

POSITIVE OUTCOMES CHARTER SCHOOL

ANNUAL REPORT

2020-2021



**3337 S. Dupont Hwy,
Camden, DE 19934**

Phone: (302) 697-8805

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	Positive Outcomes Charter School
Year School Opened	1996
Enrollment 2020-2021 ¹	112
Approved Enrollment	120
School Address	3337 S. Dupont Hwy, Camden, DE 19934
District(s) of Residence	Caesar Rodney School District
Website Address	http://www.positiveoutcomescs.org/
Name of School Leader	Edward J. Emmett, Jr.
School Leader Email and Phone Number	Ed.Emmett@pocs.k12.de.us (302) 697-8805
Name of Board President	Susan Wills
Mission Statement: Our mission is to provide an opportunity for students to learn in a safe, caring, respectful environment, where their individuality is valued, and their individual needs are addressed.	

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	112
# of Students on Waiting List	0
Gender	
% Male	60.71%
% Female	39.29%
Ethnicity/Race	
% African American	42.86%
% American Indian	0.89%
% Asian	0.89%
% Hispanic/Latino	10.71%
% White	44.64%
% Multiracial	
Special Populations	
%Special Education ²	64.29%
% English Language Learners	0.89%
% Low-Income	38.39%

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

Positive Outcomes Charter School continues to serve students from throughout the State of Delaware. Our students come to our school from each county and eight different school districts. Our school continues to serve a large percentage of students who qualify for services under IDEA and have an active IEP in place. The school is racially diverse and closely matches the school district’s demographics in which our school resides. Our school population is, by various definitions, at-risk for failure.

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>		
	2020-2021	
	Approved Enrollment	30-Sep Enrollment Count
K		
Grade 1		
Grade 2		
Grade 3		
Grade 4		
Grade 5		
Grade 6		
Grade 7	14	8
Grade 8	26	17
Grade 9	14	26
Grade 10	14	25
Grade 11	26	24
Grade 12	26	12
Total	120	112

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

Positive Outcomes Charter School has had consistent enrollment over our history prior to the impacts of the Covid-19 pandemic. During the 2020-2021 school year, our school enrollment was impacted by several key factors related to the pandemic. Each of these factors cumulatively impacted overall enrollment last year. It is also important to note that we believe that these impacts are short-term.

The Covid-19 pandemic impacted our school enrollment in several ways. The pandemic’s first impact on our enrollment was the loss of our ability to hold in-person open houses and enrollment events. When held in person, our open house events allow potential students to visit the school, speak with teachers, school staff, and with currently enrolled students. Unfortunately, many people do not have

a complete understanding of our school or our programming without the opportunity to visit our school.

High student mobility was the second impact of the pandemic we experienced. This is also a direct characteristic of our student population. Many of our families experience regular housing instability. This instability was only magnified during the pandemic. With the loss of employment or regular sources of income, many of our families were forced to relocate. Many of these relocations created a challenge to continued enrollment in our program.

The Covid-19 pandemic impacted all schools significantly at the end of the 2019-2020 school year. Families that planned to move schools decided to hold off for another year. Students that were struggling to find success decided to stay in their home district for one more year. The pandemic changed overall student enrollment patterns. It is anticipated that these enrollment impacts will continue for a short time period into the future.

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		
	Positive Outcomes Charter School	
	Number of Students Reenrolled Count	Percentage of Students Reenrolled %
K		
Grade 1		
Grade 2		
Grade 3		
Grade 4		
Grade 5		
Grade 6		
Grade 7		
Grade 8	14	87.50%
Grade 9	15	88.24%
Grade 10	21	77.78%
Grade 11	24	85.71%
Grade 12	12	80.00%
Total/Avg	86	83.50%

** 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.

Positive Outcomes Charter School typically has strong retention rates for our students. In general, once a student attends our school, they usually remain with us. Our goal is always to have our students re-enroll in our program. High student mobility is a typical characteristic of our student overall population. Overall student reenrollment was also impacted by the Covid-19 pandemic. Many

families that left our program left as a result of families losing housing, or employment, or overall changes in their family's dynamics.

Historically we analyze the numbers of families who do not re-enroll in our program and frequently find that a large percentage of the departures are due to a family move or loss of housing. A small number of families are moving back to their home district or another school district. This was also the case this previous year as stated above. These patterns were exacerbated due to the Covid-19 pandemic for the school year documented in this report.

Some students who attend our school feel that they have made progress and desire to return to a traditional school environment. As a result, we do have students who leave before graduation. We also have several students who attend school with us for grades 7 and 8 and then transition to a traditional high school environment. We do not view these as students leaving our program, but students who we have helped feel that they will be successful returning to a traditional school environment.

While POCS does not have any specific plans at this time to address additional retention concerns, we regularly maintain personal contact with each family to identify issues or concerns. We also survey all of our families to ensure satisfaction with our programming and identify any problems or concerns that our families may have.

II. ACADEMIC PERFORMANCE

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:

The 2020-2021 school year started very different than any other school year. The Covid-19 pandemic that closed our school at the end of the 2019-2020 school year created several significant challenges. The school year started late so the school team could plan for a return to in-person instruction for our students.

When students returned to school, they did so in a hybrid learning environment. Many students attended school two days per week and worked virtually three days per week. Approximately 40% of students remained in a virtual environment five days per week for the entire school year.

The overall goal of the Positive Outcomes Charter School team was to focus on keeping as much normalcy in our instructional program as possible in the unique situation the teachers and students found themselves. Unfortunately, normalcy would never be used to describe the 2020-2021 school year.

Communication once again proved to be crucial for all of our families during this previous school year. This is where our teachers, in the role of advisors, connected personally with each family to identify what resources they needed. As a result of these personal contacts, our families felt that we were all working together to help students to find success.

It was important for our school staff to recognize and acknowledge that our school, our families, and our students have never experienced or seen anything like this before.

Our school Student Support Team once again was crucial during this time of uncertainty. These team members made regular contact home to check on students' mental and emotional health for our remote students. These same team members also conducted regular check ins with all of our in-person students when they were present. The counselors and interventionists provided one on one support with students.

Student mental health and wellbeing became the priority for all of our school staff during the 2020-2021 school year. Students exhibited signs of the stressors that everyone was feeling. Our students demonstrated resilience and perseverance during this challenging school year. Our students performed exceptionally well giving the challenging circumstances.

Standardized test performance and other school measures became secondary to ensuring that our students were finding personal success during the pandemic. It was never going to be possible to ensure that students could cover an entire year of academic content. Our goal was to prioritize learning outcomes and continue moving our students forward.

Students entering Positive Outcomes Charter School (POCS) during the pandemic and post pandemic will continue to struggle with the comprehensive, standardized tests.

POCS has and is taking steps to work with students and staff to increase success in the State mandated Standardized Tests. These include:

- Extensive professional development on emotional and social barriers to learning
- Extensive professional development on different learning styles of students with learning deficiencies
- The use of advisories to develop long term relationships between staff, students and parents. The advisor (homeroom teacher) will stay with students for up to 3 years and be an advocate for a student during that time
- Dedicated time during each day for targeted intervention with students
- Emotional supports for students including access to counselors, targeted supports for the teachers and students
- Special Education supports for students, parents and teachers
- POCS is working with American Institute for Research (AIR) and Delaware Department of Education (DDOE) in developing the Multi-Tiered Systems of Support (MTSS) at POCS for further teacher and student supports and resources.
- POCS will be part of the Delaware Educator Growth Support System (DEGSS) in the 2021-2022 school year. The pilot will enable POCS to receive support, training and resources from DDOE for supporting and coaching teachers.

Very few items were reportable on our school report card for the 2020-2021 school year. Our students participated on the required standardized tests. Participation rates were far below previous school years. Overall performance on these assessments also trailed behind previous school years. We anticipate that participation will return to pre-pandemic levels during the 2021-2022 school year.

The one data point that is reported on our school report is our graduation rate. The Class of 2020 graduation rate was 53.33%. As previously stated, and discussed, each cohort of our students is vastly different. This is never more evident than this measure. Over the last three years, we have a 41% difference in graduation rates. From a high of 94.44% to a low of 53.33%. This is a specific example of the challenges of reduced N sizes in data analysis. The variable in these groups is the students

themselves. The school programming and instruction did not change. The courses offered and other school activities remained the same. While our school was rated as approaching the standard, we do believe that this measure demonstrates the variability of individual student cohorts in our school programming.

The root cause of this score for this year is that we had a group (5) students leave school between grades 9 and 12. These students left for a variety of reasons. Two students experienced academic failure and gave up on school. One transferred to James H. Groves, but never completed enrollment. The final two students left school to begin work to help support their families.

It is our expectation that our graduation rates will continue to show some variability. This is exceptionally true while the overall impacts of the pandemic materialize. While we continue to work to support every student through graduation, it is also the reality that some students leave school before completion due to events outside of our control.

POCS will continue to review all data points and continue to monitor what students need to remain on track. We will provide any required supports for students who arrive off track or drift off track while enrolled in our school. As listed above, these supports can be tutoring, one-on-one support, extra classroom assistance, summer enrichment, or any other needed support.

As we begin to review testing data for the 2020-2021 school year, it is critical to remember that this testing was conducted under a pandemic impacted instructional year. As such, testing results should be reviewed with a note to the pandemic and the impacts the pandemic had on student performance and overall student school structures. In addition, testing was not mandatory for all students as many students remained in a remote setting during this school year. Test participation rates are provided; however, it is evident that the pandemic impacted overall student participation.

In addition, this data is not reported on our online Delaware School Report Card as it is redacted, most likely due to overall N rates. Therefore, this data is presented for review purposes, but not for accountability or other uses.

Overall, the results of examining current testing data illustrate some success and some challenges. A review of overall proficiency shows the difficulty our students have demonstrating their overall abilities using the SBAC testing system. Raw testing scores demonstrate that many of our students struggle to meet proficiency expectations.

Historically our ELA scores have been higher than our Mathematics scores in both proficiency and scale scores.

The SBAC data for ELA and Mathematics listed below are for the "All" student group comparing 2018-2019, the last year testing was conducted, to 2020-2021. A review of this data illustrates that our student performance increased moderately or remained similar to past performance. Similar to previous testing cycles, the students in our school had higher proficiency rates in the area of ELA compared with Mathematics.

SBAC	7 th Grade ELA			8 th Grade ELA		
	2018-19	2020-21	Change	2018-19	2020-21	Change
% Meeting Standard	9%	25%	+16%	16%	22%	+6%
N	11	8		19	9	
Average Scale Score	2461	2497	+36	2505	2453	-52

SBAC	7 th Grade Mathematics			8 th Grade Mathematics		
	2018-19	2020-21	Change	2018-19	2020-21	Change
% Meeting Standard	0%	11%	+11%	11%	0%	+2%
N	11	9		19	8	
Average Scale Score	2412	2437	+25	2437	2418	-19

The SBAC data presented below covers proficiency data for the previous four testing years.

	English Language Arts				Mathematics			
	17-18	18-19	19-20	20-21	17-18	18-19	19-20	20-21
7 th Grade	8%	9%	NA	25%	8%	0%	NA	11%
8 th Grade	4%	12%	NA	22%	9%	11%	NA	0%

The overall chart listed above illustrates the challenges of cohort-to-cohort comparison of our student performance. Each cohort of students has such varied personal stories or issues that potentially have an impact on their overall academic performance.

ELA and Mathematics 2020-2021 Testing Participation Rates					
	7 th Non-Tested N	7 th Tested N	8 th Non-Tested N	8 th Tested N	Overall Testing %
English Language Arts	3	8 (73%)	8	9 (53%)	61%
Mathematics	2	9 (82%)	9	8 (47%)	61%

Performance Agreement

Academic Performance Expectations

Positive Outcome’s DSSF ratings for 2017/2018 are:

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	9.00	9% Well Below Expectations
Academic Progress	100.00	40.00	40% Well Below Expectations
School Quality/Student Success	75.00	36.00	48% Well Below Expectations
Graduation Rate	100.00	75.00	75% Approaching Expectations
Progress Toward English Language Proficiency	n/a	n/a	Not Applicable
Overall	375.00	160.00	43% Well Below Expectations

By September 2023, our expectation is to achieve “Meets” or “Exceeds” ratings on each metric area of the Alternative Academic 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

Positive Outcomes Charter School has not had any calculated Academic Frameworks for the previous two years. The Covid-19 pandemic prevented overall academic calculations for the 2019-2020 and 2020-2021 school years. Therefore, it is extremely challenging to apply any analytics to these two school years.

Critically however, Positive Outcomes Charter School worked with the Delaware Department of Education Charter School Office and the A-Game project to work on alternative academic indicators. This project extended over the entire school year. This framework was never intended to replace

current measures, but to supplement with additional measures. Our school team will work throughout the 2021-2022 school year to collect data for these new measures.

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?

Listed below and supported on the subsequent page you will find Positive Outcomes Charter School's Mission Specific Goal reporting for the 2019-2020 school year. We are providing this reporting; however, we believe that this item should be reported as Not Applicable or with a significant asterisk. This data point has been severely compromised as a result of our students working in remote settings from March 13, 2020 to the conclusion of the year. In addition, our school decided to not have students complete the final assessment of this measure as our student population struggled with the pressures of the epidemic and being removed from a school setting.

The data being reported below is not representative our students' and our schools' skills and abilities. We would respectfully request that this data be captured but not attached to any overall performance measure or benchmark.

We are providing the information for the following goals that are outlined in our approved Performance Agreement from our last renewal:

Mission-Specific Goal 1	<i>As a school that focuses on high needs students, our goal is to have students increase performance in Reading skills.</i>
Measure/Metric	<i>Percentage of students meeting expected Scholastic Reading Inventory (SRI) Lexile Score growth targets using Fall to Spring SRI assessments.</i>
Target	<i>>60% of students will meet anticipated Lexile growth targets on the Spring SRI assessments.</i>
Indicators	<i><u>Meets Standard</u> The school has between 60 and 100 percent of all students meeting their Lexile growth target using SRI <u>Approaching Standard</u> The school has between 40 and 59 percent of all students meeting their Lexile growth target using SRI <u>Falls Far Below Standard</u> The school has less than 40 percent of all students meeting their Lexile growth target using SRI</i>

Mission-Specific Goal 2	<i>As a school that focuses on high needs students, our goal is to have students increase performance in Mathematics skills.</i>
Measure/Metric	<i>Percentage of students meeting expected Scholastic Mathematics Inventory (SMI) Quantile Score growth targets using Fall to Spring SMI assessments.</i>
Target	<i>>60% of students will meet anticipated Quantile growth targets on the Spring SRI assessments.</i>
Indicators	<p><u>Meets Standard</u> <i>The school has between 60 and 100 percent of all students meeting their Quantile growth target using SMI</i></p> <p><u>Approaching Standard</u> <i>The school has between 40 and 59 percent of all students meeting their Quantile growth target using SMI</i></p> <p><u>Falls Far Below Standard</u> <i>The school has less than 40 percent of all students meeting their Quantile growth target using SMI</i></p>

a) Rate the school’s performance according to the criteria established by the school for its 2020-2021 mission specific goal(s).

School Comments

Positive Outcomes Charter School has two mission specific goals for the percentage of students meeting growth targets on the Star Reading and Star Math assessments. We are providing this reporting; however, we believe that this item should be reported as Not Applicable or with a significant asterisk. This data point has been severely compromised as a result of our students working in a variety of learning locations for the 2020-2021 school year.

The overall Covid-19 pandemic created several challenges for our school and our student population in meeting accountability expectations. The data points provided illustrates that we had the largest number of non-valid scores due to missing attendance expectations, missing final testing submissions or missing testing sessions.

The data being reported in the appendix is not representative of our students’ and our schools’ skills and abilities. We would respectfully request that this data be captured but not attached to any overall performance measure or benchmark.

Mission Specific Goals Data

Mission-Specific Goal 1	<i>As a school that focuses on high needs students, our goal is to have students increase performance in Reading skills.</i>			
Measure/Metric	<i>Percentage of students meeting expected Scholastic Reading Inventory (SRI) Lexile Score growth targets using Fall to Spring SRI assessments.</i>			
Target	<i>>60% of students will meet anticipated Lexile growth targets on the Spring SRI assessments.</i>			
2016-2017 SRI Meeting Growth	2017-2018 SRI Meeting Growth	2018-2019 SRI Meeting Growth	2019-2020 SRI Meeting Growth	2020-2021 SRI

				Meeting Growth
74.69%	78.68%	69.44%	33.01% ***	55.91% ***
Mission-Specific Goal 2	<i>As a school that focuses on high needs students, our goal is to have students increase performance in Mathematics skills.</i>			
Measure/Metric	<i>Percentage of students meeting expected Scholastic Mathematics Inventory (SMI) Quantile Score growth targets using Fall to Spring SMI assessments.</i>			
Target	<i>>60% of students will meet anticipated Quantile growth targets on the Spring SRI assessments.</i>			
2016-2017 SMI Meeting Growth	2017-2018 SMI Meeting Growth	2018-2019 SMI Meeting Growth	2019-2020 SMI Meeting Growth	2020-2021 SMI Meeting Growth
78.25%	82.26%	78.30%	22.33% ***	38.20% ***

*** - Data significantly impacted by Covid-19 school closure and pandemic

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

Positive Outcomes 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		
	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:

Positive Outcomes Charter School has met all standards measured by the Organizational Performance Framework. Our school has always strived for organizational excellence and compliance in all facets of our school’s operations. As noted in the chart above, POCS has exceptional practices in place to remain in compliance with all regulatory requirements and expectations.

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

School Comments:

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

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

Not Applicable

Performance Agreement

Organizational Performance Expectations

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

Positive Outcomes Charter School's overall organizational rating is Meets. By 2023, 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:

Positive Outcomes Charter School has met the expectation of the organizational section of our approved Performance Agreement for the 2020-2021 school year. Our Organizational Compliance rating is due to an organizational focus on compliance. We also always strive that our organization is ensuring that we provide the best environments for our staff, students and families.

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	Governance Training Date
Kristin	Barrall	Community Representative	11/19/2017	10/15/2016
Kathleen	Denny	Staff and Faculty	2/20/2020	TBD
John	Dunick	Community Representative	12/13/2017	6/20/2018
Therese'	Holleger	Community Representative	2/1/2011	>1 Year on Board
Courtney	Pearson	Staff and Faculty	8/15/2021	>1 Year on Board
Aleks Yuan Q	Shen, Esq.	Parent Representative	3/17/2020	TBD
Doyle	Tiller	Community Representative	11/21/2013	10/15/2016
Susan	Wills*	President	2/1/2011	10/15/2016
Ed	Emmett	Head of School	2/1/2011	10/15/2016

*Please list only the most recent training date.

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

School Comments:

Positive Outcomes Charter School has worked to identify board members who have a vested interest in the success of our program. Our Board is comprised of faculty and staff members, Parents and Community Members.

The POCS Board of Directors is currently not in compliance with all training requirements. The board retraining date for Governance training was delayed. The Board was scheduled for their three-year renewal of the Board Governance Training during the 2019-2020 school year. This training was not able to be completed as it was scheduled after the school was closed due to Covid-19 restrictions. This training was also planned to be completed during the 2020-2021 school year; however, the issue that continued from the Covid-19 pandemic created challenges. The POCS Board will complete appropriate training requirements during the 2021-2022 school year using the online modules created by the Delaware Department of Education.

Progress to correct this area of non-compliance will be reported monthly to the Delaware Department of Education Charter School office until full compliance is completed.

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
Kristin	Barrall	Member	11/19/2017
Jessica	Bennett	Financial Secretary/Ex Officio	2/1/2011
Cheyenne	Dunick	Member	12/7/2017
Ed	Emmett	School Director/Ex Officio	2/1/2011
Maurice	Floyd	Member	12/2019
Michelle	Hastie	Business Manager/Ex Officio	9/1/2010
Rachel	Hohman		7/1/2011
Steve	Norman		2/1/2011
Richard	Riggs	DOE Representative	11/30/2015
Doyle	Tiller		11/21/2013

School Comments:

Positive Outcomes Charter School has always strived to have a strong Citizens Budget Oversight Committee team that helps monitor and guide school financial practices. Our CBOC reviews all financial documents and practices. They also review all expenditures, including Purchase Card usage, for appropriateness and necessity.

Positive Outcomes Charter School’s Citizen Budget Oversight Committee is in compliance with membership and financial training requirements.

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
100%	15	15

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:

Positive Outcomes Charter School firmly believes that the success of our school is interwoven in the abilities, capabilities and drive of all of our faculty and staff. The chart above lists the number of teachers that were retained; however, it is also critical to remember that this is only half of the total faculty and staff of our program. Each staff member is critical to the success of our school.

Working at our school can be exceptionally challenging. Our daily work involves working with students that have had damaged academic careers. We also work with students with a variety of academic disabilities, behavioral disabilities and mental health challenges. These issues can all have a dramatic impact on our faculty and staff.

Since the beginning of our school, we have found that the reasons teachers leave is for a variety of reasons. These reasons can range from a desire for more salary to a desire to work with a different student population. It is also the reality that our school’s mission frequently can burn staff out.

Following the 2019-2020 school year, all of our teachers returned to their teaching positions for 2020-2021. We were able to maintain a consistent overall approach for our programming during a very difficult year for our students. Maintaining stability in school was key to helping students during a very unstable time in their lives.

To minimize teacher and staff attrition and retain high-quality teachers, our school utilizes a variety of strategies:

- POCS values and respects our staff’s opinions and always seeks to work with them in all facets of our school’s operations. The staff of POCS have two elected seats on our school board. In addition, teachers have a seat on our school’s leadership team. At our school teachers have a direct impact on everything we do.
- POCS seeks to ensure that our salaries are within 5% of teachers in our local school districts.
- POCS strives to maintain an exceptional teacher climate and work environment by recognizing their successes and achievements and operating in a true team environment.
- POCS also strives to ensure that teachers have everything they need in their classrooms to be successful. Teachers are always able to ask for items they need and they are provided within financial reasons.

POCS also provides teacher focused Professional Learning Community meetings that are designed to support quality instruction and our teaching climate. PLCs provide avenues for direct leadership conversations and discussion about what is needed to make our school better.

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

School Comments:

Positive Outcomes Charter School also views professional development as a critical component of teacher and staff retention. POCS supports our teachers through individualized and group development programs. Our goal is to ensure that all PD programming is aligned at developing and supporting our teacher's and leader's growth and helping to ensure positive outcomes for all of our students.

Planning for our professional development programming starts with a needs assessment that is conducted with all our staff on the last staff day of the previous year. This needs assessment reviews all the data from the current year and identifies areas that require improvement. These needs are then reviewed with our school leadership team to form a plan and revise goals. The final step is the incorporation of this plan with our school board and integration into our consolidated application and next school year planning.

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	M	M	AS	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:

Positive Outcomes Charter School's financial performance continues to remain strong. Our school has met expectations for all financial framework metrics with the exception of 1c and received an overall rating as Meets Standard. As in previous years, we are very conservative in our approach and use zero-based budgeting in planning for current operation.

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

School Comments:

At present, we are not planning any changes to our financial practices for the 2021-2022 school year.

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

Measure 1c. Enrollment Variance:

Actual Enrollment as of September 30 divided by Authorized Enrollment

2020-2021
93%

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

School Response To Rating:

Positive Outcomes Charter School enrollment was impacted during the 2020-2021 school year due to the Covid-19 Pandemic. This issue was addressed in the narratives above. The information listed below is take from those sections.

Positive Outcomes Charter School typically has strong retention rates for our students. In general, once a student attends our school, they usually remain with us. Our goal is always to have our students re-enroll in our program. High student mobility is a typical characteristic of our student overall population. Overall student reenrollment was also impacted by the Covid-19 pandemic. Many families that left our program left as a result of families losing housing, or employment, or overall changes in their family’s dynamics.

Historically we analyze the numbers of families who do no re-enroll in our program and frequently find that a large percentage of the departures are due to a family move or loss of housing. A small number of families are moving back to their home district or another school district. This was also the case this previous year as stated above. These patterns were exacerbated due to the Covid-19 pandemic for the school year documented in this report.

Some students who attend our school feel that they have made progress and desire to return to a traditional school environment. As a result, we do have students who leave before graduation. We also have several students who attend school with us for grades 7 and 8 and then transition to a traditional high school environment. We do not view these as students leaving our program, but students who we have helped feel that they will be successful returning to a traditional school environment.

While POCS does not have any specific plans at this time to address additional retention concerns, we regularly maintain personal contact with each family to identify issues or concerns. We also survey all of our families to ensure satisfaction with our programming and identify any problems or concerns that our families may have.

Performance Agreement

Financial Performance Expectations

Positive Outcomes Charter School's overall financial rating is Meets. By 2023, 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:

Positive Outcomes Charter School has met the expectation of the financial framework section of our approved Performance Agreement for the 2020-2021 school year.

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

School Comments:

Not applicable for our school for the 2020-2021 school year.

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:

Academic Practices that other schools could replicate:

The staff at Positive Outcomes Charter School has always viewed the school as an important component in the educational system for the State of Delaware. Many of the strategies and practices that make our school successful could be replicated throughout the State.

Specific Academic Strategies and Practices

- The school is small.
- Class sizes are small.
- The school is student focused.
- Professional Development activities are focused on student need.
- Teachers are trained to provide individual accommodations, based on student need.
- Evaluations are based on coaching staff to improve outcomes for students
- The Student to Instructional Staff Ratio is small – 1:6
- The Student to Computer ratio is high – 1:2
- Students are evaluated through authentic assessment of their learning through exhibitions
- Students have regular and continuous access to technological tools for learning.
- All staff members take a personal interest in the success of all students.
- The staff meets regularly to discuss the needs and issues of students.
- Intensive Behavioral, Social and Emotional Supports
- Students participate in real world internships

Within the small classes of students teaching methods appear to be traditional at Positive Outcomes, within the small classes of students. During instruction, though, a dozen strategies may be implemented which differentiate between students with various needs. The teacher may frequently modify the classroom setup. Assignments are given orally and written on the board. The teacher is mobile in the classroom throughout the class period, monitoring student behavior and academic progress. Student performance is evaluated through frequent assessment. The assessment may be administered orally to some students.

Over 64% of our student population has an identified disability with a written Individual Education Plan. Each teacher is responsible for planning, implementing and monitoring the goals for our special education students. Each teacher is also responsible for implementing the accommodations that are listed in each student IEP during instruction and assessment. Teachers are provided numerous professional development opportunities for methods of teaching special education students.

The staff of the school meets weekly to discuss the student population. These weekly meetings help the staff to identify students in need of accommodations and increased attention, that are having

problems at home, solutions to issues, and strategies to help other staff. These weekly meetings are also attended by the school administration to ensure that our students have access to all the services that are available to them.

Each of the practices listed above adds to the cost of education. Each of the practices could be replicated elsewhere, if schools or districts are willing to commit the necessary resources. There is no inexpensive way to address the complicated needs of this diverse student population.

Organizational Practices that other schools could replicate:

One of the cornerstones of Positive Outcomes Charter School is ensuring compliance with the myriad of regulations, policies and requirements that have been established for charter schools. Additionally, as has been previously stated, our school attempts to operate with complete transparency in all school operations and programing.

Many of the strategies and practices that make our school successful could be replicated throughout the State. Identifying key aspects that could be replicated is challenging as our school has strived to be a model organization in all aspects of school operations. We frequently consult with other new and existing charter schools to assist their development and operations.

Financial Practices that other schools could replicate:

Positive Outcomes Charter School believes in having completely transparent financial processes with significant oversight and segregation of duties. This transparency has led to our school having no significant findings or acts of impropriety for the last 24 financial audits. Our school knows and understands that the foundation of our school is built upon our financial position. For this reason, our school has always focused on solidifying this area of our school operation.

Many of the strategies and practices that make our school successful could be replicated throughout the State.

Specific Financial Strategies and Practices

- High Quality Business Manager
- Strategic Planning of Financial Operations
- 15 Month Forecasting of Finances
- Transparency of P-Card Expenditures
- Integration of Business Manager into Leadership Team
- Continuous Focus on Cost Saving Practices
- Streamlined Fiscal Monitoring
- Comprehensive Inventory of Assets
- Continuous updating of reports for clarity and refinement

The most significant financial practice that could be replicated at other schools is having a high-quality business manager that is a member of the leadership team. Having a high-quality business manager that is focused on the overall success of the school is critical. As a member of the school's leadership team the business manager is involved in all planning activities. This enables the business manager the opportunity to identify funding options for improvements. In addition, the business manager can know what changes are needed to fund critical school programs.

POCS also consistently and conservatively estimates budget revenues each year to protect against potential revenue shortfalls and deviations. The final and actual revenues are never known during the preliminary budget processes due to the fact that local funding amounts, as well as some state and federal revenues, are not provided to the charter schools until after the school year has begun. The school avoids deficit spending and is continually focused on staffing formulas based on unit count projections and estimates.

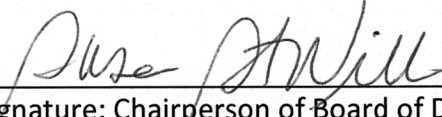
Our school also has ensured that our Board of Directors receives and reviews monthly reports showing line-item expenses and revenue compared to budget projections showing favorable and unfavorable items. These reports are also reviewed and analyzed by the POCS CBOC. The board also reviews all spending and purchasing that is executed by the school. We do this by presenting all P-Card reports to the board and the CBOC at each meeting. In addition, the board and CBOC are able to have access to all financial reports that they request either in paper or in digital formats.

The school annually receives an external audit that is conducted by a certified public accounting firm. These audit reports are shared with the Board of Directors, CBOC, Department of Education and the State Auditor's Office and are posted on the school's webpage. We also welcome our annual audits as an opportunity to review current practices and identify areas that can be strengthened and improved. This belief system helps our school focus on continuous growth and improvement compared with maintaining the status quo.

VII. ANNUAL REPORT CERTIFICATION STATEMENT

Name of School:	Positive Outcomes Charter School
Location:	3337 S. DuPont Hwy., Camden, DE 19934

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.


11-17-2021
 Signature: Chairperson of Board of Directors (or designated signatory authority) Date

Print/Type Name:	Susan Wills
Title (if designated):	Board President
Date of approval by board of directors:	Resolution 22-26 – November 17, 2021

VIII. Mission Specific Goal Data Extract and Report



Positive Outcomes Charter School

3337 S. DuPont Hwy.
Camden, DE 19934
Phone: (302) 697-8805
Fax: (302) 697-8813

July 14, 2021

Delaware DOE – Charter School Office
401 Federal Street, Suite 2
Dover, DE 19901

Dear Charter School Office:

Listed below and supported on the subsequent page you will find Positive Outcomes Charter School's Mission Specific Goal reporting for the 2020-2021 school year. We are providing this reporting; however, we believe that this item should be reported as Not Applicable or with a significant asterisk. This data point has been severely compromised as a result of our students working in a variety of learning locations for the 2020-2021 school year.

The overall Covid-19 pandemic created several challenges for our school and our student population in meeting accountability expectations. The data points provided illustrates that we had the largest number of non-valid scores due to missing attendance expectations, missing final testing submissions or missing testing sessions.

The data being reported below is not representative our students' and our schools' skills and abilities. We would respectfully request that this data be captured but not attached to any overall performance measure or benchmark.

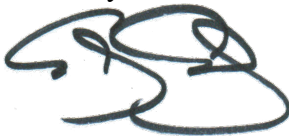
We are providing the information for the following goals that are outlined in our approved Performance Agreement from our last renewal:

<i>Mission-Specific Goal 1</i>	<i>As a school that focuses on high needs students, our goal is to have students increase performance in Reading skills.</i>
<i>Measure/Metric</i>	<i>Percentage of students meeting expected Scholastic Reading Inventory (SRI) Lexile Score growth targets using Fall to Spring SRI assessments.</i>
<i>Target</i>	<i>>60% of students will meet anticipated Lexile growth targets on the Spring SRI assessments.</i>
<i>Indicators</i>	<i><u>Meets Standard</u> The school has between 60 and 100 percent of all students meeting their Lexile growth target using SRI <u>Approaching Standard</u> The school has between 40 and 59 percent of all students meeting their Lexile growth target using SRI <u>Falls Far Below Standard</u></i>

	<i>The school has less than 40 percent of all students meeting their Lexile growth target using SRI</i>
Mission-Specific Goal 2	<i>As a school that focuses on high needs students, our goal is to have students increase performance in Mathematics skills.</i>
Measure/Metric	<i>Percentage of students meeting expected Scholastic Mathematics Inventory (SMI) Quantile Score growth targets using Fall to Spring SMI assessments.</i>
Target	<i>>60% of students will meet anticipated Quantile growth targets on the Spring SRI assessments.</i>
Indicators	<u>Meets Standard</u> <i>The school has between 60 and 100 percent of all students meeting their Quantile growth target using SMI</i> <u>Approaching Standard</u> <i>The school has between 40 and 59 percent of all students meeting their Quantile growth target using SMI</i> <u>Falls Far Below Standard</u> <i>The school has less than 40 percent of all students meeting their Quantile growth target using SMI</i>

The above listed indicators names have been modified from our approved Performance Agreement based on changes to other measures throughout the State. The change was the removal of the Exceeds Standards category and a renaming of the existing ones. If you have any questions about these items, please contact me at 302-697-8805 or by email at ed.emmett@pocs.k12.de.us.

Sincerely,



Edward J. Emmett Jr.
 Director

Mission-Specific Goal 1	<i>As a school that focuses on high needs students, our goal is to have students increase performance in Reading skills.</i>
Measure/Metric	<i>Percentage of students meeting expected Scholastic Reading Inventory (SRI) Lexile Score growth targets using Fall to Spring SRI assessments.</i>
Target	<i>>60% of students will meet anticipated Lexile growth targets on the Spring SRI assessments.</i>

Advisory	N Count	Number Meeting SRI Growth Target	% of Students Meeting SRI Growth Target	% of Students with Non-Valid Scores
POCS Overall – Grades 7, 8, 9, 10, 11 and 12				
POCS Totals	93	*52	*55.91%	16.13%

* - Data significantly impacted by Covid-19 pandemic

For our Mission Specific Goal 1, Positive Outcomes Charter School **Approaching Standard**

Mission-Specific Goal 2	<i>As a school that focuses on high needs students, our goal is to have students increase performance in Mathematics skills.</i>
Measure/Metric	<i>Percentage of students meeting expected Scholastic Mathematics Inventory (SMI) Quantile Score growth targets using Fall to Spring SMI assessments.</i>
Target	<i>>60% of students will meet anticipated Quantile growth targets on the Spring SRI assessments.</i>

Advisory	N Count	Number Meeting SMI Growth Target	% of Students Meeting SMI Growth Target	% of Students with Non-Valid Scores
POCS Overall – Grades 7, 8, 9, 10, 11 and 12				
POCS Totals	89	*34	*38.20%	21.35%

* - Data significantly impacted by Covid-19 pandemic

For our Mission Specific Goal 2, Positive Outcomes Charter School **Falls Far Below the Standard.**

Last Name	First Name	Grade	English Language Arts										Mathematics							
			SRI BOY	SRI MOY	SRI EOY	Goal	Stretch	Count	N/A	Met	Met?	SMI BOY	SMI MOY	SMI EOY	Goal	Stretch	COUNT	N/A	MET	Met?
7	850	786	810	885	915	Y						1043	905	910	1043	1073	Y			
7	931	1050	947	961	991	Y						636	708	750	776	816	Y			
7	546	435	434	616	661	Y						615	605	588	710	740	Y			
7	656	456	470	711	746	Y						489	704	393	629	669	Y			
7	444	580	878	534	589	Y						489	542	588	629	669	Y			
7				0	0	N		Y							0	0	N		Y	
7	895	949	1082	930	960	Y						514	542	730	634	669	Y			Y
7	807	759	704	842	872	Y						636	624	624	731	761	Y			N
8	936	1051		971	1001	Y						582	755		712	742	Y			Y
8	1552	1522	1416	1552	1567	Y						1008	1008	818	1008	1008	Y			Y
8	804	874	955	849	874	Y						862	789	816	932	962	Y			N
8	1007	1248	1268	1037	1062	Y						935	896	878	985	1010	Y			N
8	894	975	AP	939	964	Y						669	758		764	794	Y			N
8	40	124	17	280	400	Y						640	743	609	750	780	Y			N
8	841	804	695	886	911	Y						529	596	648	659	694	Y			N
8	1042	895	893	1072	1097	Y						801	696	640	891	921	Y			N
8	133	183	519	373	493	Y						715	807	609	805	835	Y			Y
8	0	548	751	240	360	Y						675	696	675	785	815	Y			N
8	840	890	947	885	910	Y						656	699	857	766	796	Y			Y
8	506	612		586	631	Y						730	785		820	850	Y			N
8	73	19	0	313	433	Y						656	696	675	766	796	Y			N
8	423	533	445	528	578	Y						656	749	746	766	796	Y			N
8	186	108	70	426	546	Y						596	734	529	726	761	Y			Y
9	735	902	923	775	805	Y						794	819	953	884	914	Y			Y
9	0	551	253	220	340	Y							1042		829	862	Y			Y
9	977	794	948	1007	1032	Y						789	876	680	879	909	Y			N
9	283	364	199	448	518	Y						680	934	770	790	820	Y			Y
9	1009	984	1007	1034	1059	Y						730	777	925	820	850	Y			Y
9	315	433	613	440	495	Y						812	889	754	882	912	Y			Y
9	0			220	340	Y						754	848		844	854	Y			Y
9			840	0	0	N			Y						0	0	N		Y	
9	869	907	1133	914	939	Y						908	818	869	958	983	Y			N
9	741	617	667	761	781	Y						852	841		922	952	Y			N
9	499	330	416	589	639	Y						978		889	1068	1078	Y			N
9		1424	1018	0	0	N			Y				930	931	0	0	N		Y	
9	992	875	933	1022	1047	Y						872	896	783	942	972	Y			Y
9	681	706	745	731	766	Y						799	860	1009	889	919	Y			Y
9	826	928	983	871	896	Y						755	663	663	845	875	Y			N
9	908	966	927	938	963	Y						916	876		966	991	Y			N
9	1326	1241	1157	1326	1351	Y						856	885	975	926	956	Y			Y
9				0	0	N			Y				827		897	927	N		Y	
9		843	730	878	903	Y						921	900	730	971	996	Y			N
9	808	1090	1066	843	868	Y						889	785	762	959	989	Y			N
9	709	806	783	764	789	Y						712	785	609	802	832	Y			N
9	730	793	807	770	800	Y						950	762	900	1000	1025	Y			N
9				0	0	N			Y						0	0	N		Y	
9				0	0	N			Y			872	984		942	972	Y			Y
9				0	0	N			Y						0	0	N		Y	
10	1173	1261	1246	1198	1233	Y						755	891	927	845	875	Y			Y
10	1301	1212	1240	1301	1341	Y						876	1056	886	946	976	Y			Y
10	802	881	977	847	877	Y						980	810	800	1030	1055	Y			N
10	1568	1589	1559	1568	1583	Y						981	1004	1004	1031	1056	Y			N
10	654	728	657	704	739	Y						808	950	754	878	908	Y			Y
10	857			45	75	Y									0	0	N		Y	
10	684	790	710	749	784	Y						740	886	740	830	860	Y			Y
10	1013			1048	1078	Y						921			971	996	Y			N
10	1249	1335	1334	1264	1299	Y						973	1037	656	1023	1048	Y			Y
10	795	852	945	845	880	Y						908	860	966	958	983	Y			Y
10	973	981	412	1013	1043	Y						835	755	810	905	935	Y			N
10	1296	1142	1191	1311	1346	Y						881	1059	953	951	981	Y			Y
10	1373			1373	1413	N			Y			876			946	976	N		Y	
10	1357	1312	1306	1357	1397	Y						1195	1191	1105	1195	1235	Y			N
10	64	185	81	294	429	Y						900	705	740	950	975	Y			N
10	1093	981		1128	1158	Y						912			827	962	987	Y		N
10				0	0	N			Y						0	0	N		Y	
10				0	0	N			Y						0	0	N		Y	
10	1028	1072	736	1063	1093	Y						790	942	998	880	910	Y			Y
10	272	196	40	457	537	Y						945	705		995	1020	Y			N
10	1045	1159	1150	1080	1110	Y						904	1053	1068	954	979	Y			Y
10	920	1008	1030	960	990	Y						842	969	966	912	942	Y			Y
10	970		1032	1010	1040	Y						730			780	820	730	Y		N
10	329		736	469	534	Y						956		1001	1006	1031	Y			N
10	167		596	407	542	Y						908	800	780	958	983	Y			N
10	1065	1075	847	1100	1130	Y						705	819	1012	795	825	Y			Y
11	1160	1183		1185	1220	Y								855	0	0	N		Y	
11	1186	1269		1211	1246	Y						1105	904	1001	1105	1145	Y			N
11	824	810	824	869	899	Y						769	827	1083	859	889	Y			Y
11	1085	1031		1120	1150	Y							995		0	0	N		Y	
11				0	0	N			Y						0	0	N		Y	
11	1142	1166	1287	1167	1202	Y						1075	1040	947	1100	1130	Y			N
11	1018	1052	1144	1053	1083	Y						1150	925	891	1150	1190	Y			N
11	968	1028	1001	1008	1038	Y						849			919	949	Y			N
11	896	1064	1055	941	971	Y						871	904	1083	941	971	Y			Y
11	1350			1350	1390	Y									0	0	N		Y	
11	1102			1127	1162	N			Y			725			815	845	N		Y	
11				0	0	N			Y						0	0	N		Y	
11	979	950	895	1019	1049	Y						959	834	925	1009	1034	Y			N
11	460	552		565	620	Y						1007	842		1032	1062	Y			N
11	906	877	893	946	976	Y						973	769	950	1023	1048	Y			N
11	1135	838	609	1160	1195	Y						790	819	819	880	890	Y			N
11	1064			1099	1129	Y						810			880	910	Y			N
11	945	799	828	985	1015	Y														

12	1242	1253	1191	1242	1242	Y		Y				0	0	N	Y		
12	1069	1108	1016	1104	1134	Y		Y		1108	1035	1133	1163	Y		N	
12	775	539	862	825	860	Y		Y		740	842	830	860	Y		Y	
12	836	868		881	911	Y		N		842	973	912	942	Y		Y	
12	1004	942		1039	1069	Y		N		780	886	870	900	Y		Y	
12	978			1018	1048	N	Y					0	0	N	Y		
12	890	974		935	965	Y		Y		866	1059	936	966	Y		Y	
12	1371	1444		1371	1411	Y		Y		1040	1108	1065	1095	Y		Y	
12	1298			1313	1348	Y		N		895		965	995	Y		N	
12	743			793	828	Y		N		755	984	845	875	Y		Y	
12	940	1060		980	1010	Y		Y		895	931	965	995	Y		N	
12				0	0	N	Y					0	0	N	Y		

YES	93	15	52	YES	89	19	34
NO	15	0	41	NO	19	0	50

MET GOAL 55.91%

MET GOAL 38.20%

Non Valid 16.13%

Non Valid 21.35%

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.