

NEWARK CHARTER SCHOOL

ANNUAL REPORT

2018-2019



NEWARK
CHARTER
SCHOOL

200 McIntire Drive
Newark, DE 19711

Phone:(302) 369-2001

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	Newark Charter School
Year School Opened	2001
Enrollment 2018-2019 ¹	2386
Approved Enrollment	2386 (SY 2018-2019)
School Address	200 McIntire Drive, Newark, DE 19711
District(s) of Residence	Christina School District
Website Address	www.newarkcharterschool.org
Name of School Leader	Dr. Franklin Newton
School Leader Email and Phone Number	franklin.newton@ncs.k12.de.us (302) 369-2001
Name of Board President	Mr. Adrian Soyer
<p>Mission Statement: The mission of the Newark Charter School is to promote high levels of student effort, achievement and decorum for children in grades K-12 in the Greater Newark community by providing continuous, engaging and rigorous academic challenges grounded in a sequential core of common knowledge, delivered in a community of students, educators and involved parents who value scholarship and appropriate behavior.</p>	

1.2 School Demographic Data:

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

ENROLLMENT & DEMOGRAPHIC INFORMATION	
	2018-2019 ¹
Total Enrollment	2386
# of Students on Waiting List	3148
Gender	
% Male	50.42%
% Female	49.58%
Ethnicity/Race	
% African American	11.23%
% American Indian	0.29%
% Asian	13.96%
% Hispanic/Latino	5.41%
% White	63.20%
% Multiracial	5.91%
Special Populations	
%Special Education ²	7.04%*
% English Language Learners	3.81%**
% Low-Income	8.21%***

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

The school demographics reflect the demographics of general population in New Castle County.

*When totaling IEPs plus Speech only IEPs this number rises to 8.09%

**This total does not include ELL Follow up students

***This number reflects direct cert only. When adding family provided information for Free/Reduced Lunch, this number increases to 14.6%

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

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>		
	2018-2019	
	Approved Enrollment	30-Sep Enrollment Count
K	190	191
Grade 1	190	190
Grade 2	190	190
Grade 3	190	190
Grade 4	190	193
Grade 5	190	190
Grade 6	190	189
Grade 7	190	193
Grade 8	190	193
Grade 9	190	191
Grade 10	162	172
Grade 11	162	150
Grade 12	162	154
Total	2386	2386

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

The school consistently meets its authorized enrollment targets and maintains a large waiting list of students applying for all grades, including more than 3,000 students for the current school year. Due to having 190 students per grade in grades Kindergarten through 9th grade (fall 2018) means that grades 10 through 12 are projected to grow by about 30 students each year through the natural promotion of students from grade to grade.

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>		
Newark Charter School		
	Number of Students Reenrolled Count	Percentage of Students Reenrolled %
K	8	
Grade 1	178	93.68%
Grade 2	176	93.12%
Grade 3	187	98.42%
Grade 4	187	97.91%
Grade 5	188	98.95%
Grade 6	184	96.34%
Grade 7	184	96.84%
Grade 8	191	100.00%
Grade 9	176	92.15%
Grade 10	172	98.29%
Grade 11	150	96.77%
Grade 12	154	99.35%
Total/Avg	2135	97.13%

** 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.

As shown by the data above, the school's student attrition rate continues to be very low. The school carefully monitors the reasons why students exit. The most common reason for why students do not re-enroll is that their family moves out of the area.

II. ACADEMIC PERFORMANCE

2.1 Delaware School Success Framework

Changes in the Academic Framework

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

Overall Academic Ratings

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

Indicator	Points	Point Earned	Percent Point
Academic Achievement	100.00	85.00	85% Exceeds Expectations
Academic Progress	125.00	91.00	73% Exceeds Expectations
School Quality/Student Success	75.00	73.00	97% Exceeds Expectations
Graduation Rate	88.00	88.00	100% Exceeds Expectations
Progress Toward English Language Proficiency	50.00	43.00	86% Exceeds Expectations
Overall	438.00	380.00	87% Exceeds Expectations

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

School Comments:

Newark Charter School continues to have exceptional academic performance.

Performance Agreement

Academic Performance Expectations

Newark Charter School's overall academic rating is Exceeds Expectations. By 2020, our expectation is to achieve "Meets" or "Exceeds" ratings on each metric area of 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. The lone exception to the preceding statement is in the area of graduation rate. This exception is twofold: 1) When we attain a graduation rate of 100%, there will be no improvement 2) When students meet the IEP goals set forth for them and are counted as "non-graduates". This progress will be monitored through our annual performance review. 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 Newark Charter School's consistent high performance on state testing and other academic measures (such as Advance Placement testing, Smarter Balance and MAP testing, PSAT and SAT testing, etc.) indicates that it is well-positioned to achieve overall rating of "Meets" or "Exceeds" standards as measured by the Department of Education through the DSSF.

2.2 Academic Achievement

Metric	Value	Points	Points Earned
Proficiency - ELA	87.05%	50.00	44.00
Proficiency - Math	82.44%	50.00	41.00

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

In Kindergarten and through eighth grade, Newark Charter School implements the Core Knowledge curriculum. Core Knowledge is designed to build a base of knowledge for all students starting in the early years of school. This knowledge base is extensive in scope and equips students with the background knowledge they need before entering more specialized courses.

In addition, all lessons delivered in classrooms starting at Kindergarten are aligned to the Common Core State Standards in ELA and Math.

Newark Charter School has a very small transient population. Therefore, most students possess the background knowledge as they progress from grade to grade.

To the greatest extent, the school strives to eliminate achievement gaps that may exist between special education and general education students. We strive to ensure that our special education students meet their IEP goals. Sometimes, however, their performance on the Smarter Balanced Assessment may lag behind their general education peers. State assessment data and other assessment data (such as MAP testing) is used to target student deficiencies through additional supports. English Language Learners can also impact overall scores, especially in our lowest grade levels. The school has increased human resources to serve ELL students. We assess students using Measures of Academic Progress to ensure the students who fall below the 25th percentile to receive RTI services. Of our 2,386 students beginning in Fall 2018 the following number of students required intervention services during each of the cycles throughout the year:

Reading Cycle 1: 84 Math Cycle 1: 66	Reading Cycle 2: 77 Math Cycle 2: 52	Reading Cycle 3: 78 Math Cycle 3: 42	Reading Cycle 4: 76 Math Cycle 4: 40
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Additionally, we have added reading specialists, math interventionists, mental health therapist, and Social/Emotional Behavioral Health Specialist to provide multi-levels of support for students throughout the school in grades k-12.

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

School Comments

Our goal is always to maximize proficiency achievement and strive for 100%. Because that is difficult to attain, our expected outcomes are to maintain our already-high proficiency levels, which have been consistently attained over the years. We will continue to expose the students to the Core Knowledge curriculum, have them take challenging academic coursework, and offer academic assistance to any student we identify as needing it.

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

School Comments

In order to determine whether we are on track to meet our expected Academic Achievement outcomes, we will monitor the following:

-We will utilize Measures of Academic Progress as a formative assessment as it is administered 2-3 times each school year. Those results will be used to determine what students are on track to pass Smarter Balanced in the spring, as well as what students require intervention services.

-Summative data will consist of course grades and final exams to identify students making satisfactory progress.

-Our phasing process starting at fourth grade allows us to target students that might need academic intervention, as those are the students that are typically in our phase 3 classes.

-Academic Support Classes have been created for students with or without an IEP in order to support them in their academic growth.

-At the high school level all students take an SAT test prep class in grade 10.

-Daily instruction focused to ensure fidelity to Common Core and Core Knowledge curriculum and pedagogical resources to support

2.3 Academic Progress

Metric	Value	Points	Points Earned
Growth - ELA	70.89%	50.00	35.00
Growth - Math	75.44%	50.00	38.00
Growth of Highest Quartile - ELA	69.57%	6.25	4.00
Growth of Highest Quartile - Math	75.57%	6.25	5.00
Growth of Lowest Quartile - ELA	70.81%	6.25	4.00
Growth of Lowest Quartile - Math	73.10%	6.25	5.00

Respond to the following questions.

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

School Comments

Our students exceed the state average in all measures because of the tight alignment of our curriculum as mentioned in the previous section. In addition, due to our phasing system, we are able to identify and target the needs of our academically challenged students. . In our phasing system, "academically challenged" encompasses all students, from our highest phase to our lowest phase. Students are met on their current level and challenged to improve upon their own performance.

While most of our students have established a pattern of proficiency from year to year and continue to attain proficiency for the next grade level, some have not attained the growth target designated by the Department of Education. For those student who did attain the goal, we continue to target their needs through academic supports and/or Response to Intervention.

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- 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

We expect our students to continue progressing at a rate that allows them to be proficient at the next grade level. To attain that goal, we will have the students continue to be exposed to the Core Knowledge curriculum, take challenging academic coursework, and offer academic assistance to any student we identify as needing it.

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

In order to measure progress to determine whether we are on track to meet our expected Growth outcomes, we will continue to use MAP testing as a formative assessment, use course grades and final exams as summative assessments, and utilize data derived from classroom assessments administered at all grade levels. Our ELL students also
In addition to the measures listed above for ELA and Math, we will also monitor academic achievement growth in other tested areas.

2.4 School Quality/ Student Success

Metric	Value	Points	Points Earned
Career and College Prep	94.68%	37.50	36.00
On Track in 9th Grade	99.84%	25.00	25.00
On-Track Attendance	96.19%	12.50	12.00
Proficiency - Science		n/a	n/a
Proficiency - Social Studies		n/a	n/a

Respond to the following questions.

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

School Comments

We are proud of our on track record and focus heavily on student attendance and participation. We worked hard to attain a College and Career Readiness score consistent with our other data metrics and are pleased to have achieved this over the years since the Senior High School opened. Utilizing appropriate "Career Ready" measures and other possible opportunities for students to meet this benchmark (for example through the attainment of the Certificate of Multiliteracy) are also helpful to our students.

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

School Comments

NCS is committed to continued excellence in preparing students for college and careers. We look forward to continued success through our current practices and by ensuring we are informed of new opportunities and partnerships to enhance our students' preparedness for college and careers.

We expect to exceed state averages in every measured area. We will continue to set expectations at the highest levels with expectations of 100%. We continue to expand our Career Ready measures that are available to students. This includes the transition of our Business Pathway to the State Model Pathway.

We will continue to monitor student attendance and ninth-grade credit attainment throughout

the school year.

We look forward to assessing our performance in Science and Social Studies when test score data becomes available. We will break scores down by student and analyze student performance relative to courses taken and phases of students.

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

We will continue to track student outcomes on Advanced Placement exams, dual enrollment courses, standardized test scores (such as SAT Essay), and any of the proposed Career-Ready measures that the Department approves for use.

We will use eSchool and Data Service Center applications to monitor student attendance and credit attainment for 9th grade students.

2.5 Graduation Rate

Metric	Value	Points	Points Earned
ESEA Adjusted 4-Year Graduation Rate	99.36%	75.00	75.00
ESEA Adjusted 5-Year Graduation Rate	100.00%	13.00	13.00
ESEA Adjusted 6-Year Graduation Rate		n/a	n/a

Respond to the following questions.

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

School Comments

Based on the school's Graduation ratings, our students have been successful in completing necessary requirements at high levels. Any students that are not on-track attend a summer school program to get them back on track to graduate. We anticipate our 4-year graduation rate will continue at the highest rates of 97-100%. We continue to object to the premise that a student who earns a Diploma of Alternate Achievement Standards being considered a non-graduate.

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

School Comments

We expect to maintain our exceptional graduation rating, and we will do this by closely monitoring student attendance, 9th grade credit attainment, and all of our cohort graduation rates. We anticipate that on-track to graduation will always be a point of pride at Newark Charter School. Because of the year lag, we know that our upcoming graduation rate will be above 99%, but it will fail to be 100% based upon the premise that a student who earns a Diploma of Alternate Achievement Standards being considered a non-graduate.

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

School Comments

In order to measure progress to determine whether we are on track to meet our expected On Track to Graduation outcomes, we will monitor student performance using marking period mid-term and final student grades to determine which students will meet the criteria. This same process will be used over a four-year period to monitor graduation rate. Student attendance will become an area of focus, specifically in those students exhibiting chronic absenteeism. Chronically absent will be anything over 18 days.

2.6 Progress toward English language proficiency (ELP) * new

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

Metric	Value	Points	Points Earned
Progress Toward English Language Proficiency	85.02%	50.00	43.00

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

The students who scored a 2, 3, or 4 on the Access Test are in grades k-3, except 3 students who are in grade 4. The students are receiving intensive support and instruction in the development of the English Language through a variety of ways within the general education curriculum in addition to small group intervention. Newark Charter School has seen success in students exiting by the end of grade 3 with the provision of early interventions with in a multi-tiered system of support.

The nature of the speaking task on the Access Assessment has been a challenge for some students. It has been awkward for some students to speak at length into a microphone rather than in conversation with a person. Newark Charter School is building more opportunities for oral speaking tasks within the classroom environment with support from the EL Teacher and EL Lead Team.

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- 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

Newark Charter School has seen success in students exiting by the end of grade 3 with the provision of early interventions with in a multi-tiered system of support. The school expects to see

this trend of success continue. Students are monitored individually throughout the year and provided a continuum of support and instruction to meet their language acquisition needs.

Additionally, Newark Charter School has worked in partnership with the DDOE to develop an EL Lead Team. The EL Lead Team has participated in professional learning opportunities with WIDA and DDOE. The team has meet with grade level teams throughout k-6 to share strategies and resources to increase opportunities for language acquisition within the general education curriculum.

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

The school will monitor student growth by reviewing MAP data, Dibels data, curriculum measures, data and observations from the EL teachers, and RTI progress monitoring data (if applicable).

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?

The Mission of the Newark Charter School is to promote high levels of student effort, achievement and decorum for children in grades K-12 in the Greater Newark community by providing continuous, engaging and rigorous academic challenges grounded in a sequential core of common knowledge, delivered in a community of students, educators and involved parents who value scholarship and appropriate behavior.

Mission-Specific Goal 2018-2019

Newark Charter School's mission-specific goal is based upon the important guidance of our school's mission statement. Specifically, the school will provide "continuous, engaging and rigorous academic challenges grounded in a sequential core of common knowledge." This is implemented through the use of the Scope and Sequence provided by the Core Knowledge Foundation:

The Core Knowledge Foundation

The Core Knowledge Foundation is an independent, nonprofit, nonpartisan organization founded in 1986 by E. D. Hirsch, Jr., professor emeritus at the University of Virginia and author of many acclaimed books on education including *Cultural Literacy: What Every American Needs to Know*, *The Schools We Need and Why We Don't Have Them*, *The Knowledge Deficit*, and *The Making of Americans*. Based in Charlottesville, Virginia, the Foundation develops curricula, publishes educational books and materials, provides professional development for educators, and supports a growing network of Core Knowledge schools.

The Sequence, published by the Core Knowledge Foundation, includes grades K-8 and the following subjects: English/Language Arts, Mathematics, Science, History & Geography, Art and Music.

In order to ensure that the school's mission is fulfilled, and that the Core Knowledge curriculum is implemented with fidelity, the school has adopted the following mission-specific goal:

Goal: For grades K-8, each grade's year-long curriculum plan (which is a composite of all the teachers' classes in English/Language Arts, Mathematics, Science, History & Geography, Art and Music for that grade) will reflect that at least 80% of the Core Knowledge Sequence will be taught. The plans will be submitted to administration each year by September 30th. Regular teacher observations will assure that the plan is being carried out.

Result: The Goal was met. The administration reviews the teachers' curriculum plans at the beginning of the school year. Actual results regarding the Core Knowledge Units that were taught are audited by the

administration at the end of the school year. The data reflects that, for all grades, 93.1% of the Core Knowledge Sequence was taught in 2018-2019.

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

School Comments

Our annual curricular implementation inventory demonstrated fidelity to the Core Knowledge curriculum at 93.1%. It is expected that all Core Knowledge schools delivery the curriculum with a minimum of 80% fidelity. NCS continues to show fidelity to the Core Knowledge curriculum exceeding minimal expectations of the Core Knowledge Foundation.

The school will continue to require the submission of Year Long Plans at the beginning of each school year. We will continue to use the DPAS 2R observation protocol to monitor teacher to monitor the fidelity with which those plans are being delivered. We will continue to audit the units of instruction covered in the Core Knowledge Sequence.

- 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).

Newark Charter School Mission-Specific Goal Attainment: 2018-2019

Grade Level	Language		History & Geography		Visual Arts		Music		Mathematics		Science*	
	# units possible	# units taught	# units possible	# units taught	# units possible	# units taught	# units possible	# units taught	# units possible	# units taught	# units possible	# units taught
Kind.	4.0	4.0	7.0	7.0	3.0	3.0	3.0	3.0	6.0	6.0	7.0	6.0
Grade 1	4.0	4.0	8.0	7.0	3.0	3.0	3.0	3.0	6.0	6.0	8.0	8.0
Grade 2	4.0	4.0	12.0	12.0	5.0	5.0	3.0	3.0	6.0	6.0	6.0	5.0
Grade 3	4.0	4.0	6.0	6.0	3.0	3.0	3.0	3.0	6.0	6.0	8.0	6.0
Grade 4	5.0	5.0	10.0	9.0	5.0	5.0	3.0	3.0	6.0	6.0	8.0	5.0
Grade 5	5.0	5.0	11.0	10.0	3.0	3.0	4.0	4.0	8.0	8.0	5.0	4.0
Grade 6	4.0	4.0	9.0	9.0	1.0	1.0	2.0	2.0	7.0	7.0	6.0	6.0
Grade 7	4.0	3.5	6.0	4.5	1.0	1.0	3.0	2.5	3.0	2.8	2.0	1.7
Grade 8	4.0	3.8	8.0	5.5	2.0	2.0	4.0	3.5	2.0	1.7	6.0	4.5

* In Science, some units were transferred to a different grade level in order to bring Core Knowledge into alignment with the Next Generation Science Standards.

Grade Level	TOTAL UNITS POSSIBLE	TOTAL UNITS TAUGHT	Grade Level Average
Kind.	30.0	29.0	96.7%
Grade 1	32.0	31.0	96.9%
Grade 2	36.0	35.0	97.2%
Grade 3	30.0	28.0	93.3%
Grade 4	37.0	33.0	89.2%
Grade 5	36.0	34.0	94.4%
Grade 6	29.0	29.0	100.0%
Grade 7	19.0	15.9	83.5%
Grade 8	26.0	21.0	80.8%
TOTALS:	275.0	255.9	93.1%

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

Newark Charter School

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		
Year	1a	1b	1c	1d	2a	2b	2c	3a	3b	4a	OVERALL RATING
2018-2019	M	M	M	M	M	M	M	M	M	M	Meets Standard

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

School Comments:

Newark Charter School has met all standards

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

School Comments:

Since the school has met all standards, no changes to organizational practices are required.

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

N/A

Performance Agreement

Organizational Performance Expectations

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

Newark Charter School's overall organizational rating is Meets Standard. By 2020, 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. This progress will be monitored through our annual performance review.

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

School Comments:

The school has met all standards and continues to function exceptionally well academically, organizationally and financially.

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	Board Governance Training Date
Renee	Anson	Secretary / Teacher Representative (through 12/18)	11/30/2015	08/29/2018
Kelly	Boulden	Vice Chair /Community Representative	2/2/2017	08/29/2018
Monica	Dunbar	Teacher Representative	12/30/2017	08/29/2018
Joe	Fitzgerald	Community Representative	5/29/2018	08/29/2018
Gregory	Gross	Community Representative	7/1/2007	08/29/2018
Jeff	Lang	Parent Representative	1/5/2018	08/29/2018
Matthew	Mathias	Chair/Teacher Representative	2/2/2017	08/29/2018
Franklin	Newton	Chair/Parent Representative (through 2/19)	11/21/2013	08/29/2018
Adrian	Soyer	Parent Representative	11/19/2014	08/29/2018
Karen	White	Parent Representative	1/18/2018	08/29/2018
Evelyn	Zerenner	Treasurer	11/19/2014	08/29/2018
Alexander	Mackler	Community Representative	1/4/2019	09/20/19
Sridhar	Mandavilli	Parent Representative	2/26/2019	11/06/19

*Please list only the most recent training date.

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

School Comments:

All Newark Charter School Board of Directors members are up to date and active with their financial trainings

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
James	Burrows	Parent Representative	2/2/2017
Robin	Graves	School Representative	9/20/2018
Erin	Guerke	Parent Representative	2/2/2017
Malayne	Manley	Parent Representative	10/19/2018
Greg	Meece	School Director (through 06/30/2019)	7/1/2007
Karen	Moore	Parent Representative	10/8/2018
Franklin	Newton	School Director (as of 07/01/2019)	11/22/2013
Kaylee	Olney	Parent Representative	2/2/2017
Ramesh	Rangarajan	Parent Representative	10/10/2018
Richard	Riggs	DOE Representative	11/30/2015
Damaris	Rodriguez	Parent Representative	10/15/2018
Jeff	Schneider	Parent Representative	9/25/2018
Joanne	Schlosberg	Business Manager	7/1/2007
John David	Smallwood	Parent Representative	3/30/2017
Adrian	Soyer	Board Treasurer	11/19/2014

School Comments:

All Newark Charter School CBOC members have received all the required financial training.

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

2018-2019		
% of Teachers RETAINED	# of Teachers RETAINED	# of Teachers ELIGIBLE
99%	152.6	155.4

Note: Of the 2.8 teachers that did not return; one retired and one moved to New York.

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:

The school monitors teacher attrition each year and uses ENERGAGE to survey its teachers and staff. ENERGAGE is a leading provider of employee feedback and performance improvement solutions. The ENERGAGE employee engagement survey has been administered in more than 41,000 organizations, making it one of the largest employee survey providers in the United States. The survey’s 15 *OrgHealth™* statements specifically ask about employees’ discretionary effort and represent the various elements of the workplace that have the biggest impact on engagement. It specifically measures engagement directly as the intersection of retention, recruiting, and productivity. Additionally, the school also surveys teacher in March/April each year to assess their intention of returning the following year. Typically, this survey shows that 97-100% of the school’s teachers and staff intend to return. When teachers do leave the school the reasons are generally moving out of the area or seeking employment closer to home, retiring, or seeking a non-teaching position.

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

School Comments:

Professional development is a strategy we use to ensure that educators continue to strengthen their practice and bring about further success in their students. The most effective professional development at Newark Charter School engages teachers to focus on the needs of their students in regards to instruction, assessment, state standards, addressing shifts in education, and their personal well-being. We utilize professional development days built into the school calendar, as well as sessions conducted before and after school, and during teacher’s planning periods.

Professional development delivered at Newark Charter School centers around the following:

- Implementing math curriculum aligned to the Common Core State Standards
 - Aligning science instruction to the Next Generation Science Standards
 - Analyzing data derived from Measures of Academic Progress to serve the needs of all of our students
 - Differentiating Instruction
-

-
- IEP development, accommodations, modifications, instructional strategies, and classroom interventions
 - Inclusive environments and co-teaching
 - Common assessments and instructional planning
 - Utilizing Schoology within the classroom
 - How to develop deeper readers and thinkers
 - Incorporating Outdoor Education into the K-3 classrooms
 - Utilizing UD LibSearch into the K-6 Curriculum
 - Mindfulness In and Out of the Classroom
 - How to use Google Classroom and other Instructional Technology

We develop teacher leaders by allowing them to lead colleagues toward positive change beyond their classroom. A teacher leader can be a department chair, committee member, head coach, team leader, etc. Through professional development, teacher leaders can share, collaborate, brainstorm solutions, and discuss findings after implementation to determine if further change is necessary.

IV. FINANCIAL PERFORMANCE

4.1 Financial Performance

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

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

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

Newark Charter School met all standards

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

School Comments:

Newark Charter School continues to follow existing policies and procedures.

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

Newark Charter School met all standards

Performance Agreement

Financial Performance Expectations

Newark Charter School's overall financial rating is Meets Standard. By 2020, 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:

The school has met these standards every year and financial performance is projected to remain strong in the future. All of our near term indicators: Current ratio; Days Cash; Enrollment Variance; and Debt Service and our Sustainability indicators: Total Margin; Debt/Asset Ratio; Cash Flow; and Debt Service Coverage Ratio meet standard and are expected to continue on that track.

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

School Comments:

Newark Charter School met all standards so no corrective action plan is applicable

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

Newark Charter School continues to implement a number of innovative practices that could be replicated at other schools in Delaware, these encompass culture and environment, pedagogy and curriculum, as well as policy and practice items.

1) Setting the Bar High for Academics

Newark Charter School's original charter application stated that the school was established to provide an alternative "rigorous and academically challenging curriculum." The school's theme is "Emphasizing Excellence in Academics and Decorum" reflects our philosophy "to serve a diverse student population by challenging each student at his or her level so that all students exceed the state standards and reach their full potential." The outcomes described in this Annual Report show that our two-time National Blue Ribbon School for Academic Excellence has achieved consistently excellent results. Setting the bar high for academics is essential and replicable in all of our public schools.

During the 2018-19 school year, the school received a rating of Exceeds in all of the categories evaluated regarding School Performance on the Delaware School Success Framework, the state's comprehensive accountability system that measures and publicly reports on multiple areas of school success.

2) Continuity of Educational Services

NCS provides continuity from grade to grade. Configured as a K-12 school, NCS is the largest public school in the state. More importantly, the school has a program that allows students to remain in one place for a longer period of time than most traditional public schools. The benefit of this continuity of educational services is enhanced by the fact that student attrition is extremely low (less than 1%). The school is above the state average in on track attendance. Newark Charter School's on track attendance is 96.19% and the State on track attendance rate is 86.45%. Finally, the school provides summer learning opportunities including 23 Summer Camps, year-round education for students with intense or complex disabilities, and academic enrichment programs.

3) Core Knowledge Curriculum (K-8)

Since its inception, NCS has utilized the Core Knowledge curriculum scope and sequence developed by Dr. E. D. Hirsch and the Core Knowledge Foundation. It is carefully aligned to the State and Common Core Standards. The Core Knowledge curriculum framework is coherent, cumulative and, most importantly, it identifies specific content to be studied in each grade. Core Knowledge presents a body of lasting knowledge that should form the core of a preschool to 8th grade curriculum. Core Knowledge is an interdisciplinary curriculum, which helps children see the interrelationships between subjects taught in school. Because students learn best when new knowledge builds on previous knowledge, the curriculum is carefully sequenced to ensure that

students enter each new grade ready to learn and build on knowledge and skills learned in previous years. Knowledge builds on knowledge. Gaps and repetitions in content do not occur. All students, regardless of socioeconomic backgrounds or past levels of achievement, have a level academic playing field.

NCS earned the designation as a Core Knowledge Visitation School. Schools throughout the country are encouraged to visit to learn about our academic programs. The Core Knowledge Foundation cited NCS as one of the eight best Core Knowledge schools in the country. NCS was the first school in Delaware to use the Core Knowledge curriculum. Locally, Las Americas Aspira Academy successfully replicated NCS's Core Knowledge curriculum. In the past, the schools have shared Core Knowledge in-service training for teachers. Other Delaware and regional charter schools have consulted the school about adopting its Core Knowledge curriculum.

4) Instructional Grouping

Homogeneous grouping (phasing) for instruction is observed in grades 4-8. Homogeneous groups bring together students of similar ability in order to optimize learning. Students receive instruction to meet their learning needs more specifically. Teachers can better attend to learning similarities and differences, making differentiated instruction and assessment more efficient. Extra support can be made available more readily to those who need it.

Phasing is determined by multiple indicators of student achievement, including Smarter Balanced testing, MAP growth model testing, standardized testing, teacher and parent recommendations, grades and learning style assessments. Phasing the students into groups does not mean that any student is presumed to be below grade level, although occasionally scores may indicate that. All students are taught on grade level and receive the same curriculum. The pacing at which instruction takes place and the depth to which a topic is studied may differ. Within each phase there remains a range of learning ability so that instruction is tailored to the unique needs of the groups.

Phasing of students is reviewed by the teams of teachers and administrators working with the students, with essential input from parents. A student can move up a phase or down. The reliability of the phasing system in place at NCS has proven to be very high, as few students need to be re-phased.

5) A Community-Based School

NCS is a community-based school, made possible in part by the five-mile radius and the sibling preference in the lottery-based admissions process used by the school as encouraged by Delaware's charter school law. This is the best model to foster parental involvement, improve the school environment and motivate the students. The School Council's annual Parent Satisfaction Survey (February '19) shows that parents are highly satisfied with the school overall.

6) Strong Site-Based Management

As a school established by parents, there is a high degree of parent involvement and parent satisfaction each year. Parent surveys consistently show that parents are virtually 100% satisfied with the school. Parents have authentic participation in school-wide decision making. They hold the majority of seats on the Board of Directors. The School Council, consisting of parent-elected parent representatives from each grade level, serves as a "sounding board" to management on issues. It conducts and monitors two formal parent satisfaction surveys annually. The Friends of

NCS is an active and essential parent organization, providing volunteers, fund raising support, and programs to enrich the school. More than 500 different parent volunteers served the school this past year.

Internally, the staff decision making process is modeled after management practices at large integrated companies. Each grade is represented by a team leader to provide a horizontal perspective that focuses on what the students in a particular grade experience and learn. Academic core content areas are representative by department heads to provide a vertical perspective, ensuring that each content area connects from one grade to the next. In the Jr./Sr. High School, a faculty-based Leadership Council ensures that shared decision making occurs through constant communication among academic departments, grades, and with administration. Additionally, staff members have positions on both the School Council and the Newark Charter School Board of Directors, so staff are integrally involved in the life and leadership of the school.

7) Market-Driven School

NCS continuously measures the extent to which it is meeting the demands of its market. Annually, it uses extensive parent and staff survey data, and input through stakeholder groups such as the School Council, Board of Directors and CTE Advisory Committees, to assess how the school is measuring up to its constituents' expectations and how it is responding to market trends and demands, such as the job market and competition within the education environment. A school-wide strategic long range planning committee formed in 2017 and has developed a "living document" that sought and utilized the community's input in advising the long range vision.

Market demand continues to be strong. 3,420 external applications were received for the 2018-2019 school year. After the applicants who were able to be offered enrollment (mostly in the Kindergarten class) we were left with more than 3,000 students on the waiting list for grades K-12.

8) Emphasis on Decorum and Character Development

NCS's motto is "Excellence in Academics and Decorum." The school has made it a priority to create an orderly, safe environment allows teachers to teach and students to learn. School uniforms have been in place from the beginning to promote discipline, respect, and a focus on learning. This has since been replicated in many public school districts and charter schools. Strict absentee and tardiness policies teach students to value the importance of education. Students encourage one another to adopt good behavior, good manners, honesty, politeness and civic-mindedness.

NCS was the first school in Delaware (2005) to implement the research-based Olweus Anti-Bullying Program. The program enhances school culture because everyone has a part to play. Everyone has a right to a safe school where students feel secure and treat each other with mutual respect and kindness. Years later, such anti-bullying programs would become mandatory in Delaware public schools.

NCS was one of two Delaware schools designated “No Place For Hate” schools. The “Gold Service Leadership School” was awarded to the high school for the students’ Jefferson Awards community service activities

9) Commitment to Diversity

Diversity in the student body continues to increase. In the 2019 lottery, 52% of the newly-admitted students are Caucasian compared to 63.3% in the school’s general population for 2019-2020.

The school’s population continues to include an increasing number of students with significant intellectual and physical disabilities. The number of students with “Complex” disabilities (including Down Syndrome, Autism, Significant Multiple Disabilities, etc.) continues to increase:

2014	(8 students)
2015	(13 students)
2016	(15 students)
2017	(17 students)
2018	(20 students)
2019	(27 students)

The school’s student demographics compares closely to the diversity within the Greater Newark area and within New Castle County.

The Outreach Committee, comprised of administrators, faculty and parents, is active and its efforts continue to provide awareness and accessibility to underrepresented populations within the greater Newark community.

10) AP Capstone Diploma Program

Newark Charter High School is the first high school in Delaware, to implement the College Board’s new AP Capstone™ Diploma Program, an innovative and challenging program that allows students to develop the skills that matter most for their future college success: research, collaboration, and communication. Already, other Delaware high schools have reached out to NCS to learn more about the program for possible adoption in their schools.

The Advanced Placement program includes a two-course sequence: AP® Seminar and AP Research. Developed in direct response to feedback from higher education faculty and college admission officers, AP Capstone complements the in-depth, subject-specific rigor of Advanced Placement courses and exams while empowering students with the very skills college professors want their students to possess.

Students who complete AP Seminar and AP Research with scores of 3 or higher, and receive scores of 3 or higher on four AP Exams in subjects of their choosing will receive the AP Capstone Diploma™. Students who earn qualifying scores on the two AP Capstone exams but do not take or earn qualifying scores on four additional AP Exams will earn the AP Seminar and Research Certificate™.

The AP Seminar course, typically taken in 10th or 11th grade, will equip students with the power to explore academic and real-world issues from multiple perspectives. Through a variety of materials – from articles and research studies to foundational and philosophical texts – students will be challenged to explore complex questions, understand and evaluate opposing viewpoints, interpret and synthesize information, and develop, communicate, and defend evidence-based arguments. Teachers have the flexibility of choosing themes based on student interests, whether they are local, regional, national or global in nature. By tapping into students’ personal interests, AP Capstone gives a broader array of students an entry point into challenging coursework. Students are assessed through an individual and team project completed during the year and a year-end written exam.

The subsequent AP Research course will allow students to design, plan, and conduct a year-long investigation on a topic of their choosing with support from experts at the university level or in the community. At the end of the course students have the confidence to present and orally defend their own scholarly academic research.

11) Global Studies/ Leadership Academy (9-12)

Newark Charter High School’s Global Studies/ Leadership Academy is a program grounded in a common core of studies, with opportunities for students to focus on challenging programs of interest and career pathways. Students will also be able to explore opportunities for enrichment through elective courses and complementary activities outside the classroom. Classroom activities directly connect with the opportunity for students to take action in the greater community and beyond. Several community partnerships are in place to support and encourage service outreach conducted by students such as; the Jefferson Awards: Students in Action, the Newark Rotary, and the Human Ecology Foundation. The Global Studies/Leadership Academy endeavors to offer insights into the histories of various peoples, cultures of the world, dynamic issues of the day, and effectively contributing to the global community in which we live.

12) Science, Technology, Engineering and Math (S.T.E.M.) Academy

The high school’s STEM Academy is a program grounded in a common core of studies, with opportunities for students to focus on challenging programs of interest and career pathways. Students will also be able to explore opportunities for enrichment through elective courses and complementary activities outside the classroom. STEM Academy coursework will focus upon studies in science, technology, engineering, and mathematics. Three-year programs of study are offered in the following pathways in Engineering (Project Lead the Way), Biotechnology, Computer Science and Business, Finance and Marketing. These pathway programs provide students the opportunity for college credit and dual-enrollment. Additionally, following completion of the program students are encouraged to enroll in AP math and science courses to further enhance their learning experience.

13) Accountability, Autonomy and Choice

NCS provides autonomy at the school level in exchange for clear accountability, which results in outstanding student performance and a well-managed organization. All staff members have one-year contracts that must be renewed annually. The school uses its autonomy to take advantage of innovative practices such as financial spending flexibility, peer evaluations and

alternative curriculum models. School choice is vital for a charter school to provide a focused learning community where staff, parents and students share common values and expectations.

14) Merit Pay

NCS was one of the first schools in Delaware to offer its teachers and staff members merit pay (bonuses). Merit pay may be awarded through a merit pool to be administered by the management. The level of the bonus is determined by the Board of Directors and is dependent on availability of funds. Newly-hired employees will become eligible to participate in the merit pay program after completion of their second year of employment. Merit pay is awarded based on a combination of factors including, but not limited to, formal observations and evaluations (such as those outlined by the Delaware Department of Education) walk-through observations, informal observations, parent surveys, student achievement, attendance, and uncompensated efforts on behalf of the school that go above and beyond basic job duties, etc.

VII. ANNUAL REPORT CERTIFICATION STATEMENT

Name of School:	Newark Charter School
Location:	200 McIntire Drive, Newark DE 19711

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.



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

 12/17/19
 Date

Print/Type Name:	ADRIAN SOYEK
Title (if designated):	Chairperson, Board of Directors
Date of approval by board of directors:	17-December-2019

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.