

CHARTER SCHOOL OF NEW CASTLE(PREV.FAMILY FOUNDATIONS ACADEMY)

ANNUAL REPORT

2017-2018



**170 Lukens Drive,
New Castle,DE 19720
Phone:(302) 324-8901**

I. OVERVIEW

1.1 School Overview:

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

BASIC INFORMATION	
Name of School	Charter School of New Castle(prev.Family Foundations Academy)
Year School Opened	2006
Enrollment 2017-2018 ¹	751
Approved Enrollment	830
School Address	170 Lukens Drive, New Castle,DE 19720
District(s) of Residence	Colonial School District
Website Address	http://www.charterschoolnewcastle.org/
Name of School Leader	Aaron Bass
School Leader Email and Phone Number	Aaron.Bass@csnc.k12.de.us (302) 324-8901
Name of Board President	Thomas Humphrey
Mission Statement: The mission of Family Foundations Academy is to acknowledge the learning differences of each individual child and nurture the uniqueness of each family structure.	

1.2 School Demographic Data:

Please review the following table for accuracy and complete the second row (“# of Students on Waiting List”) for 2017-2018. (Note: The remaining sections of the table will be completed by the Charter School Office. **Any changes identified by the team must be highlighted in red prior to submitting the report. Only changes highlighted in red will be reviewed by the Charter School Office. Should there be no highlighted changes, the data will appear as presented in this draft.**)

ENROLLMENT & DEMOGRAPHIC INFORMATION	
	2017-2018 ¹
Total Enrollment	751
# of Students on Waiting List	
Gender	
% Male	48.74%
% Female	51.26%
Ethnicity/Race	
% African American	81.23%
% American Indian	0.67%
% Asian	1.07%
% Hispanic/Latino	10.79%
% White	4.26%
% Multiracial	1.46%
Special Populations	
%Special Education ²	9.05%
% English Language Learners	2.93%
% Low-Income	54.19%

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

1.3 Approved Minor and Major Modifications:

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

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

Date	Modification Requested	Outcome
Jun 2015	Major - relocate school site	Approved
Sep 2015	Minor - educator evaluation process	Approved
Dec 2016	Minor - school name change	Approved

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

We submitted a modification to our enrollment in Dec 2017 and were approved to reduce from 830 to 790 for the 2018-19 school year.

1.4 School Enrollment:

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

School Enrollment Trends		
Cells highlighted in grey were grade levels not serviced by this school		
	2017-2018	
	Approved Enrollment	30-Sep Enrollment Count
K	110	94
Grade 1	100	75
Grade 2	100	97
Grade 3	100	98
Grade 4	100	73
Grade 5	80	94
Grade 6	80	83
Grade 7	80	80
Grade 8	80	57
Grade 9		
Grade 10		
Grade 11		
Grade 12		
Total	830	751

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

1.5 Reenrollment:

Reenrollment Rate² is the % of students continuously enrolled in the school from one year to the next.

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

School Reenrollment Trends		
Cells highlighted in grey were grade levels not serviced by this school		
	Charter School of New Castle(prev.Family Foundations Academy)	
	Number of Students Reenrolled Count	Percentage of Students Reenrolled %
K		
Grade 1	54	71.05%
Grade 2	82	79.61%
Grade 3	80	76.19%
Grade 4	59	72.84%
Grade 5	72	71.29%
Grade 6	53	70.67%
Grade 7	68	85.00%
Grade 8	49	74.24%
Grade 9		
Grade 10		
Grade 11		
Grade 12		
Total/Avg	517	75.25%

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

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

The reenrollment percentage has increased from last year's 73.76%. This increase has been through partnering with parents, offering a robust regular school and after school programming and maintaining a strong community. Data on why students leave varies from families moving, issues with transportation and other issues. We are speaking with families and engaging them more. We also follow up with families that express they are interested in leaving our school so that we can target their issue and try to resolve it. Families that choose to leave without sharing information with us are allowed to leave due to the fact that we believe in choice and do not want to impede their leaving.

II. ACADEMIC PERFORMANCE

2.1 Delaware School Success Framework

Changes in the Academic Framework

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

Overall Academic Ratings

Elementary (grades K-5)/Middle School (grades 6-8)

Indicator	Points	Point Earned	Percent Point
Academic Achievement	150.00	59.00	39% Approaching Expectations
Academic Progress	200.00	122.00	61% Approaching Expectations
School Quality/Student Success	50.00	46.00	92% Exceeds Expectations
Progress Toward English Language Proficiency	50.00	25.00	50% Well Below Expectations
Overall	450.00	252.00	56% Approaching Expectations

a) Based on the table above discuss the school's:

- ?????????????? overall academic achievement results,
 ?????????????? major challenges,
 ?????????????? and accomplishments over the course of the school year.

School Comments: Overall there were areas for academic celebrations in grades four to eight. Overall from 2016-2018, Charter School of New Castle had an average growth increase of 1.2% point in Language Arts and an increase of 3.6% points in Mathematics compared to the State of Delaware which had a 0% point increase in Language Arts and a decrease of 3.6% points in Mathematics. In addition, Charter School of New Castle had four teachers achieve increases above 15 percentage points. Lastly the Charter School of New Castle was ranked fifth (Math) and ninth (ELA) among all schools in Delaware with respect to the percentage of students who met their annual growth targets. This data is determined by the state mandated component V metrics for which schools and teachers are held accountable.

Performance Agreement

Academic Performance Expectations

Family Foundations Academy Charter School overall academic rating is meets standard. By September 2019, our expectation is to achieve the overall rating of "Meets" or "Exceeds" standard as measured by the Academic Performance Framework. Each year, we will show growth within our overall rating putting us on track to achieve our academic performance expectations. This progress will be monitored through our annual performance review.

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

School Comments:

Charter School of New Castle has shown an increase in academic achievement and academic growth for the last two consecutive years. As we know school success is not only measured by proficiency but also by growth as well. Component 5 of the state metric for teacher accountability demonstrates this perfectly. Each student receives a performance target number that he or she must achieve, which represents appropriate academic growth for the academic school year. In the case of students who test below proficiency if they meet their growth target every year they will reach proficiency in the 7th grade. Thus even if these students make substantial growth they will not achieve proficiency until the 7th grade. Fortunately, for teachers this does not dictate that he or she did not meet their expectations. Some schools record high proficiency levels even though students may not achieve their growth goals and even regress creating a false sense of "good" teaching. During the 16-17 and 17-18 school year Charter School of New Castle was ranked in the top 10 in both Math and Literacy growth with respect to the percentage of students who met their annual growth targets. CSNC

achieved a state ranking of 9th in Language Arts compared with the entire state and achieved a ranking of 5th in Mathematics as compared to the state based on the percentage of students who met their annual growth targets. School quality success was ranked as exceeds according to the Academic Framework metric. With the increase in efforts to address individual academic needs, I am confident we will hit the meets/exceeds metric by September 2019.

2.2 Academic Achievement

Metric	Value	Points	Points Earned
Proficiency ELA (Grades 3-8)	39.57%	75.00	30.00
Proficiency Math (Grades 3-8)	38.26%	75.00	29.00

Respond to the following questions.

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

School Comments

The Academic Achievement data for Charter School of New Castle is located below.

CSNC ENG	16-17 SBAC Score	17-18 SBAC Scores	increase/decrease
Grade 3	34%	40%	baseline
4th	34%	50%	increase 16pts
5th	48%	30%	decrease 18pts
6th	51%	45%	decrease 6pts
7th	35%	46%	increase 11pts
8th	25%	28%	increase 3pts
	AVG 38.6	39.8% avg	1.2 pts average increase

CSNC Math	16-17 SBAC Scores	17-18 SBAC scores	increase/decrease
Grade 3	42%	50%	baseline
4th	42%	62%	increase 20pts
5th	47%	25%	decrease 22 pts
6th	21%	26%	increase 5pts
7th	21%	38%	increase 17pts
8th	32%	30%	decrease 2pts
	32.60%	36.2% AVG	3.6% increase avg

Based on student performance, it is evident there needs to be focus on certain grades and subjects. Each year we look to see the progress of students in each grade level following them throughout their stay at Charter School of New Castle. There are some positive trends we are noticing. Teachers who are rated effective/highly effective are producing higher academic results when compared to developing and unsatisfactory teachers. Charter School of New Castle had a highly effective teacher exit out of grade 5 ELA in September which contributed to the 18pt decrease in scores. The prior year that teacher achieved a significant increase of 15% points. In 5th grade math during the 2017-18 school year we had a significant decrease. There were two factors contributing to the decrease. One factor was a lack of student retention. We found that grade 4-5 is a transient year for students at Charter School of New Castle. There were a number of students who scored proficient on the state test who transferred to another school. A second factor was teacher performance. Some staff who need to improve their skills in pedagogy have issues in fully covering an academic year's worth of material prior to the state exam are not showing an increase in academic performance. The leaders of Charter School of New Castle acknowledged these issues and have worked diligently to provide more effective teacher training and coaching in addition to restructuring pacing charts in mathematics to increase the amount of content taught prior to the state exam. This year Charter School of New Castle is also concentrating more on student writing skills due to data showing that narrative writing is a contributing factor to students decreased scores in ELA. However, there were some grades at Charter School of New Castle that did see significant increases in proficiency levels in both ELA and Math. The averages for grades 3-8 from 2016-2018 have shown an overall academic increase in both Language Arts and Math.

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

School Comments

Charter School of New Castle has taken several steps to increase proficient scores overall moving forward. There is an increased focus on teacher recruitment and student retention. 2018 has proven thus far to be the highest in regards to the number of students retained from the previous year. Charter School of New Castle has modified instruction as well. A writing program has been implemented to address student deficiencies. In addition, Charter School of New Castle has increased technology to achieve more of a blended learning approach for students. Blended learning (hybrid of tech based approach and standard classroom teaching) will increase the amount of individualized instruction students receive. Furthermore, Charter School of New Castle has increased efforts to developing teachers. A yearlong focus on tracking and prompt responding to student data is increasing rigor and learning in the classroom.

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

School Comments

Both assessments and student classroom data is tacked consistently on a school provided data trackers. Interim Assessments and module assessments will provide prediction data and student progress in regards to grade level work. MAP will progress monitor student individual learning during the year. Student work samples, baselines and performance tasks will help monitor skill development in writing.

2.3 Academic Progress

Metric	Value	Points	Points Earned
Growth - ELA (grades 4-8)	61.60%	75.00	46.00
Growth - Math (grades 4-8)	59.34%	75.00	45.00
Growth of Highest Quartile - ELA(grades 4-8)	65.83%	12.50	8.00
Growth of Highest Quartile - Math(grades 4-8)	69.54%	12.50	9.00
Growth of Lowest Quartile - ELA(grades 4-8)	60.63%	12.50	8.00
Growth of Lowest Quartile - Math(grades 4-8)	50.80%	12.50	6.00

Respond to the following questions.

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

School Comments

Overall there were areas for academic celebrations in grades four to eight. Overall the Charter School of New Castle had an average growth increase of 1.2% point in Language Arts and an increase of 3.6% points in Mathematics compared to the State of Delaware which had a 0% point increase in Language Arts and a decrease of 3.6% points in Mathematics. In addition, Charter School of New Castle had four teachers achieve increases above 15 percentage points. As we know school success is not only measured by proficiency, but also by growth as well. Component 5 of the state metric for teacher accountability demonstrates this perfectly. Each student receives a performance target number that he or she must achieve which demonstrates appropriate academic growth for the academic school year. In the case of students who test below proficiency if they meet their growth target every year they will reach proficiency in the 7th grade. Thus even if these students make substantial growth they will not achieve proficiency until the 7th grade. Fortunately, for teachers this does not dictate that

neither the teacher nor the school failed to meet their student academic expectations. Some “high performing” district schools record high proficiency levels, even though students fail to reach their academic target scores and even regress creating a false sense of “highly effective” teaching. During the 16-17-17-18 school year Charter School of New Castle was ranked in the top 10 in both Math and Literacy growth with respect to the percentage of students who met their annual growth targets. CSNC achieved a state ranking of 9th in Language Arts compared the entire state and achieved a ranking of 5th in Mathematics as compared to the entire state. Attached are also the results of MAP testing. The data attached compares the student results from 2016 spring to 2017 spring. Growth in ELA/Math is evident across the board at each grade level. Students are ending the following year at higher skill levels. With that said there is more work to be done. All students are not on grade level. Some students still have skill deficiencies that need to be addressed. To address this issue Charter School of New Castle has increased blended learning to provide individualized instruction to all students. Coupled with student deficiencies, we face an increasing number of inexperienced teachers who must be coached and developed. Charter School of New Castle has increased efforts to coach inexperienced teachers, training “highly effective” teachers to become coaches and promoting existing staff to leadership positions to help coach and develop teachers. A third focus is for Charter School of New Castle to adjust curriculum to ensure all or most of the content taught for the entire year is completed prior to May 1st coupled with increasing instruction in writing by integrating writing curriculum.

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

School Comments

Charter School of New Castle expects to have continued academic growth in Math and ELA. Charter School of New Castle will take the following steps to ensure growth occurs: Leaders and teachers will progress monitor student assessments, performance task and student work. Increase the level of coaching support by training “highly effective” teachers to support other staff. Also there will be a consistent implementation of blended learning to address student individual needs. Furthermore, curriculum modification will be made to address writing skills and prioritize content to be taught prior to May 1st.

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

Weekly assessments and student classroom data are tracked daily on school data trackers. Interim Assessments and module assessments will provide prediction data and student progress in regards to grade level work. MAP will progress monitor student individual learning during the year. Student work samples, baselines and performance tasks will help monitor skill development in writing.

2.4 School Quality/ Student Success

Metric	Value	Points	Points Earned
Chronic Absenteeism	92.96%	50.00	46.00
Proficiency - Science(grades 5 and 8)		n/a	n/a
Proficiency - Social Studies(grades 4 and 7)		n/a	n/a

Respond to the following questions.

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

School Comments

Charter School of New Castle works to ensure a strong education for all students. Through a staff of caring teachers, counselors and behavior support we reach out to all families on a proactive basis. Our staff go above and beyond to reach out to chronically absent children and we provide multiple opportunities for families to meet with staff throughout the school year to discuss attendance and problem solve being present. We have done this in the past and will continue to work to ensure that all of our children are present and accounted for in school.

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

School Comments

We expect to maintain the high score we received for School Quality/ Student Success. We will continue to have all staff work with students to ensure that they have what they need to be in school. We have also hired a Director of College Then Career to assist our alumni so that they can graduate from college and receive support in their careers. We have made a public commitment to our children and know that by making their future a reality we will be able to better focus our current students. While our LEA is not responsible for these outcomes for the state we are committed to strong outcomes for our scholars. In addition we will continue to use the practices that we employed this year to build a strong culture of regular school attendance.

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

School Comments

Each advisor spends time with students to build relationships with the student and their family. Staff work with families to identify areas of need. In addition our office teams keep good track of attendance and our entire team works with the counseling staff to follow up with families that are not meeting expectations. The approach is largely supportive through parent meetings, offering resources to families and continuing to engage in dialogue for the betterment of the scholar. Leaders also follow up on attendance and help problem solve issues so as to keep strong attendance.

2.5 Progress toward English language proficiency (ELP) * new

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

Metric	Value	Points	Points Earned
Progress Toward English Language Proficiency	49.78%	50.00	25.00

Respond to the following questions.

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

School Comments

After reviewing the school’s current performance toward English Language Proficiency, Annual ELL Access Scores, and internal assessments such as (Fountas & Pinnell /MAP) we have specifically identified the domain of reading and literacy as areas where students demonstrated the most significant difficulties. The target areas are phonemic awareness, decoding, and reading comprehension that ultimately ties into writing structures. In particular, CSNC ELL students are struggling with their vocabulary acquisition and applying their word knowledge to access grade level material.

ELA/Reading difficulties demonstrated the following for CSNC ELL students:

Subtest	# of Students	Performance
Reading	9	Below 3 on SBAC
Literacy	7	Below 3 on SBAC

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

School Comments

At this time we have increased ELL supports provided to our students to serve them within the ELL program as well as within the general education setting. Specifically, we have pushed for a focus on vocabulary by incorporating the usage of context to figure out unfamiliar words with literary and non-fiction text during both class and RTI. In addition, the school implements daily guided reading lessons to support elementary students' development based on their individualized instructional level. Our guided reading is an instructional approach that involves a teacher working with a small group of readers. During the lesson, the teacher provides a text that students can read with support, coaching the learners through targeted lessons as they use problem-solving strategies to read the text. The ultimate goal is to become an independent reader while developing comprehension skills. Within the middle school setting, the ELL teacher is supporting student vocabulary growth by previewing vocabulary within the text prior to reading to develop the student's background knowledge to increase their access and understanding of material.

We are expecting students to begin utilizing context clues to strengthen their comprehension of material and overall vocabulary. With the increase of exposure to text through guided reading we are looking to increase students overall vocabulary while having targeted instruction on how to access material appropriately.

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

School Comments

Our goal is to see increases on internal assessments such as F&P, MAP and RTI to track their progress. We will use MAP's testing data and the school's internal Interim Assessment to monitor student progress toward lexile development, and comprehension of both literary and informational text. Fountas and Pinnell benchmarking data will be used to track/monitor student progress student reading and comprehension skills. The Fountas & Pinnell Benchmark Assessment Systems provide teachers with precise tools and texts to observe and quantify specific reading behaviors, and then interpret and use that data to plan meaningful instruction.

III. ORGANIZATIONAL PERFORMANCE

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

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

3.1 Mission Specific Goal(s)

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

1a. Is the school faithful to its mission as defined in its current charter, including approved mission-specific academic goals if applicable?

Essential Question Indicator 1a. The mission of Charter School of New Castle is to acknowledge the learning differences of each individual child and nurture the uniqueness of each family structure.				
Staff				
Measure	Definition of Rating	Data Source	Data Collection Process	Measure
Students will successfully complete a Vision Plan that focuses on their future goals and needs to meet that goal.	Meets Standard: 90% or more of the student body will have a Vision Plan meeting with the parent, teacher and student about their goals for the future as well as their academic and character progress towards those goals.	Family attendance at Vision Plan Meetings	PDF Upload and entry into system by DOE.	1a1
	Approaching Standard: 51 – 90% of the student body will have a Vision Plan meeting with the parent, teacher and student about their goals for the future as well as their academic and character progress towards those goals.			
	Far Below Standard: 50% or less of the student body will have a Vision Plan meeting with the parent, teacher and student about their goals for the future as well as their academic and character progress towards those goals.			1a2

- a) Rate the school's performance according to the criteria established by the school for its 2017-2018 mission specific goal(s).

School Comments

In the 17-18 school year we engaged with parents and conducted Vision Plan Conferences where we learned about students goals and also focused on their progress during the school year. 100% of

students completed a Vision Plan or Vision Meeting with staff. Over 80% of our families came to discuss their child's future goals and current grades. These meetings were instrumental in building relationships with parents. We were successful in accomplishing our academic growth goals on SBAC with significant growth in Math and ELA. We are continuing to make improvements in the school to have better student performance.

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

3.2 Organizational Performance

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

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

SUMMARY AND OVERALL RATING

Charter School of New Castle(prev.Family Foundations Academy)

Year	Education Program				Governance & Reporting			Students & Staff		Facilities, Transportation, Health & Safety	OVERALL RATING
	Mission Fidelity	Applicable State & Federal Requirements	Students with Disabilities	English learners	Governance & Public Stewardship	Oversight of School Management	Reporting Requirements	Students Rights	Req. on Teacher Certification & Hiring Staff		
	1a	1b	1c	1d	2a	2b	2c	3a	3b	4a	
2017-2018	M	M	M	AS	M	M	M	AS	M	M	Meets Standard

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

School Comments:

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

School Comments:

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

1. EDUCATION PROGRAM

Measure 1d.

Is the school fulfilling responsibilities for English Learners (ELs)?

DOE Rating Information:

1d1 and 1d6: The school was notified in writing by the Department of Education to be out of compliance in their annual monitoring but completed their corrective action plan on or prior to the due date.

School Response To Rating:

We have completed all necessary requirements and have worked with the state to resolve any issues.

3. STUDENTS AND STAFF

Measure 3a.

Is the school protecting the legal rights of all students?

DOE Rating Information:

The school did not participate in the ASV process.

School Response To Rating:

The Charter School of New Castle did in fact participate in the ASV process. We have in our possession twenty-seven documented emails to and from Adrian Peoples that are directly and or indirectly related to the ASV process and the Charter School of New Castle. The emails are attached for your convenience. Attached are also the ASV cover letter and student list which were also submitted.

Performance Agreement

Organizational Performance Expectations

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

Charter School of New Castle's overall organizational rating is does not meet. By September 2019, our expectation is to achieve the overall rating of ""Meets,"" or ""Exceeds"" as measured by the Organizational Performance Framework. Each year, we will be on track to demonstrate performance aligned with those organizational performance expectations. This progress will be monitored through our annual performance review.

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

School Comments:

3.3 Board Financial and Governance Members and Training

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

Board Financial and Governance Training

First Name	Last Name	Role/Title	Financial Training Date
Aaron	Bass	Ex-officio	7/25/2017
Thomas C.	Humphrey	President	11/21/2013
Geneer	Johnson		3/30/2017
Stephen	Lamb		11/30/2015
Charles	McDowell	Board Member	7/1/2007
Charles	Toliver	Secretary	11/19/2014
Sara	Vasko	Teacher Representative	7/25/2017
Nakishia	Williams Bailey	Vice President / Parent Rep	2/12/2015

*Please list only the most recent training date.

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

School Comments:

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

Citizen Budget Oversight Committee Membership & Trainings

First Name	Last Name	Role/Title	Financial Training Date
Kayode	Abegunde	Parent Representative	11/30/2015
Teri	Andrews-Cordrey	Teacher Representative	3/30/2017
Aaron	Bass	CEO	7/25/2017
Jamie	Johnson	Parent Representative	3/30/2017
Nick	Medaglio	Managing Director of Finance & Operations	11/21/2013
Richard	Riggs	DOE Representative	11/30/2015
Nathania	Thompson	Board Chair	3/30/2017

School Comments:

Mr. Medaglio is not a voting member of the committee, rather he presents the financial data to the committee for their review.

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

2017-2018		
% of Teachers RETAINED	# of Teachers RETAINED	# of Teachers ELIGIBLE
83%	60	72

*** To be completed by the school**

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

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

School Comments:

At CSNC we work to ensure that we recruit and retain the best people for our children. To that end we monitor staff attrition monthly and discuss each departure within the leadership team. We also perform exit interviews with each departing staff member to make sure that we are able to inform the schools actions. There are also times where we as a school decide that a staff person should not continue employment at our school. This can be due to a lack of professionalism, in the interest of child safety or due to unsatisfactory performance. Before we get to that point we give feedback through our evaluation systems as well as in our weekly meetings.

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

School Comments:

We have received repeated approval for the Leadership Excellence Framework in addition to our Teaching Excellence Framework. These evaluation tools allow us to focus on areas of development for each person. We have also created a PD Schedule that is responsive to the needs of staff based on observations and planning meetings. Each PD is accompanied by a survey to rate the effectiveness of the PD as well as solicit suggestions for future PD's. In addition we collaborate with other schools to ensure that we are using the best practices for our staff.

Finally each teacher has a planning meeting and a data meeting to help guide their development. The

planning meeting allows the teacher and their manager to focus on how to effectively plan for each class. At the data meetings the manager and each teacher do progress monitoring of each class. These meetings allow us to give each teacher individualized attention in their instruction while simultaneously allowing leadership to assess trends in the building. We have put a larger emphasis on data tracking after our leaders received high quality professional development at Harvard University this summer.

IV. FINANCIAL PERFORMANCE

4.1 Financial Performance

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

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

Financial Performance Framework Ratings	Near Term Indicators				Sustainability Indicators				Financial Management and Oversight	Overall Rating
	Current Ratio	Days Cash	Enrollment Variance	Default, Loan Covenants, & Debt Service Payments	Total Margin	Debt Asset Ratio	Cash Flow	Debt Service Coverage Ratio		
Year	1a	1b	1c	1d	2a	2b	2c	2d	3	
2017-2018	M	AS	AS	M	F	AS	F	AS	M	Approaching Standard

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

School Comments:

Charter School of New Castle's overall financial rating is approaching standard, but we feel very confident in our financial well-being. FY17 was the first time since the school was taken over by new management that the school received a clean audit with an unmodified opinion. This has continued for FY18 as well. Most of the school's poor ratings are attributable to one-time investments in our buildings to improve them for our students as well as the mortgage and other carrying costs for the facilities we vacated at 1101 Delaware Street in order to consolidate our elementary and middle schools at one location. The school had a significant amount of funds in reserve which made possible these improvements and the ability to absorb the 1101 Delaware Street carrying costs. We currently have a tenant at the 1101 Delaware Street property that occupies half of the building now and will occupy the full building in FY20. They are expected to purchase the building in FY20. We expect that our ratings will improve over the next two years which will lead to us meeting standard in all areas by

FY20.

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

School Comments:

Over the past year, the school has taken great strides to improve our payroll internal controls. We continue to have receive a "Strong Internal Controls" rating. The school continues to refine and expand our practices to ensure continued success.

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

1. NEAR TERM INDICATORS

Measure 1b. Days Cash:

Cash divided by (Total Expenses / 365)

2017-2018
48

The days cash on hand ratio indicates how many days a school can pay its expenses without another inflow of cash. The preferred result is more than 60 days cash.

School Response To Rating:

Comment?

Measure 1c. Enrollment Variance:

Actual Enrollment as of September 30 divided by Authorized Enrollment

2017-2018
90%

The enrollment variance depicts actual versus authorized enrollment. A school budgets based on projected enrollment but is funded based on actual enrollment; therefore, a school that fails to meet its enrollment targets may not be able to meet its budgeted expenses. The preferred result is more than 95%.

School Response To Rating:

Explain?

2. SUSTAINABILITY INDICATORS**Measure 2a. Total Margin:**

Net Income divided by Total Revenue

2017-2018
1 YR: -7.96%
3 YR: -5.1%

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

School Response To Rating:

Comment?

Measure 2b. Debt to Asset Ratio:

Total Liabilities divided by Total Assets

2017-2018
0.95

The debt to asset ratio compares the school's liabilities to its assets, or what a school owes against what it owns. The preferred result is less than 0.90.

School Response To Rating:

Explain

Measure 2c. Cash Flow

2017-2018
1 YR: \$-327863
3 YR: \$-824306

Cash flow indicates the trend in the school's cash balance over a period of time. This measure is similar to days cash on hand, but indicates long-term stability versus near-term. Since cash flow fluctuations from year-to-year can have a long-term impact on a school's financial health, this metric assesses both three-year cumulative cash flow and annual cash flow. The preferred result is greater than zero.

School Response To Rating:

Explain

Measure 2d. Debt Service Coverage Ratio:

(Net Income + Depreciation + Interest Expense) / (Principal and Interest Payments)

2017-2018
-1.82

The debt service coverage ratio indicates a school's ability to cover its debt obligations in the current year.

School Response To Rating:

Explain

Performance Agreement

Financial Performance Expectations

Charter School of New Castle's overall financial rating is TBD. Draft audit was provided as requested. By September 2019 our expectation is to achieve the overall rating of ""Meets"" or ""Exceeds"" standard as measured by the Financial Performance Framework. Each year, we will be on track to demonstrate economic viability and achieve our financial performance expectation. This progress will be monitored through our annual performance review.

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

School Comments:

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

School Comments:

V. INNOVATION

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

School Comments:
Comment?

VII. ANNUAL REPORT CERTIFICATION STATEMENT

Name of School:	Charter School of New Castle
Location:	170 Lukens Drive, New Castle, DE 19720

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

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

Date

Print/Type Name:	Thomas C. Humphrey
Title (if designated):	President
Date of approval by board of directors:	

References:

¹ Based on September 30th Unit Count

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

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

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

