, 2011-12	59.1%	M	55.2%	82.7%	40.1%
Math, 2012-13	47.1%	D	53.4%	81.5%	36.6%
Math, 2013-14	29.9%	F	53.5%	77.0%	39.4%
ELA, 2010-11	55.4%	M	47.1%	74.0%	34.3%
ELA, 2011-12	55.8%	D	60.9%	92.1%	50.7%
ELA, 2012-13	54.4%	D	60.7%	85.5%	46.2%
ELA, 2013-14	46.9%	F	62.1%	85.8%	48.9%

Note: 2014 State Annual Measurable Objectives (AMOs) were 62.0% for ELA and 60.7% for Mathematics.

PACS has not met or exceeded this standard in this measure since 2012 in Math and 2011 in ELA. Detailed plans for this goal appear in the *Challenges and Opportunities for Growth* area below.

Measure 2c. Are scholars performing well on state examinations in math and reading in comparison to other schools in the district?

School Proficiency Compared to Home District Proficiency

Subject and Year	School Proficiency Rate	School Rating	District Comparison
Math, 2010-11 ¹	54.9%	M	47.8%
Math, 2011-12 ²	59.8%	M	59.4%
Math, 2012-13 ³	48.6%	D	56.1%
Math, 2013-14 ⁴	31.9%	F	58.1%
ELA, 2010-11 ¹	56.1%	M	49.2%
ELA, 2011-12 ²	57.4%	D	62.7%
ELA, 2012-13 ³	55.6%	D	62.9%
ELA, 2013-14 ⁴	48.0%	F	64.4%

¹Christina SD School District comparison for 2010-11.

²Christina SD School District comparison for 2011-12.

³Christina School District comparison for 2012-13.

⁴Christina School District comparison for 2013-14.

Measure 2c demonstrates the performance of our school compared to the school district in which our school resides. This is another area that highlights the challenges we have faced in grades five through seven. See the data and action steps in Measure 2a.

Measure 2d. Are scholars performing well on state examinations in math and reading in comparison to similar schools in the state?

School Proficiency Compared to Similar Schools Proficiency

Subject and Year	School Proficiency Rate	School Rating	Similar Schools Proficiency Rate
Math, 2010-11	54.9%	M	45.3%
Math, 2011-12	59.8%	M	58.6%
Math, 2012-13	48.6%	D	52.9%
Math, 2013-14	31.9%	F	49.2%
ELA, 2010-11	56.1%	M	47.5%
ELA, 2011-12	57.4%	D	63.7%
ELA, 2012-13	55.6%	D	61.3%
ELA, 2013-14	48.0%	D	59.0%

The data above is difficult to analyze for a root cause and corrective action as there are no other schools with a comparable single-gender population. The data is comprised of boys from a variety of school environments.

Measure 3-- STATE AND FEDERAL ACCOUNTABILITY

Measure 3a. Did the school make AYP?

Year	AYP Status
2010-11	M
2011-12	M
2012-13	D
2013-14	D

As the table above indicates, PACS met AYP in 2010-11 and 2011-12. PACS did not meet AYP in 2012-13 and 2013-14, specifically due to school proficiency scores in ELA and scholars with disabilities subgroup. Corrective action has been detailed above and appears in the *Challenges and Opportunities for Growth* section.

SUMMARY AND OVERALL RATING

Prestige Academy

Year	1.a. Growth		1.b. Bottom 25%		1.c. Growth to Prof		2.a. Prof		2.b. Overall Subgroup		2.c. District		2.d. Similar Schools		3.a. AYP	4.a. SAT	4.b. Grad Rate	5.a. Mission Specific	OVERALL RATING/SCORE	
	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA						
10-11	D	D	M	D	M	D	D	D	M	M	M	M	M	M	M	N/A	N/A	N/A	M	63.4%
11-12	D	D	M	D	D	D	D	F	M	D	M	D	M	D	M	N/A	N/A	N/A	D	55.6%
12-13	D	M	M	M	D	M	D	F	D	D	D	D	D	D	D	N/A	N/A	N/A	D	55.9%
13-14	D	F	M	D	D	D	F	F	F	F	F	F	F	D	D	N/A	N/A	N/A	D	39.1%

Strengths, Challenges and Opportunities for Growth

Strengths:

The purpose of Prestige Academy Charter School (PACS) was to establish a tuition free college-preparatory school for boys deserving of a quality education in an environment that would recognize their strengths and potential for high achievement. Prestige graduated eighth graders in 2011-12, 2012-13, and 2013-14. In all three years, our eighth graders outperformed the state proficiency average in ELA. Furthermore, this state comparison includes boys and girls of all races and socio-economic backgrounds, whereas our population targets a specific subgroup of minority males most from low socio-economic backgrounds. As a result, our scholars have been prepared for admission to and have gone on to rigorous high schools, including Caravel Academy, Wilmington Friends, Delaware Military Academy, Conrad Schools of Science, the Charter School of Wilmington, Newark Charter, MOT Charter, and Salesianum.

PACS has shown a positive trend in performance of our 8th grade students (over 98% African-American) as shown in the data table below and has been committed to the goal of closing the achievement gap. This is an area that highlights the success of the Prestige model provided the time is given to impact academic performance over the course of 2-3 years.

In the first year of practice (2011-12), an eighth grade Prestige teacher achieved the required 65% of Component V growth goals met as part of the Delaware Talent Cooperative Teacher Retention Program. In the second year of practice (2012-13), six Prestige teachers achieved 65% of Component V growth goals met. In the third year of practice (2013-14), two Prestige teachers achieved 65% of Component V growth goals met. In 2014-15, we hired a Delaware Talent Cooperative Teacher in grade five math.

In 2013-14, one eighth grade Prestige teacher served as a Founding Member of the Rodel Teacher Council. Furthermore, Prestige has significantly increased leadership opportunities for its teachers. Teacher leadership and growth opportunities include Teacher Board Member, Saturday Academy Coordinator, Summer Academy Coordinator, Grade Level Chairs and we hope to provide a the opportunity to become a Teacher Coach in the 2015-16 school year.

Common Core alignment has been an integral part of the PACS curriculum for three years, and professional development in this area has increased since 2012. PACS is focused on Common Core aligned instructional practices, including problem-solving, performance tasks, and writing. Prestige empowers scholars and families to analyze data from Amplify Interim Assessments, DEDOE Pre-tests and Post-tests, and weekly quizzes and tasks. Data is shared every two weeks with a printed progress report in addition to quarterly conferences and weekly behavior reports. Classroom teachers utilize benchmark assessment data and standards-based mastery trackers to identify scholars who are in need of additional academic support or “interventions” in order to meet defined growth targets. Examples of assessments used to monitor progress include: Amplify/Beacon Interim Assessments and QuickChecks, Scholastic Reading Inventory, Scholastic Math Inventory and teacher created assessments.

Teachers use student performance data to monitor growth and plan additional small group lessons or tutoring. Using the assessments listed above and best practices from Response to Intervention (RtI), all scholars identified as Tier III are invited to Saturday Academy and targeted Power Hour groups, an additional intervention of twenty-four hours per month. Power Hour is detailed in the *Innovation Section* below.

Challenges and Opportunities for Growth:

The data detailed above indicates challenges in the areas of math and ELA growth (Measures 1a-1c) and performance of subgroups (Measure 2b). In addition to the detailed action steps above, PACS has revised its academic goals. See the *Innovation Section* for greater detail on adjusted programs.

Subject and Year	Eighth grade
Math, 2010-11	NA
Math, 2011-12	77%
Math, 2012-13	76%
Math, 2013-14	55%
ELA, 2010-11	NA
ELA, 2011-12	77%
ELA, 2012-13	76%
ELA, 2013-14	79%

FINANCIAL PERFORMANCE:

What are the school's financial performance expectations that will demonstrate viability and sustainability as measured by the Performance Framework? Provide an analysis of strengths, challenges, and opportunities for growth in these areas.

Based on the 2013-2014 Delaware Financial Performance Framework, Prestige Academy Charter School has been rated as Does Not Meet Standard. The School met the standard for the 2012 and 2013 school years.

Year	1.a.	1.b.	1.c.	1.d.	2.a.	2.b.	2.c.	2.d.	OVERALL RATING
10-11	F	D	D	M	NR	F	NR	D	F
11-12	M	M	M	M	NR	D	NR	M	M
12-13	M	M	M	M	M	M	M	M	M
13-14	M	M	D	M	D	M	D	D	D

External auditors, Maille LLP performed an audit and analysis of the School's financial activities for the fiscal year ending June 30, 2014. There were no audit findings for the year ending June 30, 2014.

The School's budget is reviewed monthly and approved by the board on an annual basis. The monthly report is reviewed by the finance committee and the Citizens Budget Oversight Committee as well as the Board of Directors. Once approved by the Board, the report is posted on the School website as required by the Department of Education.

Strengths, Challenges and Opportunities for Growth

Strengths:

Financial highlights for fiscal year ending June 30, 2014;

- The assets of the School exceeded its liabilities at the close of the most recent fiscal year by \$356,141.
- Program revenues accounted for \$393,099 or 10% of total revenue of which the primary source is private foundations. General revenue accounted for \$3,470,386 or 90% of funding received.
- As of the close of the current fiscal year, the School's Governmental Fund reported an ending fund balance of \$573,181.

Due to a decrease in student enrollment the board recognized the school would operate at a loss this year. However, the school reserves are adequately funded to absorb the loss and give the board time to strategically plan an increase in student enrollment.

Challenges and Opportunities for Growth:

The Schools funding is dependent upon student enrollment. Any decrease in student enrollment can significantly impact funding. A Student Recruitment Coordinator was hired in the 2013 school year to address this need. School leadership and the Board review monthly the actual performance against budget to timely respond to any significant variances. In addition, resources will need to be acquired to support program expenses not adequately funded at the federal and state level, i.e. music, foreign language, visual arts. In anticipation of these events, the School is taking steps to increase the percentage of funding from nongovernmental resources. The school contracts with a Development Director in order to creatively explore this need. In the event that the School needs to reduce expenses, reductions of non-essential personnel, supplemental programming, and other cost cutting measures will be explored. This exercise will occur while maintaining the integrity of educational programming.

ORGANIZATIONAL PERFORMANCE:

What are the school's performance expectations in meeting its organizational responsibilities including, but not limited to, administrative operations, reporting, and legal responsibilities as measured by the Performance Framework? Provide an analysis of strengths, challenges, and opportunities for growth in these areas.

The 2011-2012, 2012-2013, and 2013-2014 Delaware Organizational Performance Framework for Prestige Academy Charter School has been rated Meets Standard.

SUMMARY AND OVERALL RATING

Prestige Academy

Year	1.a.	1.b.	2	3.a.	3.b.	3.c.	4.a.	4.b.	4.c.	4.d.	5.a.	5.b.	6	OVERALL RATING
11-12	M	M	M	M	M	M	M	M	N/A	M	M	M	M	Meets
12-13	M	M	M	M	M	M	M	M	DNM	M	M	M	M	Meets
13-14	M	M	DNM	M	M	M	M	DNM	DNM	M	M	M	M	Meets

Strengths, Challenges and Opportunities for Growth

Strengths:

Prestige Academy Charter School aims for compliance with all Department of Education regulations and policies. School leadership understands the importance of strong organizational performance and with Board oversight and support, will continue to strive for Meets Standard ratings.

Challenges and Opportunities for Growth:

Areas of non-compliance for 2013-14:

- ✓ Monthly reconciliations were not provided to the Division of Accounting per regulation- we will work to ensure that monthly reconciliations are provided per regulation.
- ✓ Citizen Budget Oversight Committee meeting information was not posted per statutory requirements-the committee will work to ensure that meeting information is posted per statute.
- ✓ Area of non-compliance for 2013-14: Noncompliant with the attendance goal of 95%- PACS has created monthly incentives to recognize scholars for regular attendance and continues to emphasize the importance of attending school regularly.
- ✓ Area of non-compliance for 2013-14: Highly Qualified Teacher (HQT) percentage did not meet the statutory requirement-while we have taken steps to improve reporting and compliance in this area, the school will continue efforts to improve compliance.

STATUS OF CONDITIONS PLACED UPON THE CHARTER:

Include:

- A status update of any conditions imposed upon the school's charter; and
- Your plan to meet any conditions that are currently "not met".

There were no conditions placed upon the School's Charter during the 2013-2014 school year.

STUDENT RETENTION GOALS AND TARGETS:

Include:

- The percentage of students who have re-enrolled from the prior year according to ESEA demographic categories,
- The number of students who have left your school before the year is over or before the end of the charter school's grade configuration per ESEA demographic category,
- A summary of why students chose to leave,
- The percentage of students who did not pass from one grade to the next,
- Your plan to improve student retention and average daily attendance if less than your stated targets.

Eighty-seven percent or 246 of 283 students (this includes 8th grade graduates) reenrolled at the School at the start of the 2014-2015 school year. The percentage of students who have re-enrolled from the prior year according to ESEA demographic categories is

- African American 95%
- Hispanic 100%
- White 100%

We would like to decrease attrition rates to 3% or below. We have made a commitment to more positive rewards and recognition of students in an effort to make the school experience more enjoyable. We have increased parent outreach through the hiring of our Student Recruitment Coordinator and have created a space for families through the designation of a parent resource room. This is a space for parents to explore the internet, socialize, or just enjoy being present in the school community.

Approximately 4.0% or 12 scholars were not promoted to the next grade. We do not promote students who have failed two or more classes for the year and offer summer school to students who fail one class. This policy ensures that students are provided with the academic foundation necessary to move successfully to the next grade.

On average, Prestige Academy's daily student attendance rate is above 95%. We do have a staff member who performs the duties of truancy officer. His role is to track attendance and establish contact with students and families who have triggered interventions due to absences. During parent meetings at the start of the year the School stresses the importance of daily attendance and has outlined expectations in our Student and Family Handbook.

INNOVATION:

Include:

- A discussion of innovation occurring at the school in areas including, but not limited to, curriculum development, instructional strategies, school culture and climate, community and parent engagement, professional development, operations and management practices, and extra-curricular programming.

Common Core Aligned Curriculum

Since 2011, PACS has actively integrated Common Core State Standards in all subject areas. First driven by the Achievement Network Interim Assessments and Common Core documents, teachers were creating their own lesson plans. Since that time, PACS has adopted Common Core aligned textbooks and curriculum including McGraw Hill MyMath for fifth grade math, Scholastic Read 180 and Houghton Mifflin Harcourt Journeys for fifth grade ELA, Springboard for sixth through eighth grade math, and Holt McDougal Literature for sixth through eighth grade ELA. In the 2013-14 school year, we have expanded our departments to include honors math and ELA in sixth through eighth grade, with a heavy focus on novel studies, rubric-scored writing, and algebra. All grade levels and subject areas activity engage with research and analysis of primary and secondary sources, problem-solving strategies, and performance tasks. In these ways, PACS prepares for the Smarter Balanced Assessment, ISEE, and SSAT for high school enrollment. PACS continues to partner with the Achievement Network, University of Delaware, RELAY Delaware, Building Excellent Schools, and Teach for America to promote teacher coaching and development.

District and Community Partnerships

In keeping with the original intent of Delaware Charter Law, PACS has participated with district schools and the Delaware Charter School Network in on-going training and coaching for Springboard Math. In addition to partnerships with local districts around math instruction, PACS has also partnered successfully with the Delaware Math Coalition and MSERC's Math Instructional Specialist Team to advance our implementation of problem-solving and performance tasks in Springboard Math. PACS is also a member of the Delaware Science Coalition to successfully implement kit instruction in safe, fully equipped science laboratories. We have increased our partnership with Christina Cultural Arts Center to provide daily music instruction to all grades. New partnerships include the Delaware Theater Company and the International Reading Association who begin work with our scholars in spring 2014. PACS also participates in community sponsored educational events including Capital One Day of Giving, Make a Difference Day at Barclays, and WSFS Bank at School.

The Charter School of Wilmington (CSW), Delaware's top performing public school, continues its strong partnership with Prestige Academy. CSW provides upper classmen homework tutors and mentors, Lego Robotics League coaches and string instrument instructors every Tuesday afternoon between October and April. This partnership has existed and grown since 2011.

Members of the CSW faculty also serve on the Academic Achievement Committee, and assist scholars with high school enrollment procedures.

Prestige Academy is an active member of the Charter Collaborative, a network of charter schools implementing the Teaching Excellence Framework for weekly classroom observations and teacher coaching. Membership includes high performing urban charter schools including Thomas Edison, Kuumba Academy, and East Side Charter School. School leaders engage in monthly professional development with Achievement First, Bloomboard staff, and the Rodel Foundation. In addition, members of the Collaboration conduct site visits and alignment studies to increase fidelity and improve teacher coaching.

PACS continues its strong relationship with the Delaware Charter School Network (DCSN) and Teach for America, participating in professional development opportunities and community outreach. PACS teachers are members of the Harvard's Best Foot Forward Program, Rodel Teachers Council, and the Delaware Talent Cooperative.

Extended Learning Opportunities: Summer Academy, Saturday Academy, Most Wanted Targeted Tutoring, and Enrichment

Summer Academy: PACS offers new and returning scholars additional academic support through a two-week, four hour intensive summer remediation program. The program is designed to prevent summer learning loss, and to accelerate new and academically at-risk scholars' progress toward academic proficiency. The summer program introduces new scholars to the Prestige culture and rigorous college preparatory curriculum. Summer Academy provides remedial instruction for math, reading, science, and social studies in a small group setting (1:12). Concurrently, a summer program through Affinity Health provides scholars with social and emotional support through workshops, small group lessons, role plays, and educational field trips.

Saturday Academy: The program occurs the first and third Saturdays of every month between October and December. Summer Academy provides remedial math and ELA instruction for scholars identified as RtI Tier III. Teachers use student performance data to monitor growth and plan small group lessons. Saturday Academy utilizes the co-teaching model, wherein two teachers provide direct instruction and differentiation to a group no larger than eight scholars. Scholars with disabilities are also provided with push-in and pull-out services matching their benchmarks and goals. Saturday Academy is a positive incentive for scholars as they can earn behavior points and prizes.

Most Wanted Targeted Tutoring: The program occurs weekly from February to May. The purpose of Most Wanted Targeted Tutoring is to use student performance data from spring DCAS round 1 to plan small group remediation or enrichment. Tutoring sessions occur for two to three hours on Wednesdays and/or Saturdays. Teachers utilize self-directed computer based instruction such as Learning Point Navigator, Khan Academy, Read 180, as well as and guided reading groups to maximize individualized student support and keep intervention groups sizes low (1:10). Similar to Saturday Academy, Most Wanted is a positive incentive for scholars.

Academic Enrichment: PACS offers a number of enrichment opportunities through weekly extracurricular activities and clubs. PACS staff members and community partners offer a wide

range of activities that appeal to the boys' interests. Performing arts opportunities include show choir *Show Dogs*, Hop Team, string instruments, bucket drumming, and spoken word. PACS performance groups have showcased for the community at the Queen, DCSN IDEA Awards, and Superstars in Education. Educational opportunities include Arthur J. Turner Scholarship Spelling Bee Club, Math League, Lego Robotics League, National Geographic Society Geography Bee, and Delaware History Day Essay Competition. Athletic opportunities include varsity and junior varsity basketball, track, and baseball.

Fall 2012 to present

Delaware Talent Cooperative Participation

Prestige was part of a small contingent of schools that joined the Delaware Talent Cooperative (Co-Op) three years ago. The Co-Op is designed to place the most effective educators in schools and classrooms that need them most — and to support schools that have high populations of traditionally underserved students.

The Co-Op encourages some of the state's most accomplished educators (teachers, specialists, and school leaders) to transfer to the highest-need schools or to continue working there. It includes awards and recognition for educators, professional development, leadership opportunities, and grant opportunities for participating schools.

Retention awards between \$2,500 and \$10,000 over two years are available for eligible educators already working in participating schools. Educators can earn this award annually, for a total of up to \$20,000. Participating schools can also earn awards up to \$10,000. Since joining the Co-Op in 2012, Prestige has had a half dozen teachers qualify for the award and currently employs a 5th grade math Co-Op educator who transferred to Prestige this year.

Leverage Leadership and Driven by Data

During the summer of 2012 the leadership team studied the work of Paul Bambrick-Santoyo author of *Leverage Leadership*. This book influenced a new and more targeted approach to teacher development and coaching at Prestige via frequent brief observation and consistent feedback meetings with teachers. *Driven by Data* by the same author has been equally as important to direct the strategies teachers use to assess student learning in order to quickly and effectively increase mastery.

2013 to present

Charter School Collaboration

Through a grant from a local Foundation and charge from the Delaware Department of Education to research a more effective evaluation tool to develop and coach teachers, four schools- Prestige, East Side, Kuumba, and Thomas Edison were encouraged to form a partnership. The schools meet on a monthly basis in alternating schools in order to observe teachers and effectively norm our lens of observation. This partnership has also formulated discussion of a teacher pay for performance model to ensure the most effective teachers are adequately compensated for their efforts and remain at our schools.

Ongoing

Networking with High Performing Schools

We do not presume to have all the answers and we must constantly strive to learn in order to better serve our students and staff. Therefore, visits to high performing schools have been an on-going priority for our school. In the past two years, the staff and school leaders have visited schools in Los Angeles, Washington DC, Connecticut, New York, Philadelphia, and here in Delaware in order to absorb best practices and increase student achievement and staff efficacy. Many of the curricular programs, relationships with consultants, and practices we employ are a result of these visits to high performing schools serving similar populations.

Fall 2013

Read 180 Program

Implementation of the READ 180 program in 5th grade, originally designed for special education students, has a proven track record of raising reading achievement for special education students through: Direct alignments to the Response to Intervention (RTI) approach; highly engaging instructional and classroom management tools; and differentiated instruction to accelerate individual students at their own pace. For the systematic screening and progress monitoring that is central to a RTI approach, READ 180 offers adaptive individualized instruction, customizable training, and professional development to ensure that educators can best serve all students. READ 180 is well suited for both Tier 2 and Tier 3 instruction but can also be implemented as a Tier 1 core instructional program where the majority of students are reading below grade level.

Summer 2013-Spring 2014

Relay Principal Fellowship

Dr. Jack Perry along with 11 other Delaware school leaders from charter and traditional public schools were selected to join Relay's national cohort of school principals in the inaugural year of the school leadership program designed for passionate and reflective sitting principals. School leaders learned actionable tools and set strategic goals ready to be implemented in schools. Job-embedded and practice-based, the program required the use of video as evidence of implementation of strategies in participant schools. Programmatic highlights of the program are below:

- ✓ Used video for reflection, feedback, and targeted practice throughout the program. Areas of focus included: Observation and Feedback, Principal Manager-focused training with Paul Bambrick-Santoyo, and simulated practice sessions observing principals and practicing coaching.
- ✓ Opportunity to work with and learn firsthand from faculty recognized across the country as successful school leaders and superintendents with a proven track record in building successful school leaders, including: Paul Bambrick-Santoyo's ([Driven by Data, Leverage Leadership](#)) systems designed to help leaders leverage their time and implement timely and effective observations and feedback; Doug Lemov's ([Teach Like a Champion](#)) work dedicated to creating high academic and behavioral

expectations in every classroom; The approaches of Dave Levin (*KIPP*) and Julie Jackson (*Uncommon Schools*, *Peter Jennings Award for Civic Leadership Honoree*) to building strong culture and character.

February 2014 to present

Instructional Coach Engagement

Through the Charter Collaborative and financial support of a local Foundation, Prestige has been able to engage the services of an Instructional Coach. The Instructional Coach assists with the development of school leadership and teachers through classroom observation, professional development and leadership coaching. The Instructional Coach visits once a month for approximately six hours. The Instructional Coach has assisted with the development of Power Hour-intensive standards focused remediation time as well as professional development on lesson planning, data-driven instruction, and checks for understanding.

On-line Math Support

Following school visits to high performing schools during the 2013-14 school year, Prestige leadership identified a math program to help address school math performance. MIND Research Institute's visually-based Spatial-Temporal (ST) Math® instructional software programs provide an effective, research-based approach for intervention (Tiers 2 and 3). ST Math blends individualized, 1:1 student learning in the uniquely accessible digital content with conventional teacher-facilitated classroom instruction. Diagnostic assessments prescribe an appropriate learning path for each student. Self-paced and language independent, the Secondary Intervention software provides instruction on math standards prerequisite to mastering middle school math and algebra.

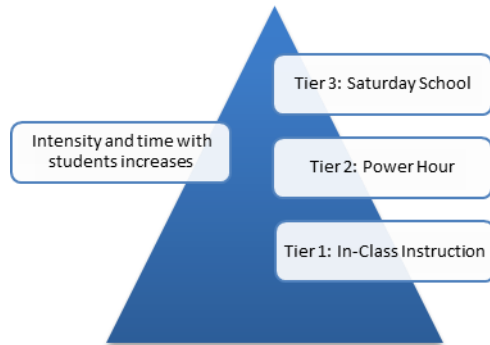
Daily Class Schedule Adjustment

In order to provide students with a school schedule more conducive to learning, the leadership obtained close to a dozen schedule samples from effective schools serving similar populations. These schedules included middle schools that were both single gender (all boys) and co-ed. The final draft resulted in a schedule that decreased class time by at least 20 minutes addressing staff concern that classes were too long leading to student disengagement, ensured each teacher was provided with a planning period of at least 50 minutes, provided time for ST Math, computer class and the implementation of Power Hour.

Power Hour

Despite our best intentions, we will undoubtedly face obstacles that impede our ability to move all students towards academic mastery. Our extended school day, longer school year, innovative and rigorous curriculum, and dynamic engaging instruction may not be enough to prepare all students for entry into the best college-prep high schools. To this end, we have implemented a new Response to Intervention (RTI) system aimed directly at ensuring all students are able to access our high-quality curriculum.

We call this RTI system “Power Hour,” and in it students receive instruction with multiple tiers of support based on their particular needs. In this system, every Prestige student receives **Tier 1** instruction within our core classroom instructional time. An assessment and monitoring system identifies the needs of individual students and places them in smaller **Tier 2** Power Hour group where instruction is targeted to specific skills. This same monitoring system determines when students move into or out of their Power Hour groups either to receive more targeted instruction on additional skills or to receive a deeper level of support.



Research shows that effective RTI models provide specific blocks of time each day devoted to tiered instruction. We have created this instructional block, or "Power Hour," which occurs every day except Wednesday. Power Hour is to be structured like a regular class with all necessary components, i.e. Do Now, I/We/You/exit ticket/ format.

Power Hour instruction flows in a 3-6 week cycle; you can think of it like 3-6 week mini courses.

Assessments given in the first two weeks of school give us the data we need to identify the skills we need to reinforce, and the students we need to support. A summative assessment of the identified skills is given on the last day of each Power Hour cycle. The schedule assigns specific teachers to each group focusing on ELA and math skills, with general education teachers assigned mostly to students receiving Tier 1 and Tier 2 interventions, and learning support teachers assigned to students receiving Tier 3 interventions.

Another key component of providing effective tiered instruction involves a high degree of collaboration among all members of the teaching team. The Wednesday before the end of the cycle, Grade Level Professional Learning Community (GLPLC) meetings assess student performance and establish groupings for the subsequent 3 weeks. While the first groups are based on data from beginning of year assessments (SMI/SRI and beginning of year interim assessments) subsequent GLPLC meetings will utilize data collected during Power Hour to identify additional skills and new groupings for the next round.

Sample Month					
	M	T	W	TH	F
Power Hour Week 3	29*	30*	1	2	3
Power Hour Week 1	6	7	8	9	10
Power Hour Week 2	13	14	15	16	17
Power Hour Week 3	20*	21*	22	23	24
Power Hour Week 1	27	28	29	30	31
Power Hour Week 2	3	4	5	6	7

Skills are selected based on results of the IA which will drive Power Hour instruction until the subsequent IA.

Content area teachers work collaboratively with non-content area teachers to design and implement plans that lead students to meet intended outcomes in the cycle. We will collect exit ticket data at the end of each session in order to inform future grouping decisions. The last session of each cycle is reserved for a summative assessment of the targeted skill(s) in each Power Hour group. Students scoring 75% or above on this test will be moved out of their Power Hour group and into either Enrichment Group (Book Presentations/DEAR/Make-up/Homework/ST Math/Khan Academy) or a new Power Hour group targeting a skill that needs reinforcement.

We believe that high quality and rigorous plans for Power Hour must be developed with the end in mind. Teachers utilize time during teacher orientation, two daily prep periods, and PLC meetings to create an abundance of high-quality assessment items and lesson plans for each standard identified. Teachers examine skills with a level of clarity required to breakdown the nuance of exactly what each standard requires of students. Aligned, high-quality practice items are an integral part of Power Hour curriculum development, and frequent assessment and data-analysis are key behaviors of excellent teachers.

Retain and Hire Great Staff

The Leadership team understands that the key to increasing the academic performance of our students is retaining and hiring the most effective teachers. In order to meet this goal the Leadership team will:

- ✓ Immediately prioritize "irreplaceable/highly desired" staff/teacher retention and professional growth by holding "stay" conversations with those teachers and staff members we wish to retain at Prestige during the 2015-16 school year and create individual professional development and retention plans for them. These conversations begin in November.
- ✓ School Leaders will also work with guidelines from New Teachers for New Schools (Tntp.org) to manage teacher retention and growth, and create a much warmer and more visible culture of appreciation for high-performing teachers, with practices such as:
 - ✓ Morning huddle where public shout-outs will be made to celebrate great instruction and relationship building with students
 - ✓ Continuation of the Teach Like a Champion Award (initially awarded June 2014)
 - ✓ Staff outings and culture building opportunities
 - ✓ Other public recognition of outstanding performance to be developed with staff input.

Recruitment and Hiring Protocol

We recognize that Delaware is not the most desirable destination for talented teachers looking to make their mark on urban education. In order to hire the best talent we must cast a wide net and begin the process early. We currently post open positions on Join Delaware Schools <http://www.joindelawareschools.org/>, the state website for applicants looking to work in Delaware schools. Locally, we recruit at the colleges and universities within the state including the University of Delaware, Delaware State University, and Wilmington College. We will also

begin a social media campaign with the help of a generous grant secured through a local bank and the assistance of a Communications Firm.

We will begin the process of identifying the faculty and staff needed to carry out our mission by casting a wide net into the current applicant pool beginning in November and continue until all hiring is complete in August.

PROFESSIONAL DEVELOPMENT

February 2014 to present

Instructional Coach Engagement

Through the Charter Collaborative and financial support of a local foundation, Prestige has been able to engage the services of an Instructional Coach to assist with the development of school leadership and teachers through classroom observation, professional development and leadership coaching. The Coach visits once per month for approximately five to six hours. The Coach has assisted with the development of Power Hour-intensive standards focused remediation time as well as professional development on lesson planning, data-driven instruction, and checks for understanding.

Increased Teacher Voice in Professional Development

On Wednesday November 12, 2014 the Leadership team led an activity with staff with the following **Objective:** *Prestige Teachers will aide in the selection of the professional development topics and activities which will lead to increased teacher performance in the classroom.* The goal of this activity was two-fold, 1) Increase teacher investment and satisfaction with PD topics, and 2) Increase teacher performance in the classroom through the utilization of effective strategies learned during PD.

Based on the information gathered at the PD, we will finalize a new PD calendar by December 12, 2014. We will survey staff at the conclusion of each PD session to assess efficacy and will utilize this feedback to continuously improve on topics and session delivery.

INCREASED JOY FACTOR AND MOVEMENT

In an effort to increase joy factor, movement, and engagement in our classrooms we are investigating the use of Kagan Cooperative Learning Structures. We believe that many of our teachers lack the toolkit necessary to effectively implement proven and effective strategies to better engage our boys in in learning. The workshop will thus aim to provide teachers with the skills to:

- ✓ Pump up the fun, friendships, and liking for learning and each other with Class building and team building
- ✓ Explain why group work simply does not work for everyone, and why Kagan Structures do
- ✓ Save valuable time and energy with easy-to-use structures that make lesson planning a snap
- ✓ Keep students on task and effectively manage disruptions with engaging structures

- ✓ Master the different types of pairs and teams, how to form them, and when to use them
- ✓ Provide students the will to work together and the skills to do so successfully
- ✓ Take away hot management tips that will make managing your cooperative class a snap
- ✓ Fully understand and implement basic principles that spell success for your students
- ✓ Create an environment where all students are accountable for complete engagement, everyday

In addition to Kagan Structures, we will aim to improve the teaching and management of our behavior management systems through the work of Positive Behavioral Interventions and Supports (PBIS). We have been in contact with local PBIS staff and will work with them to implement the strategies at Prestige.

DELAWARE DEPARTMENT OF EDUCATION
CHARTER SCHOOL ANNUAL REPORT

CHARTER SCHOOL INFORMATION

Charter School Name: Providence Creek Academy

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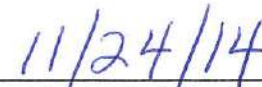
Head of School



Date



Board President



Date

SUBMISSION DEADLINE: December 1st (September 30th for renewing charter schools)

All schools submit one (1) signed copy (PDF via email preferred) to the DDOE Charter School Office

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ABSTRACT

Providence Creek Academy Charter School, Inc. (PCA) opened its doors in September 2002, after a modification to change name, location and opening date. From the opening to the present, Providence Creek Academy Charter School has had two modifications and two renewals:

July 2003 Modification for separation from Management Company

February 2006 First charter renewal

February 2008 Modification to build new facility

January 2011 Second charter renewal

Currently, PCA has an authorized enrollment of 669 students in grades K through 8.

Demographic specifics as of September 2013 are included in Appendix 1. PCA is located in Clayton, Delaware on 42 acres.

Mission

Providence Creek Academy is a charter school: which is a tuition free alternative to a traditional public school. At PCA we focus on Academics, Athletics, and the Arts for kindergarten through 8th grade. This focus allows teachers to educate the whole child. The goal of the staff is not just teaching your child subject matter, it's educating your child to become a better citizen inside and outside of the classroom. We believe in a disciplined climate and high expectations for our children. Our staff has strong relationships with students, parents, colleagues, and administration; this approach promotes helpful interactions that positively affect our community. PCA is a close-knit family in which communication is constant and always evolving. Our collegiate-styled campus allows for an extension of the classroom beyond four walls. Our students travel between buildings to attend classes in art, music, world language, physical education, health, library, and technology. The vast landscape allows for exploration and discovery of the world around us.

Vision

The vision of Providence Creek Academy Charter School is to provide a dynamic educational experience for children to realize success in academics, athletics, and the arts. Academics at PCA is hands-on, child-centered, and aligned with the State of Delaware Standards as a minimum educational requirement with high expectations to exceed beyond the minimum. Parents enjoy an active and collaborative role in the effort to integrate foundational skills with a broad scope of diverse and global knowledge.

Students are given the tools to promote lifelong learning and growth in a safe and supportive learning environment by highly qualified and effective educators. Additional support to students and the school is provided by working partnerships with support staff, specialists, administrators, parents, families, business members, and the school community.

This year-end report covers the 2013-2014 school year. It is intended to be used by the Board of Directors to formally evaluate the school's performance. It will also serve as the document to report our progress to the Department of Education.

ACADEMIC PERFORMANCE:

What are the school's academic performance outcomes that will demonstrate student growth, proficiency, and college and career readiness levels as measured by the Performance Framework? Provide an analysis of strengths, challenges, and opportunities for growth in these areas.

The following data represents the academic performance of students at Providence Creek Academy on DCAS in 2013-2014, as defined by the Delaware Academic Performance Framework. The complete analysis indicates that PCA's overall academic school rating is "Does Not Meet", however there are several areas in which PCA students did meet the standard and several areas in which PCA students were above the State average.

Measure 1 – Student Progress Over Time (Growth)

At PCA growth from fall to spring is one of the most important indicators of our success and achievement. Unfortunately, PCA students have struggled to keep up with the increasing instructional growth targets over the past two years and we have seen a decline in students reaching these targets. However we have seen growth in the number of students meeting the standard on DCAS. The numbers have fluctuated over the years but over all we have seen an upward trend in the number of students meeting the standard since the 2010-2011 school year.

Math:

- 40.8% of PCA students met their fall to spring instructional growth target
- 47.9% of PCA students in the lowest quartile met their fall to spring instructional growth target
- 73% of PCA students are on track to achieve proficiency within 3 years or by 10th grade

ELA:

- 47.4% of PCA students met their fall to spring instructional growth target
- 52.7% of PCA students in the lowest quartile met their fall to spring instructional growth target
- 74% of PCA students are on track to achieve proficiency within 3 years or by 10th grade

While meeting instructional growth targets over the years has been a challenge; based on Measure 1c: "Are students making enough annual growth to maintain or achieve proficiency status within 3 years or by 10th grade?" in both Math and ELA PCA students are 10 and 11 percentage points higher than the state target of 63%. This indicates that we are moving in the right direction of preparing students for proficiency. Our students may not be making the significant growth that is expected by the State, however they are making progress toward meeting the standard.

2. Student Achievement (Status)

Math:

- 64.7% of PCA students were proficient, compared to the State average of 66.3% and Smyrna School District's average of 75.3%
- 52.8% of PCA students with low socio-economic status were proficient compared to the State average of 57.4%
- 54.7% of African American students at PCA were proficient, compared to the State average of 56.4%
- 73.1% of White students at PCA were proficient, compared to the State average of 78.9%

ELA:

- 76.7% of PCA students were proficient, compared to the State average of 70.2% and Smyrna School District's average of 78.9%
- 70.4% of PCA students with low socio-economic status were proficient compared to the State average of 62.3%
- 76.6% of African American students at PCA were proficient, compared to the State average of 62.2%
- 77.1% of White students at PCA were proficient, compared to the State average of 81.4%

In each of the ELA categories, with the exception of our white students, PCA was above the State average. This data shows that PCA is meeting the standard in ELA and our work to refine ELA units of instruction to align with the Common Core State Standards has been successful. Math has consistently been a weak area for PCA students. In the past years, teachers have not had the opportunity to fully implement the Pearson resources that they have been provided. We have fluctuated back and forth between different resources and have determined that we must give one resource time to be implemented properly and have full effect. Further actions that have been taken to increase proficiency in the 2014-2015 school year include:

- Replacing the former Math Coordinator with a new Math Specialist
- Implementing the Math Specialist working with Tier 3 RTI students to provide further focus on areas of individual need
- Implementing a rigorous Math program (TenMarks) that is aligned to Smarter Balanced
- Increasing Math classroom time for students in grades 7th and 8th
- Implementing a tutoring program to occur during breaks from school to keep at risk students on track over breaks
- Using Custom Assessments on STAR 360 for progress monitoring to help teachers focus on specific skills that students struggle to master
- Increasing the amount of time the math specialist is in math classrooms

In addition to the data from the Academic Performance Framework, the following chart shows DCAS proficiency levels at each grade level across several years. Read across the rows to compare 2014 students to those students in the same grade level from a previous year. Read down a colored diagonal to follow the “same” group of students over several years.

Grade	ELA Spring 2011	ELA Spring 2012	ELA Spring 2013	ELA Spring 2014	ELA State Average 2014
2	57	50	71	92	
3	51	72	64	68	70
4	67	66	72	61	73
5	60	81	72	77	76
6	69	88	92	81	73
7	69	86	81	86	71
8	65	86	85	88	71

Grade	Math Spring 2011	Math Spring 2012	Math Spring 2013	Math Spring 2014	Math State Average 2014
2	75	78	92	95	
3	53	78	69	75	72
4	68	71	72	72	75
5	62	83	59	62	71
6	67	68	69	57	66
7	56	80	64	68	66
8	57	65	66	51	69

In grades 3 and 7 PCA students were above the State Average in 2014 in Math. In grades 5, 6, 7 and 8 PCA students were above the State Average in 2014 in Reading. PCA upper school (6-8) students in ELA have consistently demonstrated proficiency above the state average.

Measure 3 – State and Federal Accountability

PCA has met AYP for the past four years.

Strengths, Challenges and Opportunities for Growth

Since our last charter renewal in 2010, our school has revised our entire curriculum to align with the Common Core State Standards. Our teachers have worked diligently to create stellar units of instruction that engage students in authentic learning. This work is continuing in the 2014-2015 school year with changes and improvements to our classroom assessments.

While students are growing each year, there needs to be a more rigorous plan to close the gap. More students are meeting proficiency yearly; however they are not meeting the rigorous growth targets that are set for them by the state. With the transition to Smarter Balanced in the 2014-2015 school year, PCA is providing more targeted instruction to different levels of students. An analysis of our class level data shows that typically it is our higher level students that are not meeting their growth goals, especially at the 8th grade math level. We have

purchased IMP (Interactive Mathematics Program) for our Algebra students in order to push them higher and provide them with a more rigorous curriculum.

As a school we need to look at the instructional strategies of high achieving classes and use those strategies in lower performing classes. In years where we have seen drops in scores we have also had significant staffing changes, in some cases an entire grade level was new. We have implemented a salary scale for teachers to try to be more competitive with local districts and are implementing a stronger mentoring program to assist with retaining teachers from year to year.

Other plans for the 2014-2015 school year include a close look at all assessments. It has come to our attention that the assessments given at the classroom level do not match the rigor needed for our students to be successful on high stakes testing. During PLC's throughout the school year our teachers are working on creating more rigorous, application based assessments that require a deeper depth of knowledge. We are also implementing more parent nights to give parents further information about what they can do with their child at home to help them be more successful in the classroom.

We have strengthened our Tier 2 and Tier 3 RTI process and are including more parent meetings to help provide additional guidance and support at home. We have also added STAR 360 to our current STAR Reading and STAR Math Program. STAR 360 allows us to design short, custom assessments for individual students based upon their specific areas of need. During small group instruction students work on strengthening their areas of weakness and the custom assessments allow teachers to monitor their individual progress toward mastery.

We have also added Ready Common Core ELA to our K-8 ELA classes; and Ready Common Core Math to our 6-8 Math classes. These resources are fully aligned to the Common Core and provide application questions and rich informational text.

FINANCIAL PERFORMANCE:

What are the school’s financial performance expectations that will demonstrate viability and sustainability as measured by the Performance Framework? Provide an analysis of strengths, challenges, and opportunities for growth in these areas.

Based on the last four years on the Delaware Financial Performance Framework, PCA has received an overall rating of Meets Standard. While PCA Did Not Meet in 2b. Debt to Asset Ratio, the school has ended each of the last four years with a financial surplus to ensure fiscal viability and security.

Year	1.a.	1.b.	1.c.	1.d.	2.a.	2.b.	2.c.	2.d.	OVERALL RATING
10-11	M	M	M	M	NR	D	NR	M	M
11-12	M	M	M	M	NR	D	NR	M	M
12-13	M	M	M	M	M	D	M	M	M
13-14	M	M	M	M	M	D	M	M	M

External auditors have audited our school finances annually and have found neither findings nor acts of impropriety. It is anticipated that this performance will continue into the future. The school's budget is reviewed and approved by the Board of Directors on a monthly basis. Monthly financial reports are reviewed by the Citizens Budget Oversight Committee (CBOC) and the Board of Directors. The DOE Monthly Financial Summary report is posted on our website as required.

Strengths, Challenges, and Opportunities for Growth Strengths

The school's financial future is secure. Our school has met or exceeded enrollment expectations for each of the last four years. A waiting list is maintained in the event of any unexpected openings. Every financial decision the school makes is based on sound and planned reasoning. Both the Board of Directors and the CBOC are involved in those decisions.

Challenges and Opportunities for Growth

Funding for our school is a function of enrollment. As a charter school our funding levels can vary from year to year. Additionally, our school is dependent on consistent local funding numbers. Shifts in the number of students from one school district or another can cause funding to increase or decrease. The local funding received from school districts varies annually as well, which makes it difficult to plan, especially during the current budget cuts and downshift in the economy. For a charter school these fluctuations can seriously impact our budgets and planning. These shifts also create challenges in maintaining human capital with competitive salaries.

ORGANIZATIONAL PERFORMANCE:

What are the school’s performance expectations in meeting its organizational responsibilities including, but not limited to, administrative operations, reporting, and legal responsibilities as measured by the Performance Framework? Provide an analysis of strengths, challenges, and opportunities for growth in these areas.

Based on the 2013-2014 Delaware Organizational Performance Framework, PCA has been rated as Meets Standard.

Year	1.a.	1.b.	2	3.a.	3.b.	3.c.	4.a.	4.b.	4.c.	4.d.	5.a.	5.b.	6	OVERALL RATING
11-12	M	M	M	DNM	M	M	M	M	N/A	M	M	M	M	Meets
12-13	M	M	M	M	M	M	M	M	M	M	M	M	M	Meets
13-14	M	M	TBD	M	M	M	M	M	M	M	M	M	M	Meets

The purpose of the Organizational Performance Framework is to communicate to the charter school and public the existing compliance-related expectations to which the charter school is held. The Organizational Performance Framework lists expectations the charter school is required to meet through state and federal law and the charter Performance Agreement. For each measure a school receives one of two ratings: "Meets Standard" or "Does Not Meet Standard." PCA has received a rating of Meets Standard in each of the assessed framework elements for the 13-14 school year with rating on Financial Management and Oversight pending evaluation of the annual audit report submitted October 1, 2014. During the 11-12 PCA did not have all Board of Director Meeting Minutes posted on its website therefore was rated "Does Not Meet Standard" in 3a. *Is the school complying with governance requirements?* This oversight has been corrected and the monthly meeting minutes are now posted on the website once they are approved.

Strengths, Challenges, and Opportunities for Growth Strengths

PCA has always strived to be in compliance with all requirements. We plan to continue this practice. We have strong internal capacity to continue to meet all organization expectations. Our administrative team, Board of Directors and staff strive to ensure that we are viewed as an outstanding organization.

Challenges and Opportunities for Growth

The greatest challenge that we face is the continuously changing education landscape not only in Delaware, but nationally. Each year brings new regulations, requirements and expectations. Outside pressures continue to utilize resources that should be focused on educating the students who attend our school.

We have overcome many challenges during our existence, and will continue to do so.

STATUS OF CONDITIONS PLACED UPON THE CHARTER:

All conditions placed on Providence Creek Academy at its renewal in 2010 were met by the required deadline. No conditions existed for the 2013-2014 school year.

STUDENT RETENTION GOALS AND TARGETS:

The percentage of students who have re-enrolled from the prior year according to ESEA demographic categories

89% (547 out of 614) of the non-graduating students enrolled at the end of 2012-2013 school year reenrolled in our program for 2013-2014. The school's demographics for reenrollment were as follows:

AM IND/AK	2%
Asian	2%
BLACK	29%
WHITE	67%

A total of fifty-four students did not reenroll. Of those nine moved out of state, three began home school, seven moved out of the twenty mile transportation radius, two went to another charter school, one enrolled in a private school, six are unknown and twenty-three returned to their district of residence. Of the twenty-three that returned to their district nineteen parents indicated transition to district school prior to high school as the reason. Three indicated transportation scheduling conflicts, and two indicated dissatisfaction with discipline at Providence Creek Academy.

The number of students who have left your school before the year is over or before the end of the charter school's grade configuration per ESEA demographic category

BLACK	10%
WHITE	90%

A summary of why students chose to leave

One student chose to leave during the 2013-14 school year. The one student moved out of state and attended another charter school.

The percentage of students who did not pass from one grade to the next

1.6% (11 out of 681) of our students did not pass from one grade to the next.

Your plan to improve student retention and average daily attendance if less than your stated targets

We do not see student retention as a problem for our program. This past year the economy had an impact on student retention as families made employment related moves from the area. Transportation is an issue with the geographic location of hub stops and pick-up/drop-off times. For the most part, once a student attends our school they typically remain. Our goal is to always have our students reenroll in our program; however, family situations have an impact.

INNOVATION:

Providence Creek Academy strives to create a partnership with our parents and community, as both are a vital part of our success. We utilize the latest innovations in teaching with rigorous academic content aligned to the Common Core State Standards to stimulate the child's mind and instill a passion for learning. We use a proven combination of instructional techniques, such as project based learning, technology and an academic content with a strong emphasis on literacy. All of our classrooms have installed SmartBoards, as well as having access to one of several mobile laptop carts. Our parents and community are involved through PCA PTO, athletics, and the arts programs offered at PCA.

This is accomplished by offering students opportunities in the Arts and Athletics in conjunction with Academics. PCA offers students both vocal and instrumental music opportunities through a Choral program and a band program. Each area also has specialty groups which include a percussion ensemble, male and female choirs, and smaller ensembles. We value the PCA Ballet Theater program offering a variety of dance genres in which students may participate. Due to the success of this program it is open to the community outside of PCA.

Providence Creek Academy offers a rigorous sports program that emphasizes teamwork, good sportsmanship, and being a positive role model. While our program continuously grows, we currently offer: Football, Cheerleading, Cross Country, Baseball, Softball, Volleyball, and Basketball. A dedicated, knowledgeable coaching staff instructs the fundamentals of the sport while supporting academics. Our student athletes represent themselves, their parents, and Providence Creek Academy while building skills, strength, and passion for sports.

Strong community ties are built through annual Service Learning projects. All of our students participate throughout the year by adopting an organization or project to give back to their community. Examples include Habitat for Humanity, Relay for Life, Chimes of Delaware, and the Food Bank of Delaware. Two days a year are devoted to actual service hours given to these organizations.

Providence Creek Academy has created a culture of extended family within our organization. Not only do our students' families participate, but so do our staff families. Events at PCA draw a huge crowd from all areas among our stakeholders. These connections have created a place where students are able to grow as individuals to become college or career ready. A strong measure of our success is when graduates come back "home" to visit and share their accomplishments.

Appendix I

PROVIDENCE CREEK FALL ENROLLMENT (2013-2014)

Fall Student Enrollment By Grade and By Student Sub-Group										
Grade	N Students	% Male	% Female	% Hispanic	% African American	% White	% Other Minorities	% ELL	%Low-Income	% Students with Disabilities
Kindergarten	80	46.3	53.8	-	27.5	68.8	-	-	23.8	-
Grade 1	79	49.4	50.6	-	24.1	70.9	-	-	26.6	-
Grade 2	80	53.8	46.3	-	23.8	66.3	-	-	21.3	-
Grade 3	79	40.5	59.5	-	22.8	68.4	-	-	21.5	-
Grade 4	78	55.1	44.9	-	34.6	57.7	-	-	21.8	-
Grade 5	79	51.9	48.1	-	30.4	55.7	-	-	26.6	-
Grade 6	77	53.2	46.8	-	35.1	55.8	-	-	27.3	-
Grade 7	73	52.1	47.9	-	24.7	64.4	-	-	26.0	-
Grade 8	72	38.9	61.1	-	27.8	59.7	-	-	25.0	-
Total	697	49.1	50.9	< 5.0	27.8	63.1	5.0	-	24.4	< 5.0

**REACH ACADEMY FOR GIRLS CHARTER SCHOOL
ANNUAL REPORT 2013 -2014**

CHARTER SCHOOL INFORMATION

Charter School Name: Reach Academy for Girls Charter School

Mailing Address: 170 Lukens Drive
City/State/Zip: New Castle, Delaware, 19720

Email:
Telephone: 302-654-3720
Fax: 302-654-3724
Website: www.reachacademyforgirls.org

Tara Allen

Head of School

September 18, 2014

Date

Head of School

Date

Lloyd Cannon Casson

Board President

September 18, 2014

Date

SUBMISSION DEADLINE: December 1st (September 30th for renewing charter schools)

All schools submit one (1) signed copy (PDF via email preferred) to the DDOE Charter School Office

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All schools submit one (1) signed copy (PDF via email preferred) to the DDOE Charter School Office

ABSTRACT

Reach Academy for Girls is a K-8 charter school located at 170 Lukens Dr. New Castle, DE. 19703. Reach Academy for Girls currently has a population of 380 students. Of those 380 students, more than 50% of the students attending Reach Academy for Girls are academically, economically, socially or emotionally disadvantaged.

We offer a rigorous, standards based curriculum in a single-gender learning environment where self respect and respect for others are experienced, and differences in culture, physical ability are respected and valued. Girls are challenged to raise their levels of personal achievement and leadership while becoming curious, active, and responsible learners in the classroom. The Reach Academy for Girls empowers young ladies to be their very best. The sole desire of the teachers, staff, and administration at Reach Academy for Girls has been to develop a rigorous and safe school environment for girls that would eventually become one of the top performing charter schools in Delaware. Although this lofty goal has not yet become a reality, Reach Academy for Girls has shown drastic improvement academically and continues to be financially and organizationally stable. The 2013-2014 school year has put us on the right path. State test scores saw double digit gains in proficiency rates in both Math and Reading from the previous year. Attendance rates and participation rates on the state test also increased during the 2013-2014 school year.

Mission

Reach Academy for Girls is a school that will provide a rigorous core curriculum based on scientifically based research strategies, and globally recognized best practices. Our goal is to help all students in collaboration with the family and community reach their highest potential and become leaders in their school, family, and community.

Vision

Reach Academy for Girls will ensure that all students reach their fullest potential by providing the highest quality instruction and interventions that matches the needs of the individual students. We will use tools designed for frequent progress monitoring, we will make data driven decisions regarding changes necessary to our instructional and/or academic goals.

Enrollment Demographics

Grade	# of students	Grade	# of students
K	73	5	25
1	62	6	45
2	60	7	50
3	59	8	42
4	52		

ACADEMIC PERFORMANCE:

WHAT ARE THE SCHOOL'S ACADEMIC PERFORMANCE OUTCOMES THAT WILL DEMONSTRATE STUDENT GROWTH, PROFICIENCY, AND COLLEGE AND CAREER READINESS LEVELS AS MEASURED BY THE PERFORMANCE FRAMEWORK? PROVIDE AN ANALYSIS OF STRENGTHS, CHALLENGES, AND OPPORTUNITIES FOR GROWTH IN THESE AREAS.

Strengths

Reach Academy for Girls, its families and its stakeholders, have reciprocal relationships in which families and other stakeholders contribute to the school and the school's values. Parents of Reach Academy for Girls students understand the school's mission as described in the school's brochure and website and formalize their commitment to that concept when their children are accepted.

It is the vision of Reach Academy for Girls to provide a quality education to all students by providing safe and secure environment where students are taught to be respectful, cooperative, and life-long learners. A high quality, caring, patient staff educates students by making learning enjoyable in a non- threatening atmosphere. The whole child is addressed through teaching, inquiring, modeling, and utilizing research based educational techniques. While striving to form a strong partnership between school, home, and community, Reach Academy for Girls produces students of good character who accept diversity, responsibility and are successful contributors to an ever-expanding world.

Reach Academy for Girls is a designated Title I school and parent involvement plays a key role in the resources allocated. Reach Academy for Girls has a back to school night, parent / teacher conferences quarterly, reading and math night, and parent liaison meetings with the administration throughout the school year. A recently formed PTO also provides parents and teachers the opportunity to collaborate. The PTO meets once a month. A teacher representative from each grade level as well as an administrator are required to attend each meeting to assist with parents questions and help establish opportunities that continue to allow the Reach Academy for Girls community to flourish.

Volunteering is essential to a community, school, and families. Many parents chaperone class trips, assist in the classrooms, cafeteria, and other school events where an extra hand is needed. Reach Academy for Girls hosts a variety of events that are parent and community oriented. Parents play a key role in the school by participating on the Board and sitting on numerous and various committees. During the 2014-2015 school year, we plan on surveying our parents during every event in which they participate. This will allow us to improve the quality of our events and provide us with ideas for the future. As part of the Common Ground for Common Core we want to continue to supply evidence that shows our alignment to the initiative.

In its charter application, Reach Academy for Girls outlined its goals and benchmarks over an initial five-year period of operation. These are based on the Authentic Teaching, Learning, and Assessment for all students' models. Essential questions, "I can" statements, and common grade level assessments are shared throughout the school and drive the curriculum.

Prior to the 2013-2014 school year, grade level teams worked to produce models of authentic teaching practices. These models are aligned to the Common Core State Standards and provide the increased rigor needed to ensure student achievement. Our new curriculum in 2013-14 includes newly developed curriculum maps built upon state common core standards, which leaves ample room for instructors to rely on creative hands-on authentic learning and instruction while still including much needed skills. To ensure that student gains continued teachers and instructional leaders once again collaborated prior to 2014-2015. A few changes were made in lesson delivery, vocabulary, and management; however new assessment tools were added. More information on these tools will follow.

Teaching takes place in a learning environment that is personalized for all students. Instructors strive to acknowledge and accommodate different learning styles through differentiated instruction and Response to Intervention. Curriculum materials are drawn from the evidence based materials listed in the common core curriculum to make certain this takes place. As Reach Academy for Girls moves toward its goals, the instructional leaders of the school moved to an independent learning environment where the student is the learner and the teacher acts as more of a facilitator. Working within a curriculum that is based on college and career readiness, Reach Academy for Girls teachers' will address student needs by skill level, not grade level. By the adopting of a coherent K-12 curriculum, aligned vertically and horizontally across grades and content area and aligned with the common core state standards, students have the opportunity to learn at their own rate and ability level. Teachers continue to be trained to identify and teach different learning styles and to use knowledge of multiple intelligences in creating a positive and differentiated learning environment.

Grade group teams and cross-grade professional learning communities (PLC's) continue to focus their action plans on student needs, as identified by the assessment of available data. Previously, the school has used DCAS, SRI/SMI, student work and authentic assessment instruments to gather evidence of changes in student performance. Teachers are aided by a series of benchmark tests including, but not limited to: DIBELS and Fountas & Pinnell. Armed with this data, instructors are able to tailor lessons and instructions to specific identifiable goals. For students not meeting specific goals, a variety of interventions are used through the school's Targeted Response to Intervention and Instruction Plan. Likewise, a variety of professional development opportunities are provided, including on and off-site training. Finally, because Reach Academy for Girls incorporates assessment into all facets of the school's program, its goal is to employ a wide range of recognized and appropriate standards from performance-based measures such as exhibitions of Reach Academy for Girls for Girl, portfolios, and community-based projects to standardized tests.

To ensure that the school continues to grow academically and student performance trends continue to have an upward trajectory Reach Academy for Girls instructional leaders continue to use innovative research-based tools. During the 2014-2015 school year Reach Academy for Girls will add Aimsweb and Testwiz to its toolbox of assessment strategies. Aimsweb is a curriculum based tool that is used for progress monitoring. This tool will give staff and administration an accurate prediction of student achievement in both Reading and Math. Based off this data Reach Academy for Girls will form a “watch list” and be able to give students the proper RTI services. This assessment will be administered to all grades K-8 at least three times a year.

Testwiz will also track student achievement; however this tool will be used by teachers to form common assessments for each grade level. These assessments will be used frequently and will provide more rigorous questions that will be reflective of the questions that will be seen on the Smarter Balance Assessment.

Challenges and Opportunities for Growth

Reach Academy for Girls is currently facing many of the challenges that schools are facing across the country as we proceed into the next phase of our existence in the 21st Century. The first major challenge is getting all students to Advanced and Proficient within the confines of the Smarter Balanced Assessment. During the 2013-2014 school year, Reach Academy for Girls met adequate yearly progress (AYP) for the first time in the schools existence. To meet this mark, the school showed growth in attendance rates, state test participation rates, and proficiency rates on the DCAS. Figure 1 below shows Reach Academy for Girls's increases in proficiency rates in both Reading and Math from 2012-2013 school year to the present.

Figure 1- N/A indicates that there was not comparable data from the previous year.

READING DCAS			
Grade:	Spring 2012-2013	Spring 2013-2014	Increase / Decrease from Spring 2012-2013 to Spring 2013-2014
3rd	19%	44%	Plus 25%
4th	N/A	57%	N/A
5th	28%	40%	Plus 12%
6th	54%	46%	Minus 8%
7th	52%	58%	Plus 6%
8th	50%	50%	-

MATH DCAS

Grade:	Spring 2012-2013	Spring 2013-2014	Increase / Decrease from Spring 2012-2013 to Spring 2013-2014
3rd	19%	33%	Plus 14%
4th	N/A	35%	N/A
5th	14%	28%	Plus 14%
6th	27%	36%	Plus 9%
7th	29%	38%	Plus 11%
8th	32%	27%	Minus 5%

Our interim assessment data also shows growth. Figure 2 shows growth by grade level in both Scholastic Math Inventory (SMI) and Scholastic Reading Inventory (SRI) during the 2013-2014 school year. See figure 2 below.

Figure 2- Grade 1 does not appear because they are only tested once per year.

Scholastic Math Inventory

Grade:	Percent Proficient or Advanced in the Fall	Percent Proficient of Advanced in the Spring	Percentage gains from Fall to Spring
2 nd	20%	68%	Plus 48%
3 rd	14%	44%	Plus 30%
4 th	17%	56%	Plus 39%
5 th	0%	34%	Plus 34%
6 th	12%	26%	Plus 14%
7 th	2%	15%	Plus 13%
8 th	0%	5%	Plus 5%

Scholastic Reading Inventory

Grade:	Percent Proficient or Advanced in the Fall	Percent Proficient of Advanced in the Spring	Percentage gains from Fall to Spring
2 nd	14%	19%	Plus 5%
3 rd	19%	28%	Plus 9%
4 th	33%	33%	-----
5 th	17%	33%	Plus 16%
6 th	19%	24%	Plus 6%
7 th	29%	38%	Plus 9%
8 th	34%	40%	Plus 6%

Although the charts above show a tremendous amount of growth in Reading and Math in most grades we were disappointed to show a decrease in 6th grade reading and 8th grade math on the state assessment. We would have also liked to see larger gains in SMI and SRI in the middle school. In an effort to achieve these goals in the future we improved staffing in middle school ELA and Math. We also added an additional instructional coach to support teachers and model best practices. Additionally, we separated middle school students by ability level for Math and ELA in all middle school

classes to allow students to work more closely with their peers who are on the same ability level. Furthermore, the addition of Aimsweb and Testwiz that were addressed previously should also help improve student achievement

During this past summer a summer school program was implemented for those students who need additional support. These students were determined by their SMI / SRI and DCAS Math and Reading scores. This program will continue to be used based off assessment data; however changes in cost and transportation ensure that more students participate in the program. Reach Academy for Girls summer school teachers will keep student achievement data to track students in the program and show their growth during the summer. Reach Academy for Girls also offers a tutoring program for Math and Reading being in October each year for grades K-8. Each teacher is able to recommend 3-5 students quarterly for tutoring services. Tutoring services are after school from 4-5pm Monday and Wednesday. There is no charge for the program.

Achievement Goals

Goals :	Tools:	Rationale:
Increase the number of students meeting reading growth targets by 10% each year for the next three years.	Reading DCAS scores grades 3-8 Scholastic Reading Inventory, grades 1-8	Based on the 2013 Academic Performance Framework report, 36.4% of the girls met fall to spring growth targets for reading. In 2014, we increased the amount of students who met their growth target by 3.4% to 39.8%. We also increased proficiency rates with students in the lowest quartile from 34% to 50%. By increasing the percentage of girls meeting growth targets by 10% each year, in three years, fall to spring growth measures will fall within the Meets Standard criteria in the Performance Framework. SRI is able to provide forecasted growth toward the grade-level state assessment. Individual growth targets for reading and will be set for each student and monitored through quarterly
Increase students meeting math growth targets by 10% each year for the next three years.	Math DCAS, grades 3-8 Scholastic Math Inventory, grades 1-8	Based on the 2013 Academic Performance Framework report, 26.8% of the girls met fall to spring growth targets for math. In 2014, 36.6% of students met growth targets, which is an overall increase of 9.8%. We also increased proficiency rates with students in the lowest quartile from 35.8% to 53%. By increasing the percentage of girls meeting growth targets by 10% each year, in three years, fall to spring growth measures will fall within the Meets Standard criteria in the Performance Framework. The SMI is able to provide forecasted growth toward the grade-level state assessment. Individual growth targets for math will be set for each student

<p>Increase the number of students meeting or exceeding reading standards on the state test by 10% each year for three years.</p>	<p>Reading DCAS scores, grades 3-8 Scholastic Reading Inventory, grades 1-8</p>	<p>Based on the 2013 Academic Performance Framework report, 42.5% of the girls achieved proficiency in reading. In 2014, 49% of students achieved proficiency in Reading, which is an increase of 6.5% from the previous year. By increasing the percentage of girls meeting reading standards by 10% each year, in three years the percentage of girls meeting or exceeding standards will fall within the Meets Standard criteria for student achievement in the Performance Framework.</p> <p>SRI provides immediate, actionable data on students' reading levels so that teachers can differentiate instruction and plan meaningful intervention strategies. Through quarterly benchmarking assessments, students, teachers, and the school leader can monitor whether or not a student is on track to meet or exceed standards by the school year's end and adjust classroom</p>
<p>Increase the number of students meeting or exceeding math standards by 10% each year for three years.</p>	<p>Math DCAS scores, grades 3-8 Scholastic Math Inventory, grades 1-8</p>	<p>Based on the 2013 Academic Performance Framework report, 25.2% of the girls achieved proficiency in math. In 2014, 32.5% of students were proficient in Math which is an increase of 7.4% from the previous year. By increasing the percentage of girls meeting standards by 10% each year, in three years the percentages of girls meeting or exceeding standards will fall within the Meets Standard criteria for student achievement in the Performance Framework.</p> <p>SMI provides immediate, actionable data on students' reading levels so that teachers can differentiate instruction and plan meaningful intervention strategies. Through quarterly benchmarking assessments, students, teachers, and the school leader can monitor whether or not a student is on track to meet or exceed standards by the school year's end and adjust classroom</p>

FINANCIAL PERFORMANCE:

WHAT ARE THE SCHOOL'S FINANCIAL PERFORMANCE EXPECTATIONS THAT WILL DEMONSTRATE VIABILITY AND SUSTAINABILITY AS MEASURED BY THE PERFORMANCE FRAMEWORK? PROVIDE AN ANALYSIS OF STRENGTHS, CHALLENGES, AND OPPORTUNITIES FOR GROWTH IN THESE AREAS.

Strengths

Reach Academy for Girls complies with applicable laws, roles, regulations, and provisions of financial reporting requirements by:

- Maintaining a budget oversight committee
- Providing monthly financial reporting
- Conducting an annual audit
- Posting the check register on the webpage
- Completing an annual report

FY 2013-2014 had no current year findings from the annual audit (See attachment).

Reach Academy for Girls maintains monthly financial reports, which are publicly posted and presented at each board meeting. All finances are in good standing, and while there is no Delaware Financial Performance Framework to report based on the criteria from previous years, Reach Academy for Girls is on target to receive a rating of "Meets Standard".

Documents

FY2014 APPROVED BUDGET – ENROLLMENT 468

Approved budget:

Estimated receipts totaling \$6,273,408 for all funds; State, Local, Federal and Other Funds

Projected operation expenditure totaling \$6,064,567 for all funds: State, Local Federal and Other Funds

An unallocated balance of \$61,455 supports the estimated summer pay obligation for a total of \$434,054.

A separate summer pay contingency was established during the FY2013. The balance in the account at June 30, 2014 is was \$450,000.

The school administration and board have established a practice for setting aside sufficient funds to meet the summer pay obligation.

Expense category ratios are provided as a means to quickly assess fund use.

FY 2014 CASHFLOW

- Provides a comparison of the funds budgeted versus actual receipts
- Provides expenditures by category with a remaining balance at year-end per the Daily Validity Report as of June 30, 2014:

State and Local:

• APPR 05195	\$ 9.52
• APPR 05213	\$77,652.79
• 98000 Encumbrance	\$161.36
• APPR 98000	\$431,678.21
• APPR 98079	\$12,279.18
	<hr/>
	\$521,781.06

Federal

• Unencumbered Balance	\$72,681.06
• Encumbrance	<u>0.00</u>
Total	\$72,681.06

Other

• Cafeteria	\$22.60
• Before & After Care	\$65,594.96
• Fundraising	<u>\$32,049.30</u>
Total	\$97,666.86

Summer Pay Contingency (Note to Budget)

• APPR 98079	\$434,054.00
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WEB REPORT

- ✓ Meeting the requirement per Delaware Code, Title 14, and Section 122(b) (11) For the monthly posting of a financial report.
- ✓ For the Year ending June 30, 2014
 - 100% of the budget receipts for all funds were received
 - 92% of the approved budget was encumbered/ expenditures

(See Appendix A for approved budget FY 2014)

Challenges / Opportunities for Growth

Reach Academy for Girls was stable financially in 2014 and is currently stable today; however the leadership would like to establish more partnerships with outside resources in the community. By establishing these relationships, we may be able to receive resources or establish other opportunities to ensure that we remain stable financially. Furthermore, Reach Academy for Girls wants to establish additional fund raising opportunities yearly. A growing sports program is just one example of how our fund raising can continue to grow. Fund raising plays a large role in acquiring and being able to afford the resources we need to build a well-rounded school environment.

Organizational Performance

WHAT ARE THE SCHOOL'S PERFORMANCE EXPECTATIONS IN MEETING ITS ORGANIZATIONAL RESPONSIBILITIES INCLUDING, BUT NOT LIMITED TO, ADMINISTRATIVE OPERATIONS, REPORTING, AND LEGAL RESPONSIBILITIES AS MEASURED BY THE PERFORMANCE FRAMEWORK? PROVIDE AN ANALYSIS OF STRENGTHS, CHALLENGES AND OPPORTUNITIES FOR GROWTH IN THESE AREAS.

Strengths

The school year at Reach Academy for Girls was 181 days during 2013-2014. Students begin arriving to school at 8:15 and the educational process begins at 8:45. Dismissal begins at 3:45 and all students are on the bus by 4pm daily. Throughout the 2013-2014 school year Reach Academy for Girls had 1,402 instructional hours which is greater than the 1060 hours that are required by the Delaware statute.

Academically, Reach Academy for Girls is complying with all state and Federal requirements. All incoming Kindergarten students take the Early Learning Survey within the first 30 days of school, all DCAS tested grades were tested at a 95% participation rate or higher. Students in grades K-2 are assessed using DIBLES, while all students in grades 1-8 participated in SMI and SRI interim assessments. Reach Academy for Girls also uses the Response to intervention (RTI) process with all students. This is a three tier process that carefully monitors student's progress to determine intervention strategies and accommodations. Once a student reaches the third tier of the RTI process an evaluation will take place by a certified school psychologist. To receive this evaluation parent permission must be given. Once the results have been received the Instructional Support Team (IST) will meet with the psychologist, parent, and student to discuss next steps or a possible Individualized Education Plan (IEP). To determine language barriers Reach Academy for Girls uses The Home Language Survey. This survey is part of the application process to determine if any incoming student would be considered an English Language Learner (ELL). If another language is listed on the application, the student will be given the WIDA ACCESS placement test (W-APT) within 25 days of enrollment. All students in grades K-8 that score below a 5.0 on the exam will receive ELL support.

The 2014 Organizational Framework Review indicated that Reach Academy for Girls met standards in regards to school transportation, facilities, health, and safety. Reach Academy for Girls employs First Student Bus Company to provide transportation for our students. In 2014 there were 12 buses that traveled throughout New Castle County, ranging from Claymont to Middletown. To assist with transportation during the 2013-2014 year the Transportation Supervisor works directly with First students and parents to ensure that buses are safe and efficient for all students and parents. Furthermore the Transportation Supervisor coordinates with DDOE and the vendor to ensure compliance with regulations, which includes but is not limited to Delaware Code 14 Title 14 Sections 1100:

- Insurance requirements (2904)

- Safety requirement for public school buses (2907)
- Renewal of transportation contracts (2908)
- School bus drivers; drug and alcohol testing (2910)
- License qualification (2707)
- School bus driver qualification (2708)

Currently, Reach Academy for Girls has an updated Certificate of Occupancy for its facility which ensures the facility has met all building, safety, and land use codes, while also successfully passing a fire inspection. Fire drills, lock-down drills, and bus evacuation drills are done on a monthly basis and are documented. Reach Academy for Girls updates all emergency plans yearly, and all documentation met the safety requirements associated with ERIP. Reach Academy for Girls also employs a full-time registered nurse who provides medical services for various medical conditions and screenings. The nurse provides the necessary medical services to all Reach students, while also ensuring compliance with school health regulations. The Federal Free and Reduced Lunch Program is overseen by the business manager. The Reach Academy for Girls contracts with Linton Food Services for the student's meals. The contract is monitored regularly for compliance with Federal school nutrition regulations. Both free and reduced breakfast and lunch are provided daily.

The Board of Directors contracted with the Claremont Consulting Group during the 2014 school year to do a complete review of the school. The two consultants that came to Reach Academy for Girls have assisted charter school boards and leaders throughout the east coast with helping define deficiencies in the school and giving recommendations on how to fix the issues. (See attached the biographies for John Tarvin and Kirsten Olsen). During their stay at Reach, both consultants observed classrooms, interviewed leaders and teachers, and had open conversations with board members and parents to obtain perspectives from all stakeholders. Based on the recommendations from this group, the Board of Directors accepted the constructive criticism and began making some changes. A teacher pay scale was adopted that allowed for all teachers to be paid based off their experience and degree level. More individuals with educational backgrounds became part of the board, which expanded the expertise of the board. Lastly, the leadership of the school was given the guidance and support recommended from the Board of Directors.

The additional guidance and support led to an improved working relationship with the board and leadership, while also increasing the accountability from both parties. In addition to the recommendations from the Claremont Consulting Group, the Board of Directors continues to abide by all governance policies that allow the school to operate efficiently, effectively, and in accordance with the school's charter, mission, vision, and contracted performance goals. The communication between the Board and Leadership at Reach remains strong. The transparency is formalized through monthly reports from the School Leader covering administrative, operational, and academic matters that are subject to Board review and recommendation for action, if required.

The hiring process remained consistent during the past school year. It is the intent of Reach Academy for Girls to hire only teachers and paraprofessionals who are considered highly qualified. When a highly qualified candidate is not available we refer to the Alternative Route to Certification (ARTC) to recommend candidates for the position.

Reach Academy for Girls will not go over the state regulation allowance of 35% for uncertified staff. Any uncertified teacher will complete a detailed plan that includes deadlines and to become certified. A highly qualified mentor teacher is assigned to each uncertified staff member to guide the newly hired staff member in the process of becoming certified. School administration will closely monitor this plan to make certain it is carried out with fidelity. If the teacher does not follow the outlined plan termination could result. Reach Academy for Girls has certainly made each potential employee undergo a national background check for criminal activity and also be checked against the Child Abuse Registry.

STATUS OF CONDITIONS PLACED UPON THE CHARTER:

Reach Academy for Girls did not have any conditions to its charter during the 2013-2014 school year; however expectations were set during the litigation between Reach Academy for Girls and Delaware Department of Education. The expectations are as follows:

- Complete required DCAS testing for all eligible students by March 14, 2014
- Submit a Data Analysis Report and Action Plan, in a format determined by the Department of education, no later than March 28. The report will include an analysis of DCAS testing results and specific steps the school intends to take to address low performance.
- Allow ongoing monitoring and implementation for all strategic planning initiatives outlined in Reach Academy for Girls renewal application.

Reach Academy for Girls met all the requirements above by the dates determined in the letter sent to the Board President on January 31, 2014

STUDENT RETENTION GOALS AND TARGETS:

Challenges

RE-ENROLLMENT

Reach Academy for Girls had 255 of the 447 (57%) students re-enroll from the 2013-2014 school year. We understand that this is not the percentage that any school would like to have, but the possibility of closure at the conclusion of last school year drastically impacted the amount of students who re-enrolled. Our unit count indicated 468 students on September 30th which was 98.5% of our goal enrollment. We ended the year with 447 students. Of the 21 students that left prior to the grade configuration many of the families left because they moved out of state or wanted their child in a more stable environment that did not have the potential to close.

Student Retention

The average daily attendance was 98.6% for the 2013-2014 school year. The table below shows number of students retained per grade and grade level promotion rates.

Grade:	Number of Students Retained	Percentage of Students Promoted
KN	3	95.8%
1 st	2	96.7%
2 nd	0	100%
3 rd	1	98%
4 th	0	100%
5 th	1	96%
6 th	1	97.7%
7 th	1	98%
8 th	1	97.6%

Plan to improve student retention and average daily attendance

Parents will be given a parent survey to determine parent satisfaction, areas of improvement, etc.

Reach Academy for Girls's attendance goal for 2013-2014 was to increase the daily attendance rate to 97%. Reach Academy for Girls exceeded that goal in 2014. Our goal for grade level promotion will always be 100% for each grade level, but we abide strictly to our attendance policy and academic policy in regards to promotion. If a student does not meet the necessary requirements for promotion, that student will be retained. Our guidance counselor monitors attendance daily and will file truancy charges if needed.

INNOVATION:

Increased Focus on Student Data and the State Test

Teachers will participate in weekly 90 minute professional learning communities with the instructional coaches and the mathematics interventionist to ensure that they are using student data effectively, identifying patterns and trends in student work, determining root causes, using high-yield strategies for teaching, creating an action plan for re-teaching, and assessing the results in alignment with Common Core State Standards. Secondly, teachers will use common assessments and performance tasks to familiarize their students with what they will see on the state test. An enormous amount of emphasis was added to the 2014 DCAS assessment. All testing norms from the past were re-evaluated and new strategies were introduced. The testing schedule was changed to only test students in the morning. A DCAS pep-rally took place to get students motivated to take the test. During this time student incentives were introduced to add even more meaning to the exam. One on one student and staff conferences took place to inform the students of what their DCAS goal would be and strategies that would be implemented to help them hit their target. As a result, Reach Academy for Girls students took pride in their DCAS performance and test scores began to increase.

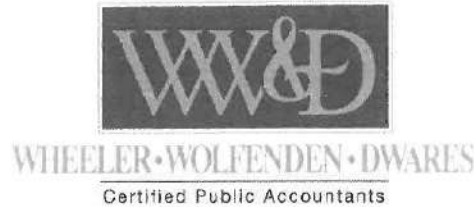
School Culture and Climate

Student achievement comes from not only a rigorous curriculum and exceptional teachers, but also from a positive and safe school climate. During the 2014 school year, Reach Academy for Girls had over 100 less suspensions than it did the previous year. The suspension rate dropped to 12% which is less than the state average. Teachers and staff members attended DE PBS trainings and collaborated monthly during PBS committee meetings to help improve and add more meaning to the current PBS plan. Discipline data and trends were discussed by the PBS team and strategies were implemented to help combat these trends. A bullying audit was conducted by the Department of Education which showed that Reach Academy for Girls did extremely well with all aspects of bullying regulations. Student achievement will continue to be the main focus of any school; however Reach Academy for Girls has evidence to show that a positive and safe school climate plays a large role in achievement. Reach Academy for Girls will continue to make the changes and implement innovative strategies to make sure this trend continues. It is the goal of Reach Academy for Girls to continue to decrease the number of suspensions by 10% yearly.

Professional Development

The instructional coaches at Reach established a summer institute for all teachers that focused on rigor, technology, and the daily five. Many of the teachers took advantage of these opportunities and have begun implementing what they have learned into their teaching. Throughout the school year we also had monthly in-house professional developments that focused on topics chosen by the teachers. At the conclusion of each school year school administration surveys the teachers to get their input on the different areas in which they feel they may need professional development. We also survey staff members at the conclusion of each professional development opportunity to determine if the learning opportunity was beneficial. With 21st Century learning professional development will continue to be a revolving door; however we want to make sure the educators at Reach Academy for Girls are provided the professional growth needed to be outstanding teachers.

Appendices



INDEPENDENT AUDITORS' REPORT

Board of Directors
Reach Academy for Girls, Inc.
Wilmington, Delaware

We have audited the accompanying financial statements of the governmental activities, each major fund and the aggregate remaining fund information of Reach Academy for Girls, Inc. (the Academy), a component unit of the State of Delaware, as of and for the years ended June 30, 2013 and 2012, and the related notes to the financial statements, which collectively comprise the Academy's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

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

Auditors' Responsibility

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

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

Board of Directors
Reach Academy for Girls, Inc.

accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

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

Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, each major fund, and the aggregate remaining fund information of the Academy as of June 30, 2013 and 2012, and the respective changes in financial position and, where applicable, cash flows thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

As discussed in NOTE A, the financial statements present only the Academy. These financial statements do not purport to, and do not, present fairly the financial position of the State of Delaware as of June 30, 2013 and 2012, and the changes in its financial position for the years then ended in conformity with accounting principles generally accepted in the United States of America.

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the budgetary comparison information on page 22 be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements and other knowledge we obtained during our audits of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Management has omitted the management discussion and analysis that accounting principles generally accepted in the United States of America require to be presented to supplement the basic financial statements. Such missing information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of the financial reporting for placing the basic financial statements in an appropriate operational, economic or historical context. Our opinion on the basic financial statements is not affected by this missing information.

Board of Directors
Reach Academy for Girls, Inc.

Other Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise Reach Academy For Girls, Inc.'s basic financial statements. The combined balance sheet, combined schedule of revenue, expenditures and changes in fund balances, and schedules of expenditures by natural classification are presented for purposes of additional analysis and are not a required part of the basic financial statements.

These schedules are the responsibility of management and were derived from and relate directly to the underlying accounting and other records used to prepare the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the combined balance sheet, combined schedule of revenue, expenditures and changes in fund balances, and schedules of expenditures by natural classification are fairly stated, in all material respects, in relation to the basic financial statements taken as a whole.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated September 13, 2013 on our consideration of the Academy's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of this report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be considered in assessing the results of our audits.

The 2012 financial statements have been restated as presented in NOTE G.



September 13, 2013
Wilmington, Delaware

30-Jun													
FY2014 APPROVED BUDGET--ENROLLMENT OF 468													
CHARTER SCHOOL:													
REACH ACADEMY													
BUDGET		EXPENSES										BALANCE	SUMMER PAY
		Contractual											
		Sal & OEC	Fac Lease	Fac Maint	Utilities	Instructional	Other Exp	Transportation	Food Serv	Mgmt Co	Contingency		
Preliminary		2,373,562	504,000	118,700	145,268	374,100	130,924	330,000	13,000		527,946		
State Funds													
Operations	3,524,666												
Local Funds													
School Districts	2,061,301												
Total State & Loc	5,585,967	2,473,370	897,976	198,314	180,938	613,078	572,417	411,699	65,000		111,719	61,455	0
Preliminary		144,524	0	0	0	0	0	0	0				
Federal Funds	282,445	160,716	0	0	0	67,827	3,000	0	0		50,902		0
Preliminary		13,044	0	1,800	0	14,969	1,700	5,000	339,680				
Other													
Before/After Sch	64,774	13,044		1,800		596						49,334	
Cafeteria	269,000								269,000			0	
Fundraising	71,222			0		14,373	1,700	5,000	3,000			47,149	
Total Other	404,996	13,044	0	1,800	0	14,969	1,700	5,000	272,000	0	0	96,483	
GRAND TOTAL		6,273,408	2,647,130	897,976	200,114	180,938	695,874	577,117	416,699	337,000	0	111,719	
GRAND TOTAL RATIOS			42.2%	14.3%	3.2%	2.9%	11.1%	9.2%	6.6%	5.4%	0.0%	1.8%	
STATE & LOCAL RATIOS			44.3%	16.1%	3.6%	3.2%	11.0%	10.2%	7.4%	1.2%	0.0%	2.0%	
Contingencies		FY2012	FY2013	FY2014									
Summer Pay		185,890	194,967	53,197								434,054	
2%		51,906	85,828	(137,734)								0	
Total Contingency		237,796	280,795	-84,537								434,054	

FY2014 CASH FLOW

CHARTER SCHOOL:													
REACH ACADEMY	DATE:												
	06/30/14												
	BUDGET	RECEIPTS	EXPENSES										BALANCE
			Sal & OEC	Fac Lease	Fac Maint	Utilities	Instructional	Other Exp	Contractual				
			Transportation	Food Serv	Mgmt Co	Contingency							
State Funds Operations	3,524,666	3,538,973											
Local Funds School Districts	2,061,301	2,067,065											
Total State & Loc	5,585,967	5,606,039	2,479,539	973,883	173,356	185,955	484,105	379,038	381,853	26,529	0	0	521,781
Federal Funds	282,445	282,445	140,148	0	0	0	68,338	1,278	0	0	0	0	72,681
Other Before/After Sch	64,774	77,829	10,886	0	0	0	1,348	0	0	0	0	0	
Cafeteria	269,000	236,546											
Fundraising	71,222	67,773							25,696	2,625	6,790	237,136	
Total Other	404,996	382,148	10,886	0	0	0	27,044	2,625	6,790	237,136	0	0	97,667
GRAND TOTAL	6,273,408	6,270,632	2,630,573	973,883	173,356	185,955	579,487	382,941	388,643	263,665	0	0	

REVENUE BUDGET						
REACH ACADEMY						
For the Month Ending June 30, 2014						
STATE FUNDS	2014 Approved Budget	Receipt To Date	Anticipated Remaining	% Received		
1 Operations (05213)	3,101,116.59	3,115,424.00	-14,307.41	100.5%		
2 Education Accntab (05215)	1,404.00	1,404.00	0.00	100.0%		
3 Educational Sustainment Funds (05289)	82,253.00	82,253.00	0.00	100.0%		
4 Technology Block Grant (05235)	6,748.00	6,748.00	0.00	100.0%		
5 MCI/State (50022)	48,556.00	48,556.00	0.00	100.0%		
6 MCI/State (91198/05213)--Continuing	284,588.09	284,588.09	0.00	100.0%		
Total State Funds	3,524,665.68	3,538,973.09	-14,307.41	100.4%		
LOCAL AND OTHER FUNDS						
1 Current Year	1,993,694.46	1,983,103.86	10,590.60	99.5%		
2 Continuing	472,602.68	466,109.98	6,492.70	98.6%		
Total Local Funds	2,466,297.14	2,449,213.84	17,083.30	99.3%		
FEDERAL FUNDS						
1 Current Year	210,743.00	210,743.00	0.00	100.0%		
2 Continuing	71,702.23	71,702.23	0.00	100.0%		
Total Federal Funds	282,445.23	282,445.23	0.00	100.0%		
ALL FUNDS TOTAL	6,273,408.05	6,270,632.16	2,775.89	100.0%		
EXPENDITURE BUDGET						
For the Month Ending June 30, 2014						
Operating Budget	2014 Approved Budget	Encumbrance	Expenditures	Balance Remaining	% Obligated	
1 Salaries and OEC	2,473,370.08		2,479,538.94	-6,168.86	100.2%	(1)
2 Facility Lease	897,976.00		973,883.42	-75,907.42	108.5%	(2)
3 Facility Maintenance	198,314.33		173,355.62	24,958.71	87.4%	
4 Utilities	180,937.62		185,955.29	-5,017.67	102.8%	(3)
5 Instructional	613,078.47	161.36	484,104.93	128,812.18	79.0%	
6 Other Expenses	572,416.52		379,038.00	193,378.52	66.2%	
7 Transportation	411,699.00		381,853.00	29,846.00	92.8%	
8 Food Service	65,000.00		26,528.81	38,471.19	40.8%	
9 Management Company	0.00		0.00	0.00		
10 Contingency	111,719.34		0.00	111,719.34	0.0%	
Total Operating Budget	5,524,511.36	161.36	5,084,258.01	440,091.99	92.0%	
FEDERAL	231,542.89	0.00	209,764.17	21,778.72	90.6%	
OTHER	308,512.60	0.00	284,481.54	24,031.06	92.2%	
ALL FUNDS TOTAL	6,064,566.85	161.36	5,578,503.72	485,901.76	92.0%	
Footnotes:						
(1) Salary Policy was approved after the final budget was adopted						
(2) Reflects additional expenditures relating to Modular Classroom removal and rent contract payouts						
(3) Reflects impact of utility cost due to extreme weather for multiple sites						



John Tarvin, the principal of Claremont Consulting, a national firm, believes that all organizations and individuals have the capacity for continuous growth. Skilled at improving personal and collective effectiveness, John approaches each of his consulting assignments with a practiced approach to problem solving, grounded in his own extensive experiences as a president, executive director, COO, CFO, and chief development officer of a highly diverse set of nonprofit and for-profit organizations. As a result, he is able to quickly and accurately understand the organizational and personal challenges of his clients.

Prior to Claremont Consulting, John was the founding Executive Director of the Massachusetts Center for Charter Public School Excellence (MCCPSE), the statewide resource center for all of Massachusetts' charter public schools. At MCCPSE, he:

- Provided targeted training programs to leaders, CFOs, principals, teachers, board members, and development specialists, and
- Consulted with charter schools on a wide variety of institutional and leadership concerns, such as strategic planning, governance and accountability, conflict resolution, organizational and programmatic restructuring, change management, and leadership coaching.

Before starting MCCPSE, John was President of Jumpstart, a \$15 million, national AmeriCorps program, and previously served as Senior Vice President and CFO.

- As president, he guided the organization as it launched its first national public relations and fundraising campaign, "Read for the Record®," which was featured on *The Today Show*, and oversaw the creation of a new brand identity for Jumpstart.
- As senior vice president, John managed the organization's national fundraising efforts, successfully launching a \$1 million national partnership with Sodexo, and secured a \$1.25 million foundation grant to expand Jumpstart's program in Washington, D.C.
- John also served as the CFO, managing the organization's financial operations.

In addition to K-12 education and community service, John's nonprofit management experience extends to two other sectors – early education and museums – where he was:

- CFO of Stars, a provider of comprehensive, early childcare programs.
- CFO and Acting President (on several occasions) at Historic New England, a museum of cultural history, where he stewarded the organization's \$85 million endowment; managed the finance, technology, and human resources departments; and expanded earned income opportunities.
- Board of Trustees member and treasurer of the Nichols House Museum.

Prior to becoming a nonprofit leader, John had a significant career in the for-profit sector:

- Finance manager for Fidelity Investments, where he directed a team of budget analysts who developed and tracked Fidelity Systems Company's \$100 million budget.
- Systems analyst and accountant at Millipore Corp. and Prudential Insurance.

A certified professional coach through the International Coach Federation and a certified management accountant through the Institute of Management Accountants, John holds a:

- BS in business administration from Boston University
- MS in computer information systems from Bentley University

John has served on numerous boards and committees and as an evaluator for the following:

- Mass Development Charter School Facility Fund Advisory Board member,
- Nichols House Museum,
- New York State Education Department charter school evaluator,
- Echoing Green fellowship reader/evaluator,
- Town of Milton, Mass. warrant committee member, and
- Milton Public Schools' long-range planning committee member.

Kirsten Olson, Ed.D., PCC is principal of Old Sow Consulting and Coaching in Brookline, MA. She is a certified Professional Coach (International Coaching Federation) and adjunct faculty at the Georgetown University Institute for Transformational Leadership. She holds a doctorate from the Harvard Graduate School of Education, where she focused on large-scale instructional improvement and educational culture, and has been coaching and consulting for almost 20 years. Her clients include Kennedy School at Harvard University, the Massachusetts Center for Charter Public School Excellence, New York Department of Education, Oxfam America, and dozens of large and smaller educational leadership teams and educational leaders. She is a co-founder of the Institute for Democratic Education in America (IDEA), a national not-for-profit.

DELAWARE DEPARTMENT OF EDUCATION CHARTER SCHOOL ANNUAL REPORT

CHARTER SCHOOL INFORMATION

Charter School Name: SUSSEX ACADEMY

Mailing Address: 21150 AIRPORT ROAD
City/State/Zip: GEORGETOWN, DE 19947

Email: Patricia.Oliphant@saas.k12.de.us
Telephone: 302-856-3636
Fax: 302-856-7736
Website: WWW.SUSSEXACADEMY.ORG

PATRICIA S. OLIPHANT
Head of School

NOVEMBER 30, 2014
Date

ALLEN STAFFORD
Head of School

NOVEMBER 30, 2014
Date

MARIAH CALAGIONE
Board President

NOVEMBER 30, 2014
Date

SUBMISSION DEADLINE: December 1st (September 30th for renewing charter schools)

All schools submit one (1) signed copy (PDF via email preferred) to the DDOE Charter School Office

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History

Sussex Academy currently operates as a charter school authorized by the Delaware Department of Education. Opened in 2000 the Sussex Academy of Arts & Sciences began as a 225-pupil middle school located in a newly constructed facility at 21777 Sussex Pines Road in Georgetown, Delaware. Within three years of opening, Sussex Academy made two minor modifications to first expand to 300 and then 325 students. The school renewed its charter for 2003-2008 and then again for 2008-2013 with only minor changes in structures and expectations. A major modification was approved in 2012 so as to begin adding a high school in 2013. Then Sussex Academy was approved for another five-year renewal (2013-2018). In order to meet facility demands needed for adding high school grades, the Sussex Academy Foundation executed an agreement with a nearby independent school, Delmarva Christian High School, to exchange buildings. This entailed a major capital campaign by the Sussex Academy Foundation to raise \$15.1 million so that Sussex Academy occupied its new facility at 21150 Airport Road in June 2013. A second phase for facility expansion is planned for the next two school years. When the decision was made to move to a new facility and an expanded program, the Executive Board shortened the school's name to Sussex Academy and endorsed a new tagline, school colors and mascot beginning in school year 2013-2014.

Mission

To foster academic achievement and social responsibility in a small school environment where students participate in an accelerated college preparatory program that prepares them for the technological and global challenges of the 21st century and that fosters ethical conduct and service to others in their day to day lives.

Vision

To cultivate students of distinction by providing them with the knowledge, skills, and values to become successful productive citizens.

Targeted Population

The target population is any student in grades 6 – 9 who resides in Delaware. Most students who apply reside in one of the six school districts in Sussex County (936 square mile area). In school year 2013-2014 the school population was comprised of 412 students in grades 6 – 9 with 40% male and 60% female; 81% white, 7% Hispanic, .2% Hawaiian, 3.6% Asian, 1.9% American Indian, 2.9% African American; 18.2% poverty. Interestingly, the demographics for Sussex County posted by the U.S. Census Bureau for 2013-14 are the following: 49% male, 51% female; 82% white, 9% Hispanic, <1% Hawaiian, 1% Asian, <1% American Indian, 12% African American. 12.9% below poverty level.

ACADEMIC PERFORMANCE:

What are the school's academic performance outcomes that will demonstrate student growth, proficiency, and college and career readiness levels as measured by the Performance Framework? Provide an analysis of strengths, challenges, and opportunities for growth in these areas.

Summary and Overall Rating 2013-2014: Exceeds Standard

Outcomes

During the past 14 years Sussex Academy's academic achievement as measured by the state assessment (DCAS and DSTP) have been excellent.

The Performance Framework analysis completed by DDOE in October 2014 for school year 2013-2014 indicates that Sussex Academy's overall school rating is "Exceeds Standard." The data indicate that 59.4% of the students met growth targets in math and 67.5% of the students met their growth targets in reading. It is unclear to what extent these numbers reflect a lack of significant academic progress by our students, as the data may likely be skewed by the impact of "ceiling effects" due to the high proficiency scores of our students a whole. Ceiling effects are noted to be problematic when assessing growth outcomes in high achievement students. (See *Mathematica Policy Research Paper: How Do Test Scores at the Floor and Ceiling Affect Value-Added Estimates?*) This occurs when advanced students score so highly on the initial measure (Fall testing), that standardized tests are not sensitive enough to measure their progress in the Spring. As Sussex Academy has received 96.1% proficiency rate in math and a 97.1% proficiency rate in reading, it appears that the failure to adequately meet growth targets can largely be explained in this context. The administration and teachers need to learn more about growth target outcomes for other similar schools and how to move students further along the continuum of growth targets should the current targets be valid and reliable measures of student performance.

At the same time 79.6% of the students in the lowest quartile met their growth targets in math and 77.2% of those same students met them in reading. According to this report 96.13% of the students are making annual growth in math and 84.6% in reading to maintain or achieve proficiency within 3 years. As a whole school the data revealed that there was a 96.1% proficiency rate in math and a 97.1% proficiency rate in reading. When further delineated, it was found for low socio-economic students that 88.4% exceeded in math proficiency while 93.0% exceeded in reading proficiency. Additionally, in math 90.3% of the Hispanic students exceeded the standards and 90.3% of those same students exceeded the standards in reading. The subgroup summary shows that in math and ELA students received "exceeds" the standard. For that achievement the DDOE and Lt. Governor cited Sussex Academy as a Rewards School for school year 2012-2013 and 2013-2014. Overall, when compared to similar schools in

the state, Sussex Academy students scored approximately 12% points higher in math and reading than those similar schools.

During the Spring 2014 administration of DCAS the following percentage of students met or exceeded the standards in reading for grades 6, 7, 8, and 9 respectively: 98%, 96%, 97%, and 94%. The percentages of students in the highest level (PL4) in reading in grades 6, 7, 8, and 9 were 77%, 71%, 81%, and 78% respectively. In mathematics 93%, 97%, 98%, and 94% met or exceeded the standards in those same grades respectively. The percentages of students in the highest level (PL4) in grades 6, 7, 8, and 9 were 62%, 38%, 65%, and 55% respectively. In social studies 86% of the students met or exceeded the standards with 61% of the students in PL 4. In science 94% of the students met or exceeded with 64% scoring in PL 4.

The school regularly examines data to determine student performance. Sussex Academy faculty perform data analyses during their Professional Learning Communities. The teams disaggregate data to ascertain how particular subgroups are doing so as to provide interventions to the lowest performing students.

Strengths

Over the course of the school's fourteen-year history, standards and assessments have changed as have some of the operational elements and personnel within the school. Yet, the school's mission of providing an accelerated curriculum within a small school setting has remained in tact. The school's commitment to providing rigor in curriculum that is project-based with authentic experiences taught by excellent teachers has been sustained and improved over time. The school's value to the public educational landscape is verified through the students' academic performance, their social conduct and consciousness, and their parents' support of the school. Sussex Academy was one of the schools described in the Delaware Education Research and Development Center's Technical Report T2010.4 "Beating the Odds." Additionally, twice it has been deemed a Rewards School by the DDOE.

Challenges and Opportunities for Growth

Sussex Academy's expansion presents varying challenges, but also opportunities. We have four challenges. The first is ensuring that our school sustains the culture that has been the bulwark of our success. As the school expands, we need to remain mindful of "crew" as a concept that fosters collaboration, shared leadership, and reflection among our professional staff. We will continue with the middle school model of "Team" into the high school so as to sustain and build upon the culture. The second challenge is ensuring that we keep current with changing curriculum, assessments, technology, and best practice. This includes determining how the new testing system is implemented and an examination of how growth targets affect the measurement of high performing students. This examination needs to not only occur at the local

charter school level, but at the Delaware Department of Education as well so as to ascertain whether these targets are valid measures of student performance. As the school expands, we need to promote and provide professional development opportunities for our staff that address these areas. For example, our faculty will continue with professional development through expeditionary learning, common core, and the International Baccalaureate. As school year 2014-15 evolves our focus will be on completing all requirements to become an authorized *IB World School*. Professional development in these areas is very costly, but finding and allocating funds for this is critical to our staff's staying current in best practice. At the same time, we are engaged in Common Ground for Common Core, a DDOE initiative relative to CCSS and assessment. The third challenge is ensuring that our at-risk students continue to perform academically and that they have the appropriate supports in place. With our expansion into high school, the potential exists that students will come with wider gaps in academic preparedness so we need to plan for how we will address these gaps. The fourth challenge revolves around our growth as well. Currently, portions of our facility are yet to be finished. Thus, we will need to collaborate with the Sussex Academy Foundation to solidify the next two phases for the building completion as they continue to raise revenue to fund the build-out. These plans must be consistent with Sussex Academy's academic and curricular direction so this planning and collaboration touches on all operations of the school.

FINANCIAL PERFORMANCE:

What are the school's financial performance expectations that will demonstrate viability and sustainability as measured by the Performance Framework? Provide an analysis of strengths, challenges, and opportunities for growth in these areas.

Summary and Overall Rating 2013-2014: Meets Standard

The Sussex Academy met the standard on all indicators included in the Financial Performance Framework for the 2013-2014 school year. Additionally, the FY14 audit and financial statements indicate that the school continues to be fiscally sound.

External auditors have conducted annual independent audits of the school finances of the Sussex Academy for the past 13 years with no findings during that period. It is anticipated that this performance will continue into the future.

The school's budget is reviewed and approved by the Executive Board of the Sussex Academy. The school's Citizen Budget Oversight Committee (CBOC) and the Executive Board review monthly financial reports. This report is posted on our website. The school typically operates with a financial surplus to ensure fiscal viability and sustainability. In FY14, however, reserves were needed to cover additional expenses related to moving into a new, larger facility. Consequently, the school has established, and continues to maintain, a sufficient reserve fund to cover unanticipated and/or emergent events.

The enrollment is projected to increase through the 2017 school year as high school grades are added. Accordingly, the school expects to benefit from economies of scale. That being said, the "growing" years may be more challenging than in the past as our 9th grade classes have been smaller than anticipated and there are on-going one-time, initial expenses related to renovating and relocating into a much larger facility.

Strengths

The school's financial future is secure. A long waiting list is maintained for all middle school grades in the event of any unexpected openings. Clearly, this is a sign of financial stability.

The financial decisions that the school makes are based on sound and planned reasoning. The Executive Committee of the Board and/or the CBOC is involved in financial decisions that were not included in the original approved budget. Policies are in place to ensure that adequate reserve funds are maintained to cover unexpected events.

Challenges

Funding for our school is a function of enrollment. Funds for student transportation and local funding are based on expenditures of the prior school year and thus are difficult to predict. Shifts in the number of students enrolled at our school from one school district or another can cause anticipated revenues to fluctuate, as can decreases in local expenditures.

In addition, the Sussex Academy has benefited greatly from the opportunity to swap buildings with Delmarva Christian High School as the new facility provides both finished and potential new spaces to accommodate the anticipated growth in our student population over the next few years. However, there will likely be unexpected building related expenses due to the age of the building and the unknown maintenance practices and history of the former tenant. In an effort to address this concern, the Sussex Academy maintains an account at PNC Bank and is currently depositing approximately \$1800 monthly to establish a maintenance reserve. It is anticipated that this amount will be increased as additional students are enrolled in the upper grades.

Opportunities for Growth

We are fortunate to have an active and successful foundation supporting our school. The Sussex Academy Foundation, Inc. has raised the funds to purchase and renovate portions of the building that the school is currently occupying. The Foundation has funds on hand to continue completing the unfinished portions of the new facility and will be aggressively soliciting funds to develop the property further in the coming years. This will include constructing additional classrooms, installing athletic fields, and finishing the stage, kitchen, library, and cafeteria. A Building and Grounds Committee has been established to work with the Foundation to ensure that the school's needs are addressed as we grow into an institution serving grades 6 through 12.

ORGANIZATIONAL PERFORMANCE:

What are the school's performance expectations in meeting its organizational responsibilities including, but not limited to, administrative operations, reporting, and legal responsibilities as measured by the Performance Framework? Provide an analysis of strengths, challenges, and opportunities for growth in these areas.

Summary and Overall Rating 2013-2014: Meets Standard

During the 2012-13 school year Sussex Academy met the thirteen Organizational Performance Indicators. During previous monitoring and desk audits Sussex Academy has been found in compliance with implementing the terms of the charter, the legal requirements for special education, and the oversight and reporting of financial and auditing, as well as meeting credentialing and attendance goals, and employee rights. We have received in-compliance monitoring reports such as the McKinney-Vento Homeless Act, Child Abuse Reporting Training, Immunizations, Chemical Safety Storage, Title I, DPAS II R, HQT, National School Lunch Program.

Strengths, Challenges, and Opportunities for Growth

Sussex Academy has implemented the current charter in compliance with applicable state and federal requirements inclusive of legal requirements for students with disabilities and English Learners. It is meeting the governance and reporting requirements as well as the accountability requirements for management, students, and employees. Thus, Sussex Academy has demonstrated its ability to meet organizational performance expectations. As the purposes for charter schools are considered, we note that charter schools were meant to be independent entrepreneurial organizations freed from most regulations. Yet over time, continuous adoption of rules and regulations tend to make them bureaucratic institutions where more people have to be hired simply to oversee regulatory compliance.

As independent organizations, charters have the capacity to respond to the marketplace and make changes quicker than larger bureaucratic organizations. Regulators need to consider the notion that an input model doesn't necessarily breed performance but an output model does measure performance. Regulators need to consider eliminating regulations that are inconsistent with the philosophic intent of charter schools and those that measure inputs instead of outputs. Certainly, the opportunity for growth at Sussex Academy lies within the staff and Executive Board to stay committed to a continuous improvement mindset where change and innovation are valued.

STATUS OF CONDITIONS PLACED UPON THE CHARTER:

Include:

- A status update of any conditions imposed upon the school's charter; and
- Your plan to meet any conditions that are currently "not met".

The State Board of Education approved the Application to Renew the Charter of Sussex Academy and we were so notified on March 4, 2013. The conditions that were placed on Sussex Academy had to be met by the stated deadlines. The foregoing is a synopsis of those conditions and the status of those conditions.

- Criterion Two: Form of Organization
- "That on or before the Public Hearing to be held in this matter, the school submit, revised bylaws in a form satisfactory to the Secretary of Education . . ."
- **The school met all the conditions for Criterion 2 as noted in the 3/6/13 attachment revision from DDOE.**
- Criterion Eight: Economic Viability
- (1) "On or before 15 December 2012, the school shall identify a site and provide a detailed construction or renovation plan, as appropriate in the circumstances, that contains specific dates to ensure that a Certificate of Occupancy shall be obtained on or before 15 June 2013."
- **The school met the condition as noted in the 3/6/13 attachment revision from DDOE. The Certificate of Occupancy was submitted on January 4, 2013.**
- (2) "Provide a plan with dates and action items to be completed to make certain that the school is on track with renovations and to obtain certificates and other required approvals."
- **The school met the condition as noted in the 3/6/13 attachment revision from DDOE.**
- (3) "The school shall provide quarterly updates about progress on the facility pursuant to the school's approved modification to expand to grades nine to twelve."

- The school submitted the quarterly update before **March 28, 2013**. Renovations for the current phase were completed with occupancy on **July 29, 2013**. Meetings with the Sussex Foundation are held during the **Fall 2013** to plan for the second phase of renovations to begin prior to the **Spring 2013**. When these phase-in plans are complete, an update will be submitted by **December 31, 2013**.
- **Criterion Nine: Administrative and Financial Operations**
- - (1) On or before 31 January 2013, Sussex Academy shall develop a new Performance Agreement that is aligned with the requirements in 14 DE Admin Code 275 and shall submit the agreement to the DDOE for its review.
- The school met the condition on **September 11, 2013** as per directed by the DDOE.
- (2) On or before 30 April 2013 Sussex Academy shall submit a report to the DDOE that summarizes the outcomes of the school’s outreach efforts to under represented populations.”
- The school met the condition and submitted this report prior to **April 30, 2013**. Outreach efforts have continued. The Outreach Committee meets routinely. Their activities include one-to-one contacts, small group gatherings, paid advertisements, press releases, mailings, and web-based communications. The chart below illustrates a comparison in student population between 2012-13, 2013-14, and 2014-15.
- **The number of students by Under-Represented Populations**

	2012-13	2013-14	2014-15
African American	6	11	16
American Indian	4	10	7
Asian American	9	15	20
Hawaiian	1	1	2
Hispanic	16	29	48
White	295	334	384
Multi-Racial	9	12	16
Low-Income	58	72	76
Special Education	14	19	17

STUDENT RETENTION GOALS AND TARGETS:

Include:

- The percentage of students who have re-enrolled from the prior year according to ESEA demographic categories,
- The number of students who have left your school before the year is over or before the end of the charter school's grade configuration per ESEA demographic category,
- A summary of why students chose to leave,
- The percentage of students who did not pass from one grade to the next,
- Your plan to improve student retention and average daily attendance if less than your stated targets.

STUDENT RETENTION

The percentage of students who have re-enrolled from the prior year according to the demographic data.

Students re-enrolled by Demographic Categories

Ethnicity	Number Re-enrolled
African American	4
American Indian	7
Asian American	8
Hawaiian	1
Hispanic	9
White	200
Multi-Racial	7

The percentage of students who re-enroll in the middle school program from the prior year is approximately 95-98% for middle school.

In the past eighth grade students had to make a choice as to where they would attend high school. For school year 2013-14 they continued to have that option but also they could choose to stay at Sussex Academy for grade 9. Of the eighth grade class approximately 25% chose to enroll in Sussex Academy's high school freshman class. The other 2013-14 freshmen were new to the school.

The number of students who have left the school before the year is over or before the end of the charter school’s grade configuration according to demographic category.

The number of students who left by Demographic Categories

Ethnicity	2012-13
African American	0
American Indian	0
Asian American	0
Hawaiian	0
Hispanic	1
White	28
Multi-Racial	0

The percentage of students who left during the school year was 7% in 2013-14.

Summary of Why Students Chose to Leave

In general, Sussex Academy has enjoyed a fairly stable student population with roughly 95-98% of the enrollees staying for the duration of the middle school program. Based on middle school Entry/Withdrawal Data, 25 students returned to their home school districts and three students transferred to an independent school during the school year. According to feedback, middle school students have tended to leave because the family moved or because of the academic workload.

Data for the first year of the high school is different than the middle school for the 2013-2014 school year. As noted about 25% or 25 students chose to stay at Sussex Academy from the previous grade 8 class. From that same grade 8 class 59 students transferred to Sussex Technical High School; 8 transferred to Cape Henlopen; 1 to Indian River; 1 to Seaford; and 9 to independent or out of state schools. Survey results from those grade 8 students revealed that they sought another high school option because they wanted “the full high school experience,” “full athletic programs,” “different technical options,” or “to be with their friends.”

Students Who Did Not Pass

Two middle school students were retained at the end of school year 2013-14. One of those students was Hispanic; the other student was white.

In the high school eleven students did not earn enough credits to be promoted to grade 10. Eight of those students were white; two students were Hispanic; one student was African American.

Plans to Improve Student Retention and Average Daily Attendance

Average daily attendance goals are met and they are consistently higher than the state average. Students tend to stay at Sussex Academy. The waiting list for each grade 6-8 is approximately 100 students. For school year 2013-14 we did not expect all students to continue with our program from the 8th to 9th grade. Approximately 25% of those students stayed for the freshman class. We expect less attrition from 8th to 9th grades as we continue to phase in the high school. We recognize that there are a number of options for area high school students, but we feel that if we continue to provide a program that is academically challenging and a small-school environment where students build confidence and character that we will retain students. We also believe that our expanded physical facilities, our expanded extra-curricular and athletic programs, and the International Baccalaureate program will draw students to remain and or enroll at the school.

INNOVATION:

Include:

- A discussion of innovation occurring at the school in areas including, but not limited to, curriculum development, instructional strategies, school culture and climate, community and parent engagement, professional development, operations and management practices, and extra-curricular programming.

School Year 2013-14 represented a continuing organizational change for Sussex Academy. As has been customary, 100+ new sixth graders entered the school for middle school. In addition, we began the phase in of the high school with the first ninth grade class in the school. While the size of the freshman class was about 50% of what we had wanted, the smaller size allowed the school to experiment with some high school curriculum. For example, we began a relationship with the Rehoboth Beach Film Society, the Rehoboth Beach Art League, and Lead Your Way Solutions to bring more authentic arts experiences to our students. Our high school teachers began the incorporation of International Baccalaureate protocols in their instruction and assessments at grade 9. Our freshmen class bonded through an over-night expedition to Cape Henlopen State Park, other field work, crew meetings, and other school clubs and activities throughout the school year. Also, the Sussex Academy Foundation finished off six new classrooms, locker rooms and a student lounge. We hired four new teachers and began assembling our new Technology Education program to be implemented in the 2014-15 school year. Professional development included work in Expeditionary Learning, Common Core Standards, and the International Baccalaureate.

Our curricular work last year revolved around the Common Core Standards and Smarter Balanced. In addition, we constantly are creating new expeditions and revising old expeditions so as to integrate our curriculum across contents and bring authentic learning experiences to our students. Students are engaged in hands-on projects routinely. Since our instructional focus is literacy – reading, writing, speaking, and listening - all students have a minimum of ninety minutes per day in reading and writing. This is probably unique in that most middle schools teach English Language Arts where reading and writing are merged into one forty-five or fifty minute class per day. Reading and writing are integral to all contents taught in the school. This is highlighted through our Portfolio program where all students are required to maintain a portfolio that features artifacts and reflections about their learning during the school year. At the end of the year students must present those portfolios to their parents. We attribute much of our successful academic performance to attention to literacy across all contents. Further, our science and social studies programs are very strong with emphases on field work, research, and experiential learning. All students in the school are required to complete a science fair project every year. As we phase in our high school, we believe this will serve our students well when tackling the International Baccalaureate Programme. In looking forward, we believe that we

must pay attention to students' writing performance and instruction in writing for all students.

One of the strengths of our school also lay in the school culture. We follow the 10 principles of Expeditionary Learning and overtly teach the concepts. We have long had a system in place to practice the 3R's – responsibility for property, responsibility for self, and respect for others. Thus, misbehavior in the school is minimal. We also enjoy the support of parents when our students must shoulder consequences when they misbehave. We believe that our practice of having looping in grades 6 and 7 undergird our instructional and behavioral expectations for students. Students and parents benefit from having the same set of teachers for two years as they begin middle school. Another common element in our school is that all students must complete and document individual community service in addition to any service projects done through the expeditions and grade level teams. Again, our emphasis on character development pervades the culture at Sussex Academy.

Our collaborative practices serve our school well. We have an active PTO, Sports Boosters, Outreach Committee, Executive Board, and a Foundation. In addition, we take a shared leadership approach through our Instructional Leadership Team and our Team Leaders. We find that the “collective intelligence” is far more powerful than the individual intelligence. We face the future with the full knowledge that adaptation and innovation are part and parcel of a thriving organization.

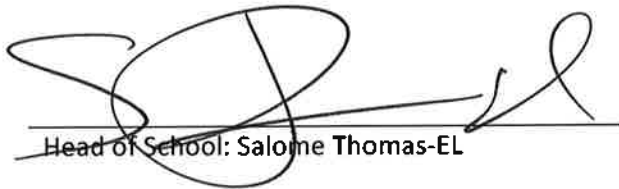
DELAWARE DEPARTMENT OF EDUCATION CHARTER SCHOOL ANNUAL REPORT

CHARTER SCHOOL INFORMATION

Charter School Name: **Thomas A. Edison Charter School**

Mailing Address: **2200 N. Locust St**
City/State/Zip: **Wilmington, DE 19802**

Email: info@tecs.k12.de.us
Telephone: 302-778-1101
Fax: 302-778-2232
Website: <http://www.thomasedison.charter.k12.de.us>


Head of School: Salome Thomas-EL

11.26.14
Date


Board President: Ronald Pinkett

11/26/14
Date

SUBMISSION DEADLINE: December 1st (September 30th for renewing charter schools)

All schools submit one (1) signed copy (PDF via email preferred) to the DDOE Charter School Office

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ABSTRACT

Thomas A. Edison Charter School (TECS) in Wilmington provides an example of a school that is meeting the needs of its urban students, and also holding its students accountable to elevated levels of academic and personal success. Serving kindergarten through grade 8, the TECS has a 96% African American student population with 96% of students qualifying for free or reduced lunch. Despite the school's "at risk" demographic profile, students have continually shown academic gains.

Thomas Edison Charter School was established in 2000 with the goal of providing a rigorous education to the historically underserved families of the east side of Wilmington. Just prior to the school's renewal in 2007, the Board voted to discontinue their relationship with the founding management partner, Edison Schools, Inc. This internal change allowed the school an opportunity to restructure and self-manage. After hiring a new principal, Salome Thomas-EL (Principal EL), in March 2010, the Board supported Principal EL in adopting a Turn-Around Model of School Reform. This action spurred additional positive changes to the school's culture, structure, leadership, management, academic programs, parental engagement, and student achievement.

Personnel changes at TECS were implemented with the highest level of precision to ensure success. Along with Principal EL, the existing leadership team was restructured and 20 new and highly qualified teachers and staff members were hired. School Administration and the Board of Directors also partnered with Teach for America and now currently have eleven corps members teaching at the school.

Strategic changes were made to the school's curriculum to propel student achievement, including the addition of SpringBoard, a rigorous Pre-AP math and ELA curriculum in grades 6-8, a more comprehensive guided reading program in grades K-5, the addition of the 100-Book Challenge, and the infusion of technology. Classroom technology, including the addition of Smart Boards and ELMO's to all classrooms, now allows the teachers to access the latest instructional resources to provide a more engaging educational program. In August 2011, Thomas Edison Charter School received the State Academic Achievement Award for closing the Achievement Gap and educating high-poverty students.

Maintaining the principle of educating the whole child, programs and student opportunities were put into place to ensure that all students have access to a well-rounded education—both in and out of the classroom. The "Leader In Me" program allows student to learn and practice leadership skills, goal setting, time management, teamwork, problem-solving, respecting diversity and life balance. The First Move chess program helps students develop their critical thinking, problem-solving, and decision-making skills.

The mission of the Thomas A. Edison Charter School is to provide a world-class education to students despite race, gender, and socio-economic status. In compliance with 14 Del. C., §501, Thomas Edison Charter School intends "to improve student learning; encourage the use of different and innovative or proven school environments and teaching and learning methods; provide parents and students with measure of improved school and student performance and greater opportunities in choosing public school within and outside of their school districts; and to provide for a well-educated community."

Edison Charter School will be a fully funded, superior K-8 charter school pursuing excellence, where all children who attend will be able to matriculate into the most prestigious high school and colleges. The school will be a pillar in the community, inspiring hope, building pride, and reaching high expectations.

"Thomas A. Edison Charter School: Educating and Elevating Every Student, Every Day, to attend the Best High Schools and Colleges. No Excuses!"

ACADEMIC PERFORMANCE:

What are the school's academic performance outcomes that will demonstrate student growth, proficiency, and college and career readiness levels as measured by the Performance Framework? Provide an analysis of strengths, challenges, and opportunities for growth in these areas.

During the term of the most recent charter Performance Agreement, Thomas A. Edison Charter School committed to demonstrate that its students would increase in academic achievement as measured by the state assessment (DCAS) and other standardized assessments designated by the school; students would exhibit positive behaviors as members of Thomas A. Edison community; and the school would maintain strong marker accountability. In crafting the goals for this charter renewal application, Thomas A. Edison is using the Academic Performance Framework that was recently released in draft form to guide the process. The performance goals and data included below outline the progress towards these goals and align them to the applicable Performance Framework.

Measure 1a. Are students meeting their fall to spring instructional scale score growth targets?

Percentage of Students Meeting Growth Targets

Subject	Math	School Rating: Math	ELA	School Rating: ELA
2010-11	36.9%	F	37.2%	F
2011-12	50.7%	D	47.5%	D
2012-13	50.7%	D	54.5%	D
2013-14	52.5%	D	45.3%	D

While we showed significant improvement in Math and ELA in 2011-2013, our percentage of students meeting their Spring Instructional Growth targets in ELA decreased, but the Math percentage increased by 2 points.

Measure 1b. Are lowest-performing students in the school meeting their fall to spring instructional scale score growth targets?

Percentage of Students in the Lowest Quartile Meeting Growth Targets

Subject	Math	School Rating: Math	ELA	School Rating: ELA
2010-11	47.1%	D	42.1%	D
2011-12	65.7%	M	51.9%	D
2012-13	56.6%	D	56.8%	D
2013-14	68.1%	M	52.7%	D

Our lowest performing students increased their Math Spring Instructional Growth Score by almost 20 percentage points to 65.7% in 2011-12 and their ELA growth score by nearly 10%. In 2012-13, the Math score decreased to 56.6% and the ELA score increased to 56.8%. In 2013-14, the Math score increased to 68.1% and the ELA score decreased to 52.7%.

Measure 1c. Are students making enough annual growth to maintain or achieve proficiency status within 3 years or by 10th grade?

Percentage of Students Making Sufficient Growth

Subject	Math	School Rating: Math	ELA	School Rating: ELA
2010-11	67.1%	D	58.8%	D
2011-12	77.3%	M	74.6%	M
2012-13	75.8%	M	71.9%	M
2013-14	77.5%	M	68.9%	D

In 2011-12, our students increased their annual growth to maintain or achieve proficiency status by 10 percentage points in Math to 77.3% and by 16 percentage points in ELA to 74.6%. In 2012-13, our scores decreased less than 2 percentage points in math and less than 3 percentage points in ELA. In 2013-14, our scores increased by 2 percentage points in Math and decreased by 3 percentage points in ELA. We still met the target in Math.

Measure 2a. Are students achieving proficiency on state examinations in math and reading?

School Proficiency Scores, State Averages and Percentiles

Subject and Year	School Proficiency Rate	School Rating	State Average	State 90 th Percentile	State 20 th Percentile
Math, 2010-11	56.2%	D	63.4%	84.6%	46.5%
Math, 2011-12	71.1%	D	74.2%	91.9%	58.0%
Math, 2012-13	59.7%	D	66.8%	92.3%	50.3%
Math, 2013-14	58.0%	D	67.0%	90.7%	52.3%
ELA, 2010-11	48.2%	D	61.9%	82.6%	47.3%
ELA, 2011-12	64.4%	D	64.4%	92.4%	60.1%
ELA, 2012-13	59.7%	D	69.5%	92.8%	55.1%
ELA, 2013-14	58.0%	D	70.4%	91.2%	56.2%

Note: 2014 State Annual Measurable Objectives (AMOs) were 73.0% for Reading and 73.2% for Mathematics.

In 2011-12, our students increased their proficiency on state examinations by 14.9 percentage points in Math to 71.1% and 16.2 percentage points in ELA to 64.4%. In 2012-13, our scores decreased by 11.4 percentage points in Math to 59.7% and 4.7 percentage points in ELA to 59.7%. In 2013-14, our scores decreased by 1 percentage point in both ELA and Math.

Measure 2b. Are students in demographic subgroups achieving proficiency on state examinations in math and reading?

Low Socio-Economic Status

Subject and Year	School Proficiency Rate	School Rating	State Average Proficiency Rate	State Proficiency Rate at 90 th Percentile	State Proficiency Rate at 20 th Percentile
Math, 2010-11	55.1%	M	47.8%	77.8%	21.6%
Math, 2011-12	70.8%	M	58.9%	86.9%	36.9%
Math, 2012-13	56.7%	D	58.9%	84.5%	42.9%
Math, 2013-14	54.4%	D	58.8%	83.8%	42.7%
ELA, 2010-11	47.4%	D	47.1%	74.2%	27.3%
ELA, 2011-12	63.4%	M	61.4%	89.0%	42.5%
ELA, 2012-13	56.1%	D	62.3%	88.0%	46.9%
ELA, 2013-14	54.1%	D	62.5%	83.2%	48.6%

Note: 2014 State Annual Measurable Objectives (AMOs) were 63.3% for Reading and 64.0% for Mathematics.

Students with Disabilities

Subject and Year	School Proficiency Rate	School Rating	State Average Proficiency Rate	State Proficiency Rate at 90 th Percentile	State Proficiency Rate at 20 th Percentile
Math, 2010-11	32.4%	M	23.7%	57.3%	8.1%
Math, 2011-12	50.0%	M	37.4%	77.4%	14.6%
Math, 2012-13	27.1%	D	47.7%	83.5%	25.9%
Math, 2013-14	14.6%	D	30.1%	57.5%	10.2%
ELA, 2010-11	***	N/A	N/A	N/A	N/A
ELA, 2011-12	38.5%	M	36.9%	80.0%	14.4%
ELA, 2012-13	20.3%	F	47.8%	82.3%	24.2%
ELA, 2013-14	10.4%	F	31.5%	59.1%	12.5%

Note: 2014 State Annual Measurable Objectives (AMOs) were 47.3% for Reading and 47.7% for Mathematics.

African-American

Subject and Year	School Proficiency Rate	School Rating	State Average Proficiency Rate	State Proficiency Rate at 90 th Percentile	State Proficiency Rate at 20 th Percentile
Math, 2010-11	56.4%	M	46.6%	73.7%	33.1%
Math, 2011-12	70.7%	M	59.8%	87.7%	43.9%
Math, 2012-13	59.7%	M	56.1%	82.5%	38.9%
Math, 2013-14	57.3%	D	56.8%	82.2%	39.9%
ELA, 2010-11	48.5%	M	47.0%	75.8%	33.7%
ELA, 2011-12	64.2%	M	62.9%	92.2%	49.0%
ELA, 2012-13	59.2%	D	60.6%	85.0%	46.1%
ELA, 2013-14	57.8%	D	62.1%	84.5%	47.9%

Note: 2014 State Annual Measurable Objectives (AMOs) were 62.0% for Reading and 60.7% for Mathematics.

Students in our Low Socio-Economic demographic subgroup decreased their school proficiency rate from 56.7% to 54.4% in math in 2013-14 and 56.1% to 54.1% in ELA. Students in our Students with Disabilities demographic subgroup decreased their school proficiency rate from 27.1% to 14.6% in math in 2013-14 and 20.3% to 10.4% in ELA. Students in our African American demographic subgroup decreased their school proficiency rate from 59.7% to 57.3% in math in 2013-14 and 59.2% to 57.8% in ELA.

Measure 2c. Are students performing well on state examinations in math and reading in comparison to other schools in the district?

School Proficiency Compared to Home District Proficiency

Subject and Year	School Proficiency Rate	School Rating	District Comparison
Math, 2010-11 ¹	56.2%	D	62.3%
Math, 2011-12 ²	71.1%	D	72.5%
Math, 2012-13 ³	59.7%	D	68.3%
Math, 2013-14 ⁴	58.0%	D	69.6%
ELA, 2010-11 ¹	48.2%	F	63.2%
ELA, 2011-12 ²	64.4%	D	75.4%
ELA, 2012-13 ³	59.7%	D	73.2%
ELA, 2013-14 ⁴	58.0%	F	75.5%

¹Brandywine SD School District comparison for 2010-11.

²Brandywine SD School District comparison for 2011-12.

³Brandywine School District comparison for 2012-13.

⁴Brandywine School District comparison for 2013-14.

Our school proficiency as compared to our Home District (Brandywine) decreased from 59.7% to 58% in Math and from 59.7% to 58% in ELA in 2013-14.

Measure 2d. Are students performing well on state examinations in math and reading in comparison to similar schools in the state?

School Proficiency Compared to Similar Schools Proficiency

Subject and Year	School Proficiency Rate	School Rating	Similar Schools Proficiency Rate
Math, 2010-11	56.2%	M	47.4%
Math, 2011-12	71.1%	M	60.6%
Math, 2012-13	59.7%	M	56.0%
Math, 2013-14	58.0%	M	54.8%
ELA, 2010-11	48.2%	M	47.9%
ELA, 2011-12	64.4%	M	63.7%
ELA, 2012-13	59.7%	D	61.4%
ELA, 2013-14	58.0%	D	60.7%

Our school proficiency as compared to the state decreased from 59.7% to 58% in Math and from 59.7% to 58% in ELA in 2013-14.

Measure 3a. Did the school make AYP?

Year	AYP Status
2010-11	M
2011-12	M
2012-13	D
2013-14	D

We made AYP in the 2011-12 school year. Although we did not meet AYP for the 2013-14 school year, we met the growth targets for AYP in all cells in Math and ELA, except for students with disabilities in the ELA cell only.

Strengths, Challenges and Opportunities for Growth

Strengths:

Thomas Edison Charter School (TECS) has demonstrated considerable growth in academics over the past four years. In 2010, the Board supported adopting a Turn-Around Model of School Reform. This reform spurred additional positive changes to the school's culture, structure, leadership, management, academic programs, parental engagement, and student achievement. Since winning the 2011 State Academic Achievement Award, strategic changes were made to the school's curriculum to propel student achievement even more, including the addition of SpringBoard, a rigorous Pre-AP math and ELA curriculum in grades 6-8, a more comprehensive guided reading program in grades K-5, University of Chicago's STEP (Strategic Teaching and Evaluation of Progress) Reading Assessment, Wilson Language Program, Amplify Reading and Math

Assessments, the addition of the 100-Book Challenge Program, and the infusion of technology in every classroom. Our middle school students consistently perform academically at or above the state average on DCAS in ELA and Mathematics. Another significant strength is our experienced, dedicated and committed faculty. Since opening in August 2000, we have been able to retain a large number of our founding teachers and/or staff members with five or more years of service to the children at TECS. Our staff members have been committed for years to serving the children that most of society has forgotten. At TECS, we are providing a safe and caring environment for students and staff where creativity, problem solving, risk taking and critical thinking are encouraged and supported. The positive culture that we have developed in our school has helped to develop resilient students and teachers.

Challenges and Opportunities for Growth

One of our greatest challenges at TECS is increasing and maintaining academic growth for all of our students. Our middle school students (6-8) are successfully performing at or above the state average, but our challenge is moving our elementary students (K-5) to perform at the same level. Although we have seen growth in our academic performance in our elementary grades, we are still below our target. In our analysis, we have found that our elementary students are less likely to enroll in after-school programs, Saturday school and/or summer school programs due to their being more dependent on parents/care givers. An additional challenge we face is that our students live in communities in which there is a high rate of crime, poverty, and at-risk behavior. Despite these challenges, we maintain the belief that each and every one of our students can and will be successful as long as the adults in our school care enough not to give up on them. To support our students we have implemented the following: Increased support for teachers and students from our math and literacy coaches, increased planning time for PLC, after-school tutoring, extended school day and year, STEP reading Assessment, Achieve 3000, a Family Crisis Therapist, Behavioral Health Consultant, and a School and Family Coordinator. One of our major goals is to retain our Teach for America teachers longer than their initial two-year commitment. Although we have found some success with extending that commitment to three-years for some teachers, we would like all of our TFA corps members to stay a minimum of 5-years at TECS and remain in Delaware to continue long careers. We understand that struggling students need consistent and strong leadership, administrators, parents and teachers to be successful. An additional challenge for TECS is increasing the level of parental involvement and engagement in our school. Although we have a large number of parents who attend our report card conferences, Back to School Night, and Reading Night, there are still a considerable amount of parents who struggle to take an active role in the education of their children. Although, we understand the issues in the community affect some of our parents and their ability to be involved at a high level, we know we must support them in supporting their children and their education.

FINANCIAL PERFORMANCE:

What are the school's financial performance expectations that will demonstrate viability and sustainability as measured by the Performance Framework? Provide an analysis of strengths, challenges, and opportunities for growth in these areas.

Thomas A. Edison Charter School is on course to meet the performance expectations as measured by the performance framework for 2013-2014. For instance, we have begun preparing and posting agendas and minutes for our Citizen's Budget Oversight Committee (CBOC) meetings. Currently, all financial performance information is posted and up to date on the Thomas Edison website.

Thomas Edison's external audit for 2013-2014 was performed by Haggerty & Haggerty, PA. As in all previous years, an unmodified opinion was received.

The audit did identify two material weaknesses and/or significant deficiencies. The first was in monitoring procedures and payments to vendors. In the future, the Business Manager will monitor invoices and vendor payments closely. The CFO will review all invoices to insure information is entered correctly in the First State Financial (FSF) System before final approval.

The second material weakness / significant deficiency was in the payroll function. Timesheets for the 21st CCLC grant referenced "After School or Summer Camp" and did not have the grants name referenced. Moving forward, the 21st CCLC Program Director will insure the grant's name is recorded on each timesheet and the Payroll Specialist will verify.

Our 2013 – 2014 audit was completed in a much more timely manner with an anticipated Total Fund Balance increase. We will continue to strive to improve our financial performance.

Strengths, Challenges, and Opportunities for Growth

Thomas Edison's Chief Financial Officer is a CPA with over 25 years of finance/accounting experience. Each month the CFO prepares a financial update which includes a forecast for the remainder of the year. Each month the Finance Committee reviews monthly financial information with the CFO, Executive Committee and Board of Directors regarding financial matters. The Finance Committee is responsible for the financial oversight and functions as a subcommittee of the Board of Directors.

The Head of School and CFO, with input from staff and parents, develop an annual budget for review and adoption by the TECS Board of Directors. Thomas Edison Charter School has formed a Citizen's Budget Oversight Committee, which meets on a quarterly basis to discuss the school's financial condition to ensure the school's financial stability is secure. The school continues to operate with a reserve fund sufficient to address unanticipated negative occurrences, such as fluctuations in State, Local or Federal revenue, demographic trends or repairs on the school building.

In order to continue to provide Thomas Edison students with the necessary resources and on-going capital improvements, not covered or available by State, Local or Federal funds,

we will increase our fundraising efforts. To accomplish these goals, the Thomas Edison Board of Director's fundraising committee is researching options to bring additional revenues into the school. An additional challenge is competing with higher paying districts when recruiting and retaining experienced teachers.

ORGANIZATIONAL PERFORMANCE:

What are the school's performance expectations in meeting its organizational responsibilities including, but not limited to, administrative operations, reporting, and legal responsibilities as measured by the Performance Framework? Provide an analysis of strengths, challenges, and opportunities for growth in these areas.

Thomas Edison Charter School received a "Meets Standard" for its last overall Organizational Performance Expectations rating. The School Administration and the Board of Directors ensure the education program in operation reflects the terms as defined in the charter and in compliance with State, Local and Federal requirements.

Strengths, Challenges, and Opportunities for Growth

The Board of Directors conducts formal monthly meetings, sets policy and provides oversight in the areas of curriculum and instruction, business and personnel management, diversity issues, meeting the needs of our at-risk population, and overall school operations. Our Board serves as the governing and fiduciary authority of the school, functioning in accordance with the TECS by-laws. The Board has hired an experienced Administrative team which includes a Principal and Assistant Principal with a combined 40 years of teaching, leadership and administrative experience and a CFO with 25 years of accounting and finance experience.

In addition, the Head of School and CFO develop an annual budget with stakeholders, for review and adoption by the TECS Board of Directors. Thomas Edison Charter School has formed a Citizen's Budget Oversight Committee with ensure accountability and make suggestions regarding the school and its finances.

Thomas Edison's external audit for 2013-2014 was performed by Haggerty & Haggerty, PA. As in all previous years, an unmodified opinion was received. Our audit was completed in a timely manner.

The audit did identify two material weaknesses and/or significant deficiencies. The first, was in monitoring procedures. Management has implemented corrective actions, as discussed earlier, to remedy these findings.

STATUS OF CONDITIONS PLACED UPON THE CHARTER:

Include:

- A status update of any conditions imposed upon the school's charter; and
- Your plan to meet any conditions that are currently "not met".

Criterion Four: Goals for Student Performance

The Committee concluded that *Criterion Four is met and imposed a condition that:*

No later than 31 January 2013 in cooperation with the Delaware Department of Education, staff from Thomas Edison A. Charter School shall develop a plan to address concerns relative to students' science and social studies performance on State assessment measures. Furthermore, school staff shall cooperate with the DDOE in conducting at least one review of science academic performance and one of social studies academic performance each year and in providing targeted professional development as indicated by the review(s).

The leadership and staff of Thomas Edison Charter School are committed to the academic success of the students who attend the school. On December 13, 2012, Education Associates Dusty Shockley (social studies) and Tonyea Mead (science) visited Thomas Edison for a tour of the school, classroom visits and for a conversation with Principal EL and Assistant Principal Yates about how the school could systematically improve the science and social academic programs. Based on this conversation, the following action steps have been taken.

Date:	Activity:	Proposed Outcome:
December 13, 2012	Initial conversation and planning with DDOE Education Associates for improving the science and social studies program.	Development of a systematic plan for improving the science and social studies instruction at Thomas Edison, utilizing DDOE's expertise and follow-up in grade level teams
February 15, 2013	Professional Development Session with Dusty Shockley and Tonyea Mead on the Delaware Recommended Curriculum (DRC).	Increased teacher expertise in the science and social studies standards, model instructional units, and methods of assessment.
February 2013- July 2013	Refinement of the science and social studies curriculum maps. Dusty Shockley will assist in refining the social studies curriculum maps.	Development of a curriculum map that is fully aligned to the DRC and which is fully understood and endorsed by each grade level team. Continued development of teachers' deep understanding of social studies standards and grade level expectations.
May/June 2013	Data workshop with Dusty Shockley and Tonyea Mead to review the	Development of a deeper understanding of the performance

	science and social studies assessment data with grade level clusters.	expectations on assessments. Development of a deeper understanding of the alignment between standards, instruction, and assessment.
August 2013 - June 2014	Continuation of Science Kit Training by the Delaware Science Coalition.	Development of teachers' expertise around the content and pedagogy of specific grade level science kits.
August 2013 - June 2014	Grade level teams met and discussed the implementation of science kits and common formative assessments.	Increased consistency and fidelity of kit implementation across grade levels. Increased opportunity for teachers to solve problems related to student understanding of concepts. Increased opportunities for re-teaching and differentiation if students are not meeting expectations.

Criterion Six: Educational Program

The Committee concluded that Criterion Six is met and imposed a condition that:

For Section 6 (g): No later than January 31, 2013 Thomas Edison Charter School shall provide a detailed plan for building the capacity of staff to integrate SMARTBoard and ELMO projector technology into instruction to increase teaching opportunities, provide opportunities for students to interact with the technology, and ultimately to increase student achievement.

To build the capacity of staff to integrate SMARTBoard and ELMO projector technology into instruction, Thomas Edison will develop teacher-leaders who are committed to expanding their expertise in using the technology and who will develop the expertise of others at the school. The teacher-leaders participated in a SMARTBoard Conference on March 9, 2013. In addition Thomas Edison contracted with Visual Sound to come to the school to conduct training on SMARTBoards and ELMO projectors with all of the teachers. After these training opportunities, the teacher-leaders will share ideas for integrating technology in PLC meetings and host demonstration lessons for their peers on a regular basis. The administration developed a schedule where teachers are provided with release time to watch the demonstration lessons and then have time to debrief with the teacher-leader about how the lesson was planned and executed and how technology was used purposefully to enhance student learning. To monitor the use of technology, the administration will do regular walkthroughs to collect data on the use of technology. This data will be shared with the staff at the monthly staff meetings.

Criterion Nine: Financial and Administrative Operations

*The Committee concluded that Criterion Nine is met and imposed the following conditions:
For Section 9(h):*

No later than 31 January 2013, Thomas Edison Charter School shall develop a new Performance Agreement that is aligned with the requirements in the Delaware Department of Education (DDOE) Regulation 275 and shall submit the agreement to the DDOE for its review.

School Administration met with the Charter School Office to develop a new Performance Agreement. This condition has been met.

STUDENT RETENTION GOALS AND TARGETS:

Include:

- **The percentage of students who have re-enrolled from the prior year according to ESEA demographic categories**

From the 2013-2014 academic year, Thomas Edison had 89% of our students re-enroll for the following year. (8th grade students are not included in this number, since they are not eligible for re-enrollment)

- **The number of students who have left your school before the year is over or before the end of the charter school's grade configuration per ESEA demographic category. A summary of why students chose to leave.**

Thomas Edison had 9 students leave before the school year was over. These students moved out of state.

- **The percentage of students who did not pass from one grade to the next**

Less than 1%

- **Your plan to improve student retention and average daily attendance if less than your stated targets.**

Less than 1% of our students are retained in their grade and our average daily attendance is 95%.

INNOVATION:

Include:

- A discussion of innovation occurring at the school in areas including, but not limited to, curriculum development, instructional strategies, school culture and climate, community and parent engagement, professional development, operations and management practices, and extra-curricular programming.

Thomas A. Edison Charter School was the 2011 State Academic Achievement Award winner and has implemented a number of rigorous and challenging programs including Franklin Covey's 7-Habits leadership training for all students, Pre-AP Math and English in our middle grades, University of Chicago's STEP (Strategic Teaching and Evaluation of Progress) Reading Assessment, Achieve 3000 (a web-based differentiated instructional reading program for struggling and gifted learners), First Move Chess program in grades 2-3, Algebra in the early and middle grades, and our 100-Book Challenge Reading Program, school-wide. Our chess program is one of the top programs in the state and nation, as our students have won the Delaware State Chess Championship, The Greater Baltimore Championship, the Mid-Atlantic All-Girls Championship, and the Greater Philadelphia Championship. We finished in 1st place at the National Chess Championship in Dallas, Texas in 2014, finished in 3rd place in Nashville, in 2013, and as runner-up in San Diego, in 2012.

Thomas Edison Charter School provides its students and families with exemplary academic and extracurricular activities. We have developed an excellent relationship with our partnering universities: University of Delaware, Wilmington University and Del-Tech. We value technology, the arts, sports, healthy eating and exercise, and community service. Our teachers and staff are often reaching out to connect and communicate with our parents who are viewed as important partners in the education of our children. Edison parents and students are supported through many programs in our after school and summer programs, and the many PTO activities.

In order to improve teacher performance and student achievement, TECS has embarked on implementing the new Teaching Excellence Framework, in collaboration with three other urban charter schools (Kuumba, Eastside, and Prestige). The Teaching Excellence Framework provides frequent lesson observation and feedback to all teachers throughout the year, gathers data from multiple sources to help teachers learn and grow, celebrates excellence through recognition and reward and collaborates with other schools to learn from the best practices in each school.

Maintaining our commitment to the principle of educating the whole child, a rigorous and exciting curriculum is implemented at Thomas Edison Charter to ensure that all students have access to a well-rounded and enjoyable education—both inside and outside of the classroom. Our balanced literacy program is supported by the "Great Habits, Great Readers" framework and our 100 Book Challenge program to supplement and provide support to our students. All students in grades 6-8 are taught Language Arts and Math using the Springboard Curriculum from the College Board. To ensure that all of our students are college and career ready, we use SpringBoard to infuse rigor, set

high expectations, and expand access and opportunity for all students at Edison. SpringBoard provides culturally and personally relevant activities designed to engage students in problem solving, academic discourse and critical analysis. This unique approach to individualized learning provides our teachers with a road map for opening the doors to a bright future for our students. At Edison Charter we emphasize higher-order thinking skills that challenge our students to aim higher and achieve more. SpringBoard helps them personalize and own their learning, encourages self-exploration and the application of learning strategies that work best for students as individuals. Science kits and Social Studies lessons/activities are infused in every classroom, in every grade. The kits and lessons are aligned with the State Science and Social Studies standards and allow our students to experience a rich learning experience in school everyday.

“Thomas A. Edison Charter School: Educating and Elevating Every Student, Every Day, to attend the Best High Schools and Colleges. No Excuses!”