

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

ANNUAL REPORT

2020-2021



**170 Lukens Drive
New Castle, DE 19720
Elementary**

**160 Lukens Drive
New Castle, DE 19720
Middle School**

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 2020-2021 ¹	762
Approved Enrollment	790
School Address	170 Lukens Drive, New Castle, DE 19720 Elementary 160 Lukens Drive, New Castle, DE 19720 Middle School
District(s) of Residence	Colonial School District
Website Address	http://www.charterschoolnewcastle.org/
Name of School Leader	Rachel Valentin, Executive Director, Principal (Lower) Dr. LaRetha Odumosu, Executive Director, Principal (Middle)
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 Charter School of New Castle is to provide a safe, nurturing, and rigorous multi-cultural environment that develops the academic and social skills and character traits necessary for future success.	

1.2 School Demographic Data:

Please review the following table for accuracy and complete the second row (“# of Students on Waiting List”) for 2020-2021. (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	
	2020-2021 ¹
Total Enrollment	762
# of Students on Waiting List	10
Gender	
% Male	48.69%
% Female	51.31%
Ethnicity/Race	
% African American	86.88%
% American Indian	0.39%
% Asian	0.39%
% Hispanic/Latino	6.56%
% White	3.15%
% Multiracial	2.36%
Special Populations	
%Special Education ²	10.10%
% English Language Learners	3.02%
% Low-Income	39.37%

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
11/1/21	CSNC submitted a minor modification for a reduction of the school enrollment from 790 to 760	Pending

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>		
	2020-2021	
	Approved Enrollment	30-Sep Enrollment Count
K	95	82
Grade 1	90	82
Grade 2	90	77
Grade 3	85	94
Grade 4	80	83
Grade 5	90	91
Grade 6	95	99
Grade 7	85	75
Grade 8	80	79
Grade 9		
Grade 10		
Grade 11		
Grade 12		
Total	790	762

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		
<i>Cells highlighted in grey were grade levels not serviced by this school</i>		
Charter School of New Castle (Prev. Family Foundations Academy)		
	Number of Students Reenrolled Count	Percentage of Students Reenrolled %
K	1	
Grade 1	74	89.16%
Grade 2	74	85.06%
Grade 3	92	95.83%
Grade 4	78	93.98%
Grade 5	85	90.43%
Grade 6	87	90.63%
Grade 7	72	87.80%
Grade 8	78	93.98%
Grade 9		
Grade 10		
Grade 11		
Grade 12		
Total/Avg	641	91.05%

** 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.

II. ACADEMIC PERFORMANCE

2.1 Delaware School Success Framework

Overall Academic Ratings

Due to the impact of COVID-19 on learning and learning environments, accountability for SY 20/21 has been waived. The school's assessment data for SY20/21 is available at:
[Charter School Report Card Link](#)

a) Based on the data available on the Delaware Schools Report Card website and data compiled by the school discuss:

- overall academic achievement,
- major challenges,
- and accomplishments over the course of the school year.
- You may also use this space to share the results of school-based data.

School Comments:

CSNC Response: The school understands that due to the impact on learning and learning environments that accountability has been waived. During the height of the COVID-19 pandemic, the Charter School of New Castle as with most schools had to adjust programming during a nation-wide school closure period. The closure shifted learning to a remote approach to prevent the spread of the virus. We are still gathering data to understand the long lasting impacts directly at the CSNC however there are many nationwide data articles that have confirmed that the pandemic exasperated many gaps that will take years for school to close.

During the testing period, the school offered many opportunities for parents to opt in to testing students for statewide assessments. The trauma of the COVID-19 virus affected testing participation greatly as parents did not opt in to allowing their students to participate in testing within the school building. This affected the diversity of student participation that we normally have. We averaged approximately 10-15% of students participating in the statewide assessment.

In addition, to the lack of diversity in testing, that would normally consist of a range of student ability; the current test scores are more reflective of the student body who participated in the in-person program. In our case, the school encouraged students with lower averages and performance level to participate in the in-person program. Subsequently, the scores are more reflective of this group than

the full range of student ability normally reflected in the state-wide assessment. Ultimately, given the student's performance levels and COVID-19 impact, the data is reflective of the student gaps/needs.

Performance Agreement

Academic Performance Expectations

Charter School of New Castle's DSSF ratings for 2018/2019 are:

Metric Area/Metrics	Points	Point Earned	Percent Point
<i>Academic Achievement</i>	150.00	60	40% Approaching Expectations
<i>Academic Progress</i>	200.00	114	57% Approaching Expectations
<i>School Quality/Student Success</i>	50.00	50	100% Exceeds Expectations
<i>Graduation Rate</i>	NA	NA	NA
<i>Progress toward English Language Proficiency</i>	50.00	22	44% Well Below Expectations
<i>Overall Percentage/Ratings</i>	450.00	246	55% 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.

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

School Comments

CSNC Response:

- Academic Achievement – We are satisfied with seeing 40% approaching expectations with the steps we put in place prior to the pandemic such as a cycle of data driven instruction, targeted lesson plans and data trackers, strategic grade team meetings to discuss student progress.
- Academic Progress - We are satisfied with seeing 57% approaching expectations with the steps we put in place prior to the pandemic as listed above. We have participated in Department of Education's IAB and ICA interim assessments as well as tracking yearly progress with SBAC. Students are given the opportunity to receive additional targeted support as result of the interim

data. We will continue to implement data-driven instruction, targeted lesson plans and strategic meetings in order to reach the goal of “meets” or “exceeds.”

- School Quality/School Success – We are very pleased to see the rating of 100%. We are proud of the learning environment that we have created at CSNC.
- Progress toward English Language proficiency – 44% well below proficiency is a particular goal at CSNC to best grab data to track our students and English language learners. Right before the pandemic, we tested all of our ELL students using WIDA/Access to pinpoint specific needs and began to identify the best curriculum and resources to provide support. We also offered these tests to all EL students during the pandemic year. Unfortunately, many of our students opted out of testing during the pandemic year. We plan to re-visit the testing again based on the outcomes from this current year (post pandemic closure year).

Overall Percentage/Ratings – Overall, the Charter School of New Castle will continue to use data and teacher input to understand our student academic needs. We have established a clear response to intervention program to track weekly progress to date. The more we can pin-point the specific gaps, the best we will be able to respond. We have partnered with a few agencies to assist with reading tutoring, social emotional support, math acceleration and character building to tackle other factors that could also be impacting student learning.

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 2020-2021 mission specific goal(s).

School Comments

CSNC Response:

The Charter School of New Castle is still holding true to our mission above; we continued to find ways to hosting our annual back to school nights and adjusting our information dissemination all via remote or virtual. 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 meeting was also scheduled and included a review of the parent compact, school mission and all academic information. All of these meetings took place virtually. We had to adjust in the moment and still find ways to accommodate our parents.

School Closure:

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.

Learnings from Mandatory Closure: We have learned to build in a virtual option with all of the activities we host to maintain our parent base as well as provide a variety of avenues to participate in school events.. We have also collaborated with ACLU this year to build a parent coalition and working group.

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	
2020-2021	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: No additional comments.

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

School Comments: No additional comments.

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: No additional 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 (the chart below is an updated chart from the one that was provided in the initial template)

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.

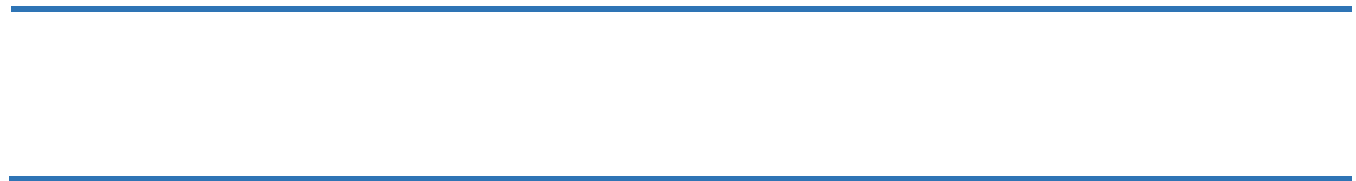
Please attach all certificates or evidence of Board Governance Training for active board members.

School Comments:

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
(the chart below is an updated chart from the one that was provided in the initial template)

First Name	Last Name	Role/Title	Financial Training Date
Jamie	Johnson		3/30/2017
Geamarice	Napier		2/25/2019
Henry	Naylor		5/27/2020
Richard	Riggs	DOE Representative	11/30/2015



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

2020-2021		
% of Teachers RETAINED	# of Teachers RETAINED	# of Teachers ELIGIBLE
83	39	47

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: No additional comments

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

School Comments: No additional comments

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	
2020-2021	F	M	M	M	M	M	M	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: No additional comments

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

School Comments: No additional comments

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

Measure 1a. Current Ratio:

Current Assets divided by Current Liabilities

2020-2021
0.66

The current ratio measures a school's ability to pay its obligations over the next twelve months. The preferred result is more than 1.0, which indicates that the school's current assets exceed its current liabilities.

School Response To Rating:

CSNC Response: The schools Mortgage is scheduled to balloon on December 31, 2021 resulting in the full mortgage balance coming due and has shifted from being a long term liability on the Statement of Net Position to a short term liability. The school is currently in negotiations to sell the building associated with the mortgage and anticipate that the debt will be eliminated prior to June 30, 2022 and the School will meet this ratio in Fiscal Year 2022.

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: No additional comments

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

School Comments: No additional 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:

The below information is continuously our plan of action in the space of innovation. Particularly as we respond to the significant impact of the pandemic.

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.

School Comments:

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.

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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 (formerly Family Foundations)
Location:	170 Lukens Drive, New Castle 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; that this application has been approved by the school's Board of Directors.



12/3/2021

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

Date

Print/Type Name:	James Brett Taylor, Ed.D.
Title (if designated):	President, Board of Directors, CSNC
Date of approval by board of directors:	November 30, 2021

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.