

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

ANNUAL REPORT

2019-2020



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

<http://www.charterschoolnewcastle.org/>

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 2019-2020 ¹	766
Approved Enrollment	790
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	Rachel Valentin (Lower School) LaRetha Odumosu (Upper School)
School Leader Email and Phone Number	rachel.valentin@csnc.k12.de.us laretha.odumosu@csnc.k12.de.us (302) 324-8901
Name of Board President	Brett Taylor
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 2019-2020. (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	
	2019-2020 ¹
Total Enrollment	766
# of Students on Waiting List	22
Gender	
% Male	48.56%
% Female	51.44%
Ethnicity/Race	
% African American	84.33%
% American Indian	0.39%
% Asian	0.39%
% Hispanic/Latino	8.49%
% White	3.39%
% Multiracial	2.61%
Special Populations	
% Special Education ²	10.57%
% English Language Learners	3.00%
% Low-Income	43.99%

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
12/13/19	To reduce the school’s approved instructional hours to align with the State’s required 1,060 instructional hours.	Approved

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

1.4 School Enrollment:

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

School Enrollment Trends		
<i>Cells highlighted in grey were grade levels not serviced by this school</i>		
	2019-2020	
	Approved Enrollment	30-Sep Enrollment Count
K		83
Grade 1		87
Grade 2		96
Grade 3		83
Grade 4		94
Grade 5		96
Grade 6		82
Grade 7		83
Grade 8		62
Grade 9		
Grade 10		
Grade 11		
Grade 12		
Total		766

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	66	86.84%
Grade 2	87	86.14%
Grade 3	69	84.15%
Grade 4	82	87.23%
Grade 5	83	95.40%
Grade 6	64	87.67%
Grade 7	79	82.29%
Grade 8	60	81.08%
Grade 9		
Grade 10		
Grade 11		
Grade 12		
Total/Avg	590	86.38%

** 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.

2019-2020 Response: The reenrollment percentage has increased gradually over the years. Based on the above, we noticed the same trends and continue to minimize attrition rates. This decrease of attrition rates has been through collaborating with parents about the school programs, offering a robust regular school and after school programming and maintaining a strong community through intentional

events and communication. As we look further into why families leave, the data is still consistent. Families are leaving due to the following reasons: relocation, transportation concerns and other miscellaneous issues. We are able to grab key information through the reenrollment process, speaking with families directly and engaging them when and if concerns arise.

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

Indicator	Points	Percent Point
-----------	--------	---------------

Due to COVID-19, all SY 19/20 assessment and accountability requirements have been waived by the U.S. Department of Education.

a) **Since all assessment and accountability requirements for SY 19/20 have been waived due to the COVID-19 pandemic, please describe the school's performance against its remote learning plan and address the following areas (2 pages will suffice):**

- i. **Content mastery;**
- ii. **Addressing learning gaps (e.g. serving students with disabilities);**
- iii. **Equity (e.g. measuring and addressing the technology gap, technological literacy)**
- iv. **Student engagement;**
- v. **Student wellness (e.g. challenges at home);**
- vi. **Assessment and measures of success;**
- vii. **Grade level differences;**
- viii. **Lessons learned and improvements for school year 2020-2021 (e.g. preparation, content, synchronous vs. asynchronous learning, etc.)**

School Comments 2019-2020:

Charter School of New Castle developed a Staff Action Plan that was submitted to the DOE that provides clear detail on all of the above. The following are excerpts taken from this plan.

- i. **Content Mastery:** Early March Closure - A syllabus was created with the remaining grade level concepts for the year. The most important concepts were prioritized by grade. Teachers will review the syllabus to note what concept will be introduced each week for distant learning and follow the steps below. Teachers offered office hours K-8 and students

who received Special Education services received a targeted packet based on their goals. Current Hybrid Program: Teachers are following a scope and sequence and tracking standards mastery and student growth.

- ii. **Addressing learning gaps (e.g. serving students with disabilities);**
 - a. Students are meeting with their teachers in small group and individual pull out sessions to receive additional support. Teachers in the gen-ed classroom are utilizing break outs and other resources to provide a response to intervention based on student needs. Teachers at the ES are utilizing weekly data trackers and at the MS standards mastery trackers to track progress. As needs come up teachers will respond to this data by providing work through online platforms such as IXL or RAZ kids that will provide additional practice and skill-based support adjusted specifically to those students' learning needs/levels.
- iii. **Equity (e.g. measuring and addressing the technology gap, technological literacy)**
 - a. Surveys have been utilized and direct parent contact/information session to support our parent needs. We used the survey to identify our technology needs and provided the resources based on this data. During parent info sessions, parents have the opportunity to express other needs and our administrative team has followed up accordingly. In an effort to support with equitable practices, the teachers are checking with students directly and asking targeted questions to ensure that we are abreast on what their needs are.
- iv. **Student engagement;**
 - a. Engagement is a daily effort as we continue to teach remotely and utilize different online platforms to increase/maintain interests. Teachers have created online pages and other resources to keep students interested in the learning support. We have continued to offer our after school programming and virtual celebrations. Parents have been consulted as well with additional support so that they can collaborate with the school to ensure consistent engagement. In final, we have also used surveys to gather more information.
- v. **Student wellness (e.g. challenges at home);**
 - a. The Charter School of New Castle has utilized grant support to incorporate Social Emotional Support growth/individual therapy for students of need. Students engage in regular SEL lessons and surveys are given each trimester to assess student social emotional health Weekly office hours built into the schedule has allowed teachers to connect with students and parents to stay current on needs. We have also offered parent counseling support to families with resources on how to navigate this space.
- vi. **Assessment and measures of success;**
 - a. As stated above in content mastery, teachers are continuing to track student assignments, weekly quizzes and results from various online platforms to keep track of student progress. All students have recently taken the NWEA MAP assessments as another data measure.
- vii. **Grade level differences;**
 - a. N/A
- viii. **Lessons learned and improvements for school year 2020-2021 (e.g. preparation, content, synchronous vs. asynchronous learning, etc.)**
 - i. Maintain Parent Communication & Gather Information As Often As Possible
 - ii. Consistent Communications As Changes Occur
 - iii. Provide Resources to Parents to Help Support Younger Students At Home

Performance Agreement

Academic Performance Expectations

Charter School of New Castle DSSF ratings are:

Metric Area/Metric

Academic Achievement – Approaching Expectations

Academic Progress - Approaching Expectations

School Quality/Student Success – Exceeds Expectations

Graduation Rate - NA

Progress toward English Language Proficiency - Well Below Expectations

Overall Percentage/ Ratings - Approaching Expectations

By September 2024, our expectation is to achieve an overall rating of “Meets” or “Exceeds” on the Delaware School Success Framework (DSSF). Each year, we will show growth within each metric area, putting us on track to achieve our academic performance expectations. This progress will be monitored through our annual performance review.

Mission Specific Goal(s):

The Smarter Balanced Growth Targets: For the 2019-2020 school year each grade will have a minimum of fifty percent of scholars reach their SBAC growth targets. Every subsequent year our growth target goal will increase by 3 percentage points.

Smarter Balanced Proficiency: As a charter school our mission is to always provide a greater quality education than our scholars would receive at their feeder school. Our goal is to meet or beat the state average. We will achieve this goal by making steady gains each year in proficiency. Each cohort will increase by 2-3 (2.71% increase in ELA and 2.81 percent increase in Math) percent each school year as we strive to beat the state average. In addition, we will work to decrease the number of students scoring in the well below range. Each school year this number will decrease by 2-3 percent. By decreasing the number of students scoring in the well below range, we will be able to move more students towards proficiency.

Reading Goal: At the Charter School of New Castle we strive to create life- long learners. One important step in this process is to increase the number of students that are reading on grade level as measured by Fountas and Pinnell. The number of students reading on grade level for grades K-2 will increase by ten percent each school year.

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

2019-2020 Renewal Application Page 105

One of our School’s goals is to increase the number of students who demonstrate proficiency on the Smarter Balanced Assessment Consortium. Our goal each year is to have proficient scholars maintain their proficiency,

and to move non-proficient scholars towards proficiency. We will know that we are successful when our scholars are meeting their yearly growth targets consistently.

For the 2019-2020 school year used the Smarter Balanced Interim Assessment blocks. These assessments are aligned to the Smarter Balanced Summative Assessment. These interim assessments are aligned to the Common Core State Standards. This will ensure that our scholars are mastering their grade level standards, and will enable teachers to use data to drive instruction.

In addition, students in grades K-2 are benchmarked using Fountas and Pinnell. This ensures that students are making progress towards reading on or above grade level. The academic team works with teachers to analyze the questions used in guided reading to the Common Core State Standards.

Lastly, all students in grades K-8 take the NWEA MAP assessment to ensure they are making adequate yearly progress. In addition, all of these assessments serve as a data point to place students in RTI tiers. Data from these assessments is used to drive instruction.

Our curriculum is common core aligned. The pacing chart and scope and sequence intentionally include the SBAC priority standards. During the PLC and weekly planning meetings, teachers alongside leaders are analyzing student acquisition of the standard mastery and creating response plans in order to ensure that students are regularly accessing and mastering the standards. Additionally, after students take the state-approved interim assessment (IABs), the data analysis cycle continues and we look for alignment across all these informative vehicles towards mastery of the standards. This process is also utilized for the Next Generation Science Standards and Social Studies.

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

2019-2020 Response:

The Charter School of New Castle has determined based on the circumstances of this year and the adjustments that needed to be made during the pandemic that all of the goals are still valid. We will continue to monitor our curriculum and utilize our pacing chart.

During the pandemic, all schools were required to make an immediate urgent shift to virtual remote learning and create some temporary initiatives to assist with tracking student access to technology, attendance, and growth and teacher development. We have utilized direct parent contact, surveys, and online meetings to address/support the needs of our students, teacher and parent base.

The Charter School of New Castle will continue to triangulate and analyze data from student remote assignments, assessments and the state exams to capture data from the 2019-2021 school year and develop a plan based on those outcomes.

2.2 Academic Achievement

Metric	Value	Points	Points Earned
--------	-------	--------	---------------

Due to COVID-19, all SY 19/20 assessment and accountability requirements have been waived by the U.S. Department of Education.

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

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

School Comments

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

School Comments

2.3 Academic Progress

Metric	Value	Points	Points Earned
--------	-------	--------	---------------

Due to COVID-19, all SY 19/20 assessment and accountability requirements have been waived by the U.S. Department of Education.

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

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

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

School Comments

2.4 School Quality/ Student Success

Metric	Value	Points	Points Earned
--------	-------	--------	---------------

Due to COVID-19, all SY 19/20 assessment and accountability requirements have been waived by the U.S. Department of Education.

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

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

School Comments

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

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
Due to COVID-19, all SY 19/20 assessment and accountability requirements have been waived by the U.S. Department of Education.			

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

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

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

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?

CHARTER SCHOOL OF NEW CASTLE

MISSION-SPECIFIC GOAL

Code of Conduct Vision Signature & Contract

- We review the details of this contract & mission with parents during our back to school night.
- We also connect with parents during report card conferences to ensure that we are upholding to the principles within the contract.
 - Lastly, throughout the year we engage our parents during parent mtgs/breakfasts and reference the details of the contract such (attendance, report card conferences etc.)

a) Rate the school's performance according to the criteria established by the school for its 2019-2020 mission specific goal(s).

School Comments 2019-2020:

The Charter School of New Castle started of the 2019 year with meeting the above commitments by hosting our annual back to school nights and adjusting our information dissemination. We hosted a parent info night and addressed questions directly on how to successfully navigate the school year. In that meeting we also shared new grant development and Title 1 requirements with our parent base. Additionally, a Title 1 parent was also scheduled and included a review of the parent compact, school mission and all academic information.

School Closure: Government Order-

The immediate closure forced us to pivot mid-way and create a learning development plan for students that was equitable and easy to access. Our parent communication shifted to parent surveys, recordings and online resources.

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).

(Attached Below) 2019-2020

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	
2019-2020	M	M	M	M	M	M	M	M	M	M	Meets Standard

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

School Comments 2019-20 The Charter School of New Castle has met standards and we will continue to ensure consistency in this category.

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

School Comments 2019-20: The Charter School of New Castle has met standards and will continue to monitor the categories listed above.

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

Performance Agreement

Organizational Performance Expectations

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

Charter School of New Castle overall organizational rating is Meets Standard.

By September 2024, our expectation is to achieve the overall rating of "Meets," as measured by the Organizational Performance Framework. Each year, we will be on track to demonstrate performance aligned with those organizational performance expectations.

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

School Comments 2019-20: The Charter School of New Castle is pleased to have met the standards and will continue to monitor progress in this area.

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	Term Begin Date	Term End Date	Role/Title	Financial Training Date	Board Governance Training Date*
Charles	McDowell	1.15	10.21	Board Member	7/1/2007	2/27/2019
Nakishia	Williams Bailey	2.15	10.19	Vice President	2/12/2015	2/27/2019
Brett	Taylor	1.19	10.19	(New Board President) 11.20-11.23	5/25/2020	2/27/2019
Thomas	Preston	12.18	10.21	(New: Finance Chair 11.20-11.23	2/23/2019	2/27/2019
Geneer	Johnson	3.15	10.21	Parent Rep	3/30/2017	2/27/2019
Kathleen	Connor	7.19	8.21	Board Member	11/20/2019	2/27/2019
Melissa	Green	7.19	8.21	Secretary	9/17/2019	2/27/2019
Chiamaka	Osegbu	5.19	8.20	Teacher Rep	9/28/2019	2/27/2019

*Please list only the most recent training date.

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

School Comments 2019-2020:

Certificates are attached in separate document.

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
Teri	Andrews-Cordrey		3/30/2017
Jamie	Johnson		3/30/2017
Geamarice	Napier		2/25/2019
Henry	Naylor		5/27/2020
Richard	Riggs	DOE Representative	11/30/2015

School Comments: 2020-21 The box would not allow for me to populate:

- Teri Andrews-Cordrey: Teacher Rep
- Jamie Johnson: Parent Representative Elected Chair
- Geamarice Napier: Parent Rep
- Henry Naylor: Community Member

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

2019-2020		
% of Teachers RETAINED	# of Teachers RETAINED	# of Teachers ELIGIBLE
72.7	32	44

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: 2019-20 Response:

Our process has remained the same as we have had positive results. To share, 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 for reasons such as (new home, moving out of state, promotion; new career) to make sure that we are able to inform the school’s 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.

2019-2020 Response: Again, our process has remained consistent due to its effectiveness. We have collaborated with the DDOE for PD, Harvard, RELAY, University of Delaware and 4th Dimensions Learning. All of these partners have provided us with a platform to stay abreast of new practices and resources for our staff.

To name some of our current practices; 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. Finally, each teacher has a planning meeting and a data meeting to help guide his or her 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.

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	
2019-2020	M	M	M	M	F	AS	AS	M	M	Meets Standard

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

School Comments 2019-2020 Response:

The Charter School of New Castle has met standard and will continue to monitor our budget & expenses. We will work closely with our accounting team to ensure continuous success in this department.

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

School Comments 2019-2020 Response:

- Consistent Budget Review & Management
- Strategic Financial Decisions Following Analysis of Program Needs
- Accounting Expertise

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

Measure 2a. Total Margin:

Net Income divided by Total Revenue

2019-2020
1 YR: 0.74%
3 YR: -3.17%

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:

Measure 2b. Debt to Asset Ratio:

Total Liabilities divided by Total Assets

2019-2020
1

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:

Measure 2c. Cash Flow

2019-2020
1 YR: \$264618
3 YR: \$60680

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:

Performance Agreement

Financial Performance Expectations

Charter School of New Castle’s overall financial rating is Approaching Standard.

By September 2024, our expectation is to achieve the overall rating of “Meets” standard as measured by the Financial Performance Framework. Each year, we will be on track to demonstrate economic viability and achieve our financial performance expectation. This progress will be monitored through our annual performance review.

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

School Comments 2019-2020: The school has continued to make a number of strategic decisions over the past five years to help improve the quality of our program. First, we met our goal of consolidating from two locations to one because the former leased space for our Middle School was unattractive and a negative image for the School. However, our 1101 Delaware Street facility was not large enough to accommodate all 760+ students. Therefore, we relocated both the Elementary and Middle Schools to our current location on Lukens Drive.

Background and context: When moving to this campus and scoping out additional classroom space we realized that there was a great need to invest significant amounts of funds from our \$2MM+ reserve to retrofit the space to create the best for our program. We invested roughly \$800,000 over two years into these buildings which had a negative impact on our financial ratios. We have had the 1101 Delaware Street facility on the market to sell or lease since the relocation. We have had tenants in the building which have partially offset our carrying cost on the building. Our current tenant leases half of the building with reduces our annual carrying cost to about \$150,000. This tenant anticipates leasing the entire building next year which will completely offset our carrying cost. This tenant also has an option to purchase the building in the future.

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

School Comments 2019-2020:

Charter School of New Castle’s overall financial rating is approaching standard, but we feel very confident in our financial well-being. *Historical context: 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 and is expected for FY19-20 as well.*

As stated above, most of the school’s negative financial ratios have been attributable to one-time investments in our buildings to improve them for our students as well as the continuing carrying costs for the facilities we vacated at 1101 Delaware Street in order to consolidate our elementary and middle schools at one location. However, the positive turning point is a consistent tenant at 1101 with a desire to purchase the property.

We expect that our ratings will improve over the next two years, which will lead to us making strides in improving or showing growth in our financial areas by FY22.

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 (2019-2020): This was also submitted a few weeks ago.

In the midst of a worldwide pandemic, corporations, businesses and organizations were tasked with an immediate need to pivot toward implementing new initiatives designed to embrace the increase of technology or other programs that could support the new challenges faced with Covid19. The immense need to pivot was partly due to school's inability to function as normal because of new health restrictions and size limitations. Prior to the pandemic, many schools did not have an opportunity or need to build out a fully remote or virtual program because of the traditional landscape in which schools have always operated.

At the Charter School of New Castle, we realized very early on that in order to survive this transition we would not only need to advocate for more resources to support our programming/student body but also the need to fully shift toward incorporating innovative practices.

Summer School Program

Following the immediate school closure in March, our first start-to-finish program overhaul was that of our Summer School program. Since the summer of 2017, CSNC has hosted a seven-week in-person program in partnership with the YMCA which included daily academic instruction and enrichment for four weeks followed by a full three-week participation in the YMCA summer program. Due to the pandemic, this program had to quickly shift to the virtual world. Through quick planning and frequent communication with our partners, CSNC was still able to offer a seven-week long full day academic and enrichment program. Not only were students who signed up for the program originally given the opportunity to participate, the program was also opened up to more families in the school who were interested in participating. The program continued to offer grade-aligned rigorous academic instruction for four weeks. The YMCA also pivoted to offer daily engaging enrichment activities throughout the seven-week program. All scholars who participated were given technology devices and book-bags full of materials to participate in the enrichment activities. Students signed on daily through the use of the zoom link provided for their age group and families received weekly updates and incentives for attendance. As a result, CSNC was able to maintain a set group of students from start to finish for the full seven weeks!

School Year Program

We received an increase of resources from various CARES Act funding; the Charter School of New Castle was finally able to secure technology for all of our student body. Prior to the pandemic, this was difficult despite multiple efforts to collaborate with organizations.

The ability to secure technology widened our ability to implement innovative learning methods such as Reading Assist Virtual Reading Support. Based on past research, it was clear that the pandemic would

further widen gaps such as reading and social emotional supports. We understand the need to collaborate with Reading Assist and create an innovative approach to phonics support that could survive the transition to online learning. Reading Assist had traditionally offered in person support however, the program began to aggressively explore virtual support. The Charter School of New Castle wanted to take advantage of creating a link between increases in technology and address directly the present gaps in English Language Arts support. It was clear that the current curriculum would create limitations for learning during this incredibly challenging time for schools. Daily reading affords students the opportunity to build lifelong skills. We were excited to bring the program to our school due to their ability to take students who are in the lowest 10% in reading proficiency to benchmark on foundational reading skills.

Data ReCap Past Schools (CSNC is awaiting progress monitoring data – delayed due to pandemic challenges and virus surges impacting day to day operations)

Reading Assist has had significant success over the past 5 years working with schools similar to the Charter School of New Castle. Last year, Reading Assist worked with 10 elementary schools providing direct intervention to 160 students. Reading Assist’s intervention program is accredited through The International Multisensory Structured Language Education Council (IMSLEC) and has received national recognition from AmeriCorps for its effectiveness. Their results show that students outpace expected grade-level progress in reading fluency and achieved grade-level benchmarks on foundational reading assessments. The program is dedicated to children with reading needs, teaching them the foundational skills of reading and empowering them to succeed academically.

Charter School of New Castle’s team of administrators, teachers, parents and students reviewed past data, identified the growing need, previewed program details with select parents and begin to build out the program. Students were given preliminary DIBELS assessments to determine learning needs and then received letters welcoming them into the virtual program. So far, the feedback has been positive and we are awaiting the first round of progress monitoring data to review the effectiveness of the program thus far.

Although extremely challenging, this period has given schools the opportunity to obtain financial resources often not available and pivot toward the direction of innovative practices to support our teachers, students and their families.

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 of a charter school is true to the best of my knowledge and belief.



Signature:

Chairperson of Board of Directors (or designated signatory authority)

Date 1/7/2021

Print/Type Name:	J. Brett Taylor, Ed.D.
Title (if designated):	President, Charter School of New Castle
Date of approval by board of directors:	To be Reviewed and Approved at CSNC's January Board Meeting

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.

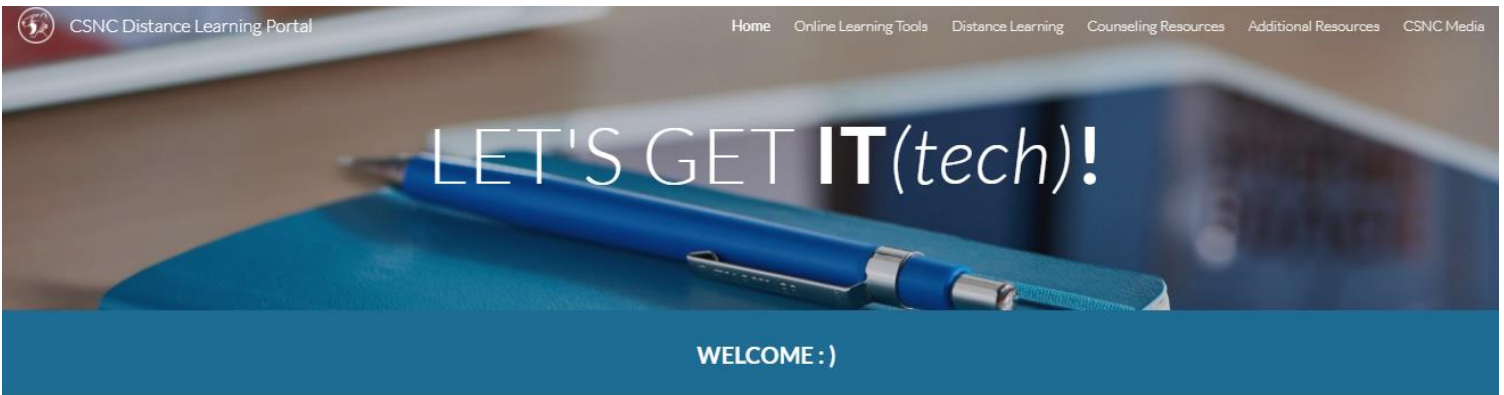
Parents Portal

QuickNav +

- [Home](#)
- [COVID-19 Announcements](#)
- [Student Resource Packets](#)
- [Home Access Center](#)

Welcome to the Charter School of New Castle Parent Portal. We appreciate you! Please use the links below to gain access to various resources available to you.

Quick Links



Dear Jag Families,

Thank you for your continued partnership and trust during this challenging season. As you know, the safety of our students and staff is of paramount importance. We are writing to inform you that after careful thought and consideration, we have decided to return to our remote program following Thanksgiving Break and up until we return on January 5th. **Charter School of New Castle will return to remote instruction for the three weeks nested between extended breaks in December (November 30th - December 18th).**

We are and remain extremely proud that the effectiveness of the safety protocols and measures in place has resulted in zero spread within the CSNC school setting. We also recognize that the number of daily cases are increasing and are aware of the projected potential impact of holiday celebrations and social gatherings on the community spread. One of the key safety measures that we were able to implement prior to the start of our hybrid program in October was ensuring that all staff and hybrid students provided proof of a negative test prior to entry. Because there is such a tight turnaround between school opening on November 30th and the Thanksgiving holiday, we have made the decision to return to remote learning primarily due to the inability to properly receive and track tests within the key time following the holiday yet prior to school restarting on November 30th.

①

III. Organizational Framework

- 3.5i
 - Appendix 4: Board Governance Training Certificates
 - CSNC: Board Certificates attached.



LEADING
THE SECTOR
FORWARD

Delaware Alliance for
Nonprofit Advancement

Delaware Alliance for Nonprofit Advancement
recognizes that

Charles S. McDowell

has completed

Foundation for Board Excellence™ Training
for Charter Schools

February 2019


Paul Stock

Standards for Excellence® Licensed Consultant



Sheila Bravo, MBA, Ph.D.
President & Chief Executive Officer



Delaware Alliance for Nonprofit Advancement

Delaware Alliance for Nonprofit Advancement recognizes that

Brett Taylor

has completed

Foundation for Board Excellence™ Training for Charter Schools

February 2019

Paul Stock

Paul Stock

Standards for Excellence® Licensed Consultant

Sheila Bravo

Sheila Bravo, MBA, Ph.D.
President & Chief Executive Officer



DANA

Delaware Alliance for
Nonprofit Advancement

LEADING
THE SECTOR
FORWARD

Delaware Alliance for Nonprofit Advancement
recognizes that

Thomas Preston

has completed

Foundation for Board Excellence™ Training
for Charter Schools

February 2019

Paul Stock

Paul Stock

Standards for Excellence® Licensed Consultant

Sheila Bravo

Sheila Bravo, MBA, Ph.D.

President & Chief Executive Officer



Delaware Alliance for Nonprofit Advancement

recognizes that

Nakishia Williams Bailey

has completed

Foundation for Board Excellence™ Training
for Charter Schools

February 2015

Paul Stock
Paul Stock

Standards for Excellence® Licensed Consultant

Christopher T. Grundner

Christopher T. Grundner
President & Chief Executive Officer



DANA

Delaware Alliance for
Nonprofit Advancement

LEADING
THE SECTOR
FORWARD

Delaware Alliance for Nonprofit Advancement
recognizes that

Geneer Johnson

has completed

Foundation for Board Excellence™ Training
for Charter Schools

February 2019

Paul Stock

Paul Stock

Standards for Excellence® Licensed Consultant

Sheila Bravo

Sheila Bravo, MBA, Ph.D.

President & Chief Executive Officer

This Certifies That

Melissa Green

**Has Successfully Completed
0.0 Hours of the following Professional Learning:**

Charter School Board Governance Training: Session 3
Section #51555: Section 1 (2019-2020)

Held June 26, 2019 – June 30, 2020

Presented By
Department of Education



Cert #: 50281425

Alyssa F. Moore
Dr. Alyssa Moore, DDOE

This Certifies That

Melissa Green

**Has Successfully Completed
0.0 Hours of the following Professional Learning:**

Charter School Board Governance Training: Session 2
Section #51554: Section 1 (2019-2020)

Held June 26, 2019 – June 30, 2020

Presented By
Department of Education



Cert # 24108694

Alyssa F. Moore
Dr. Alyssa Moore, DDOE

This Certifies That

Melissa Green

**Has Successfully Completed
0.0 Hours of the following Professional Learning:**

Charter School Board Governance Training: Session 1
Section #51553: Section 1 (2019-2020)

Held June 26, 2019 – June 30, 2020

Presented By
Department of Education



Cert # 40680317

Alyssa F. Moore
Dr. Alyssa Moore, DDOE



Certificate of Completion

LaRetha C.P. Odumosu

**Financial Responsibility Training for Charter School Board and Charter
School Citizen Budget Oversight Committee Members**

September 25, 2019

A handwritten signature in black ink that reads "Brook A. Hughes".

Brook A. Hughes, Education Associate
Delaware Department of Education