

SUSSEX ACADEMY

ANNUAL REPORT

2019-2020



**21150 Airport Road,
Georgetown, DE 19947
Phone:(302) 856-3636**

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	Sussex Academy
Year School Opened	2000
Enrollment 2019-2020 ¹	858
Approved Enrollment	820
School Address	21150 Airport Road, Georgetown, DE 19947
District(s) of Residence	Indian River School District
Website Address	http://www.sussexacademy.org/
Name of School Leader	Eric Anderson
School Leader Email and Phone Number	Eric.Anderson@SAAS.k12.de.us (302) 856-3636
Name of Board President	Lauren Wisely
Mission Statement: The mission of the Sussex Academy is to prepare students for future academic success by providing an accelerated, supportive academic environment within a small school setting.	

1.2 School Demographic Data:

Please review the following table for accuracy and complete the second row (“# of Students on Waiting List”) for 2019-2020. (Note: The remaining sections of the table will be completed by the Charter School Office. **Any changes identified by the team must be highlighted in red prior to submitting the report. Only changes highlighted in red will be reviewed by the Charter School Office. Should there be no highlighted changes, the data will appear as presented in this draft.**)

ENROLLMENT & DEMOGRAPHIC INFORMATION	
	2019-2020 ¹
Total Enrollment	858
# of Students on Waiting List	162
Gender	
% Male	44.76%
% Female	55.24%
Ethnicity/Race	
% African American	4.20%
% American Indian	1.63%
% Asian	5.24%
% Hispanic/Latino	14.45%
% White	70.28%
% Multiracial	3.96%
Special Populations	
%Special Education ²	3.61%
% English Language Learners	1.98%
% Low-Income	7.69%

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

1.3 Approved Minor and Major Modifications:

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

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

Date	Modification Requested	Outcome
12/31/19	SA would like to increase their enrollment from 840 to 1100 with the addition of elementary grades K-5.	Approved

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

The rationale for the request is multi-faceted. First, this modification proposal will respond to growth in Sussex County and the pressure of overcrowding placed on a few surrounding districts. A new elementary school option will help to alleviate the strain on resources that neighboring schools currently experience. Next, families living in Sussex County have limited access to successful charter programs. Sussex Academy has been the only public charter school in Sussex County since its inception in 2000. Although a second charter school is scheduled to open in the county in the fall of 2020, the mission of the newly approved school differs from the proposed programs at Sussex Academy through the addition of the Sussex Academy Elementary School. Parents seeking a strong academic program similar to that of the Sussex Academy Middle/High School would have an elementary school option for their children. Families looking for world-language learning opportunities will be provided an additional option at Sussex Academy Elementary School with a focus on Spanish. The implementation of our own elementary Spanish program will allow Sussex Academy to better align the school’s offerings with programs already in place at the Sussex Academy secondary schools and will drive future course selections. A unique school facility will also allow for a focus on Environmental Science beyond what is currently available with traditional elementary Science programs.

1.4 School Enrollment:

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

School Enrollment Trends		
<i>Cells highlighted in grey were grade levels not serviced by this school</i>		
	2019-2020	
	Approved Enrollment	30-Sep Enrollment Count
K		
Grade 1		
Grade 2		
Grade 3		
Grade 4		
Grade 5		
Grade 6		122
Grade 7		125
Grade 8		130
Grade 9		147
Grade 10		120
Grade 11		117
Grade 12		97
Total		858

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

1.5 Reenrollment:

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

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

School Reenrollment Trends		
Cells highlighted in grey were grade levels not serviced by this school		
Sussex Academy		
	Number of Students Reenrolled Count	Percentage of Students Reenrolled %
K		
Grade 1		
Grade 2		
Grade 3		
Grade 4		
Grade 5		
Grade 6	5	
Grade 7	112	88.19%
Grade 8	123	96.85%
Grade 9	103	81.75%
Grade 10	109	90.08%
Grade 11	112	94.92%
Grade 12	97	94.17%
Total/Avg	661	91.55%

** 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.

Sussex Academy regularly monitors student attrition patterns and has done so since its inception in school year 2000. The school also monitors why students exit. Since the time that Sussex Academy began adding high school grades, eighth grade attrition rates have been the highest of all the grade levels for several reasons including, but not limited to, interest in attending either a private school, a larger school with a greater selection of career pathways and/or a more comprehensive sports

program, and/or to attend school with their siblings. In most recent years (2018-19, 2019-20), the number of students in grade 8 choosing to remain for grade 9 has steadily increased. For the 2019-2020 school year, 103 (82%) decided to stay for the 2019-20 school year. Additionally, due to the school's extensive waiting list and annual open application period, the school is able to fill vacancies in the lower grades that arise from attrition to maintain the total approved enrollment.

II. ACADEMIC PERFORMANCE

2.1 Delaware School Success Framework

Changes in the Academic Framework

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

Overall Academic Ratings

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

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

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

School Comments:

Sussex Academy transitioned to an online learning model in March 2020 with the State's COVID-19 shutdown. While staff and students adjusted to a new learning model, Sussex Academy continued to monitor students' progress through a variety of ways. Teachers used class formative and summative assessments to track academic progress, establishing Wednesday office hours to meet with students. These extra touchpoints kept students engaged and allowed for extra academic support for students. School counselors increased contacts with at-risk students to address social and emotional learning needs. Additionally, Special Education staff met with students outside of scheduled class times to

ensure that students were on track to meeting their IEP goals. Overall, teachers and school staff maximized online interactions to ensure student success during a unique and challenging school year.

All students received a school-issued Chromebook at the beginning of the 2019-20 school year. Because students were expected to utilize their devices as a learning tool and technology was already integrated into classes on a regular basis, the staff and students were able to transition smoothly into an online learning model. Frequent outreach and contact with families ensured that students remained engaged in learning and had the tools necessary to be successful. The school also purchased additional online teaching tools and invested in learning platforms to make online learning more efficient and effective. Many of these tools will continue to be used by staff beyond the current school year, as staff and students have seen the value in moving into a virtual/online model.

The school's four-day learning plan in the spring of 2020 became part of our reopening plan in August of 2020. Due to social-distancing requirements on school buses and in classrooms, students were divided into two separate in-person learning cohorts. On non-cohort days, students were expected to attend classes virtually through Zoom or google meets, similar to Spring 2020. Staff and students adjusted to the new hybrid model (both in-person and virtual students in daily classes) and have handled the challenges associated with it with creative, new instructional strategies to maintain student engagement. Additionally, asynchronous learning days have been included in the school's calendar to allow for staff meeting and professional development opportunities. The success of these days has led to their inclusion in the 2021-22 school calendar.

Sussex Academy also added elementary grades (K-5) during the 2020-21 school year for the first time. Lessons learned during the 2019-20 school year were shared with new staff as they worked to bring on elementary learners into a hybrid learning model. Student attendance K-12 has continued to improve throughout the school year, with greater than 80% of the student population receiving in-person instruction all school year, many of whom have been attending four days per week to accommodate individual learning needs.

Performance on State assessments (Smarter, SAT, PSAT) and IB testing will help determine the effectiveness of our learning plan. Comparisons to previous years as well as to State averages will help the school in decision-making for future instructional models that may be used which vary from traditional schooling. The school staff is excited to develop new, innovate programs for students.

Performance Agreement

Academic Performance Expectations

Sussex Academy's 2018-19 DSSF ratings are:

Indicator	Points	Point Earned	Percent Point
Academic Achievement	100.00	86.00	86% Exceeds Expectations
Academic Progress	125.00	87.00	70% Exceeds Expectations
School Quality/Student Success	75.00	69.00	92% Exceeds Expectations
Graduation Rate	88.00	84.00	95% Exceeds Expectations
Progress Toward English Language Proficiency	n/a	n/a	Not Applicable
Overall	388.00	326.00	84% Exceeds Expectations

By September 2027, our expectation is to achieve overall ratings of "Meets" or "Exceeds" standard as measured by the Delaware School Success Framework. Each year, we will show growth within our overall rating putting us on track to achieve our academic performance expectations. This progress will be monitored through our annual performance review.

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

School Comments:

The school's overall academic achievement results speak for themselves. Sussex Academy consistently ranks among the highest performing schools in the State. In fact, for school year 2019, the ELA proficiency level for the middle school students was 95%, the highest in the State, and 83% for mathematics, the second highest proficiency rate in the State. The proficiency levels of Sussex Academy high school students on the SAT were also among the highest in Delaware ranking third in Reading (89%) and Essay (79%), and fourth in Math (62%).

2.2 Academic Achievement

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

Respond to the following questions.

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

School Comments

Sussex Academy's current performance is exceeding the standards. Data from prior years shows that the percentage of our students who are meeting and exceeding the standards in ELA and mathematics is well above state averages. We also recognize that, while our math proficiency is well above the state averages, we saw the need to delve further into our mathematics data and made instructional and curricular adjustments for the 2019-20 school year to improve the proficiency levels in math across all grade levels of the school. We expect to see the impact of these adjustments in the results of future assessments.

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

School Comments

There were no major challenges in that would suggest that the proficiency levels of pre-existing grades at Sussex Academy would be different in future years. Academic performance in SY20 of the newly established grades (K-5) will establish a benchmark on which Sussex Academy will develop academic performance goals for the elementary grades. We will continue to look at our data around academic performance and take/make corrective measures when and where needed. We will establish annual goals at the instructional team and the grade levels. We will continue to identify needed professional development, make adjustments in staffing as needed, modify the curriculum, and maintain a school culture where performance, responsibility and respect are valued and practiced.

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

School Comments

Overall proficiency on State Assessments as well as the growth of individual students will help Sussex Academy determine whether we are on track.

2.3 Academic Progress

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

Respond to the following questions.

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

School Comments

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

School Comments

Sussex Academy strives for 100% proficiency for all students. Because of the open enrollment aspect of our school and the educational diversity of our students, particularly in our highest initial enrollment grades of K, 6 and 9, this goal can be challenge. Our expected outcomes are to maintain and improve our already high proficiency levels. We will continue with our focus on improving literacy and critical thinking skills in all content areas and in all classrooms and providing academic support to those students in need.

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

Generally, we look to our standardized measures to determine if we are on track to meet growth outcomes. These standardized measures include SBAC, PSAT, SAT, and International Baccalaureate (IB) exams. Formative assessment data is provided by an online adaptive application that all students

use in the elementary and middle school grades. This data is used for RTI support in all grades. In addition, as students move into high school we look at their course grades, the course failures, and the number of credits students are earning each year.

2.4 School Quality/ Student Success

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

Respond to the following questions.

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

School Comments

Historically, these metrics have been high for Sussex Academy, but there is room for improvement. In the past, students who did not earn enough credits to be classified as a grade 10 student get back on track to graduate in four years by the end of their second year of high school. On-Track Attendance data is generally above 90%; however, during the hybrid model used at the end of SY19-20, we know that attendance was not at traditional levels for the school. More analysis will be done when the school returns to a more traditional format.

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

School Comments

Sussex Academy has invested resources in addressing attendance and, particularly, the chronic absenteeism rate. Steps that have already been taken for the 2019-20 school year include daily phone calls to the parents of all absent students, follow-up contact for written excuses, monitoring of student overall attendance patterns, daily emails to the teaching staff, weekly emails to parents of students with increased absences, letters of concern sent via USPS, and conferencing with students and parents of concern. Our expected outcomes on all of these measures are 100%, and we believe that will be possible for on-track to graduate metric, but the chronic absenteeism rate will be more of a challenge because it will require an attitude shift among our parents and students to limit travel and college visits to times when the school is closed for breaks.

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- 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

Student attendance is being more carefully monitored and addressed by the main office and administrative staff. The academic counselor monitors on track to graduate data and college and career prep for all high school students and individually counsels those who are not progressing satisfactorily. Typically, an individualized plan is implemented for the student to take corrective action to address this.

2.5 Graduation Rate

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

Respond to the following questions.

a) Based on your 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

Sussex Academy continues to have a high graduation rate, and we expect to see the 4-year and 5-year rates continue to rise as the school continues to develop comprehensive programs and supports for students. Since the first graduating class in 2017, the school has continued to see graduation rate at 95% or higher.

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 very high graduation rate as our class sizes increase by continuing to monitor grade 9 credit attainment and attendance data and by making interventions as needed.

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

School Comments

Interim progress report grades, quarterly grades, and final course grades will be used to identify students at-risk of not graduating in a timely manner and used as measures to determine if we are on track to meet our Graduation Rate goals. Student attendance, specifically for those students exhibiting

chronic absences, will be an area of focus. Those students who are not present for 15 or more days will be considered chronically absent.

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

Respond to the following questions.

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

School Comments

No data to provide additional comments

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

School Comments

No data to provide additional comments

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

No data to provide additional comments

III. ORGANIZATIONAL PERFORMANCE

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

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

3.1 Mission Specific Goal(s)

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

Mission Specific Goal: Met

Two Sussex Academy mission-related goals were specifically highlighted during our move to online learning due to the COVID-19 pandemic.

On Thursday, March 12, students at Sussex Academy were provided with a survey related to their ability to complete learning in a virtual environment. They were also instructed to take all of their curriculum materials and their Chromebooks home with them that afternoon due to the uncertainty of the impact the pandemic would have on our school. The following day the Governor closed all schools. On Monday, March 16, staff at Sussex Academy received professional development to support efforts to complete instruction in an online environment. Zoom and Schoology became vital in continuing instruction, and staff embraced these platforms so that they could continue teaching. On Tuesday, March 17, the school moved seamlessly into an online instructional program for the remainder of the 2019-2020 school year. Daily attendance continued at approximately 95% as teachers and students continued with the school's curriculum in academic classes.

The ability of the students and staff to move so smoothly into a new learning environment speaks to the school's goals to 'Maintain high academic performance' and to 'Develop technological competence'. End-of-year performance on student assessments (AP, IB, etc.) continued to remain strong due to the culture of high academic performance, no matter how instruction is delivered and how student learning is taking place. Students' ability to transition to a 100% virtual learning model speaks to the school's focus on developing technological competence; students transitioned without any significant issues.

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

School Comments

All students received a school-issued device during the 2019-20 school year as a step toward developing technological competence. Staff increased communication through Schoology by posting assignments and lesson notes for students to references. These new initiatives were put in place prior to the COVID-19 shutdown, which allowed for a seamless transition into an online learning model. Full-time tech staff had been hired which became immediately useful in supporting staff and students prior to and following the shutdown.

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

Sussex Academy

Year	Education Program				Governance & Reporting			Students & Staff		Facilities, Transportation, Health & Safety	OVERALL RATING
	Mission Fidelity	Applicable State & Federal Requirements	Students with Disabilities	English learners	Governance & Public Stewardship	Oversight of School Management	Reporting Requirements	Students Rights	Req. on Teacher Certification & Hiring Staff		
	1a	1b	1c	1d	2a	2b	2c	3a	3b	4a	
2019-2020	M	M	M	M	M	M	M	M	M	M	Meets Standard

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

School Comments:

Sussex Academy met all of the Organizational Performance Framework metrics.

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

School Comments:

Sussex Academy historically has consistently met these measures. In the one instance that the school received on “approaching standard” for Governance and Public Stewardship due to one Board member failing to complete the required finance training, corrective action was taken to ensure that this measure was met during the subsequent year. Now that this training is available through PDMS we do not anticipate that there will be any issues on this framework moving forward.

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

All measures were met in the 2019-20 school year.

Performance Agreement

Organizational Performance Expectations

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

Sussex Academy's 2016-17 overall Organizational ratings are: Meets Standard

By September 2027, 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 organizational performance based on its approved Performance Agreement (see above).

School Comments:

The school historically has consistently achieved an overall rating of "Meets Standard" for organizational performance on the approved Performance Agreement.

3.3 Board Financial and Governance Members and Training

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

Board Financial and Governance Training

First Name	Last Name	Term Begin Date	Term End Date	Role/Title	Financial Training Date	Board Governance Training Date*
Steven	Burke	June 30, 2015	June 30, 2020	Treasurer	7/25/2017	
Precious	Benson	September 18, 2019	June 30, 2022	Community Member	11/16/2019	11/16/19
Martin	Cosgrove	September 10, 2014	June 30, 2020	President	8/18/2014	12/13/19
Heather	Crown	June 13, 2018	June 30, 2021	Parent Representative	7/23/2018	11/12/19
Uday	Jani	June 13, 2018	June 30, 2021	Parent Representative	11/23/2019	11/23/19
Lance	Manlove	June 25, 2017	June 30, 2020	Parent Representative	7/25/2017	11/19/19
Sara	Messina	September 18, 2019	June 30, 2022	Teacher Representative	4/16/2020	4/16/20
Christopher	Moody	September 10, 2014	June 30, 2020	Parent Representative	8/18/2014	9/25/19
Darlene	O'Neill	September 18, 2019	June 30, 2022	Community Member	4/27/2020	4/27/20
Jennifer	Scott	June 19, 2013	June 30, 2020	Community Member	10/15/2013	9/18/19
Chris	Schell	September 18, 2019	June 30, 2022	Parent Representative	10/9/2019	10/9/19
Denise	Westbrook	September 10, 2014	June 30, 2020	Parent Representative	8/18/2014	10/16/19
Lauren	Wisely	August 18, 2014	June 30, 2021	Vice-President	8/18/2014	11/18/19
Duane Patches	Hill	September 16, 2020	June 30, 2023	Parent Representative	10/8/2020	10/8/20
Todd	Hickman	September 16, 2020	June 30, 2023	Parent Representative	10/19/2020	10/10/20

*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 dates verified in PDMS

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
Dean	Swingle	Parent	12/15/2010
Duncan	Smith	Business Manager	10/21/2019
Franny	Silcott	Business Manager	
Richard	Riggs	DOE Representative	11/30/2015
Steven	Burke	Board Treasurer	7/25/2017
Carla	Costa	Teacher Rep	10/15/2013

School Comments:

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

2019-2020		
% of Teachers RETAINED	# of Teachers RETAINED	# of Teachers ELIGIBLE
94.7	36	38

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:

Sussex Academy has a positive history of retaining teachers and has very little difficulty filling vacant positions if they become available. This is primarily due to the culture of the school where respect is expected and valued from, by, and for all stakeholders.

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

School Comments:

Sussex Academy maintains a strong commitment to providing relevant professional development opportunities for the Sussex Academy teaching staff. Regularly scheduled PLC meetings are held before the start of the school so that departments, teams, and grade levels can meet to align curriculum and meet the needs of our special education students. The shared leadership model in place at the school supports teacher leadership by providing opportunities for teachers to be actively involved in making most of the decisions at the school including plans for professional development.

IV. FINANCIAL PERFORMANCE

4.1 Financial Performance

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

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

Financial Performance Framework Ratings	Near Term Indicators				Sustainability Indicators				Financial Management and Oversight	Overall Rating
	Current Ratio	Days Cash	Enrollment Variance	Default, Loan Covenants, & Debt Service Payments	Total Margin	Debt Asset Ratio	Cash Flow	Debt Service Coverage Ratio		
Year	1a	1b	1c	1d	2a	2b	2c	2d	3	
2019-2020	M	M	M	M	AS	M	AS	M	M	Meets Standard

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

School Comments:

Sussex Academy historically and consistently meets the standard as its overall rating on financial performance.

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

School Comments:

Sussex Academy continues to follow existing policies and procedures and modifies policies and practices to comply with changes in regulations as needed.

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

Measure 2a. Total Margin:

Net Income divided by Total Revenue

2019-2020
1 YR: -0.47%
3 YR: -0.49%

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

School Response To Rating:

Sussex Academy regularly monitors the financial health of the school. Unexpected expenses related to COVID-19 transition to an online learning model impacted the school's bottom line.

Measure 2c. Cash Flow

2019-2020
1 YR: \$-82869
3 YR: \$14622

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

School Response To Rating:

Unexpected expenses related to COVID-19 transition to an online learning model impacted the school's bottom line in SY2019-20. Additional Federal ESSER funding was provided to the school, but was minimal due to the school's small low-income population. Extra expenses therefore came from local funding.

Performance Agreement

Financial Performance Expectations

Sussex Academy's 2016-17 overall Financial ratings are: Meets Standard

By September 2027, 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:

Sussex Academy met the standards overall and the financial performance is projected to remain strong in this area in future years.

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

School Comments:

N/A

V. INNOVATION

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

School Comments:

The design/model of Sussex Academy's instructional program has several innovative practices that could be implemented and replicated at other schools. Our overall rating on the Academic Framework and specifically our student's academic achievement suggests that the practices we have in place are effective.

At the founding of Sussex Academy, the original Executive Board determined that they would adopt the Expeditionary Learning Program as the philosophical and structural focus for the school. Thus, over the last twenty years, Sussex Academy has grounded itself in this curricular design which includes a more inquiry and project-based, hands-on, and constructivist approach to learning. Literacy for all students and best practices for teachers undergird the academic content in all subjects. In addition, the school has fostered a culture that is respectful and polite, built around character development. Within this framework students are required to complete community service, projects, and portfolios to demonstrate their growth as a student and citizen.

As the Executive Board discussed programs for the high school, they determined that the International Baccalaureate Program (IB) dovetailed with the middle school program already in place. The school gained approval as an IB Diploma Program (IB DP) World School in 2014. Therefore, ninth and tenth grade courses prepare students for IB coursework that takes place in grades 11 and 12. The coursework is very rigorous and meshes with international academic standards. Within the framework, IB students take tests that are juried outside of the school. In addition to the coursework, all students must participate in a CAS (Creativity, Action, Service) project, and all high school students must take the IB course "Theory of Knowledge."

Another unique aspect of IB World Schools, including Sussex Academy, is a commitment to fostering students to become responsible members of their local, national and global communities. This is supported by the 10 attributes of the learner profile where all learners are encouraged to be:

Inquirers
Knowledgeable
Thinkers
Communicators
Principled
Open-Minded
Caring
Risk-Takers
Balanced
Reflective

Ultimately, Sussex Academy's aim is to develop the IB Learner Profile in each student in all grades.


Our high school focuses on preparing all students for acceptance to and success at whatever college they wish to attend. Being an IB World School supports this goal as this international curriculum and approach to teaching and learning is highly regarded by colleges and universities for its rigor, depth, and breadth. Since the school had its first graduating class in 2017, roughly 95% of SA graduates have gone onto college.

One of the unique features of the school is that for fourteen years, the school operated as only a middle school (grades 6-8), enrolling students from seven different school districts as well as private and home school settings. Therefore, sixth grade students entered the school with varied academic experiences and expectations for performance. This dynamic, coupled with the school's learning philosophy and structure, created the impetus for our heavy emphasis on literacy such that all middle school students have 90 minutes of language arts instruction per day and literacy is reinforced by the other core courses of social studies, science, and mathematics through the use of common practices such as the C-SET (Claim, Set-Up, Evidence, Tie In) argumentative writing strategy. Now that we have implemented our high school program, all students enrolling in the high school are required to take a writing course in addition to their regular English class to emphasize and enhance our focus on literacy believing that students who can read critically and have strong written communication skills can experience success in whatever career they choose.

Common core standards are the bases for the curriculum at Sussex Academy. However, teachers have a great deal of flexibility in their selection of instructional materials and texts (digital or paper) as long as the standards and key school-wide practices are at the center of the instruction. These practices include modeling, reinforcing the use of content specific vocabulary, enhancing critical thinking skills using concrete specific examples and details, and utilizing higher level questioning techniques in daily instruction. Thus, classrooms at Sussex Academy are not clones of one another, but reflect the collective wisdom about teaching and learning of the teachers, teaching teams, and content departments.

The use of technology is an important part and expectation of our instructional classroom. In 2019-20, all students received a Chromebook to support their learning. Student activity fees fund the cost of devices for students as well as the cost of management software. Because technology has become an integral part of the school's instructional program, Sussex Academy seamlessly transitioned to a virtual learning model within two days of the COVID-19 shutdown in March of 2020. Additional learning tools and delivery platforms allowed teachers to enhance the online learning experience for students. Many newly adopted programs will become part of the school's instructional program even after students return to full-time in-person instruction, saving on other resources which have been part of the traditional school budget.

In January 2019, Sussex Academy joined the Beau Biden Foundation's Shield of Protection Initiative. This initiative involved an evaluation of the policies, procedures, and programming currently in place that focus on child protection within the school community. Throughout the year, Sussex Academy will work with the Beau Biden Foundation and other experts in the field of child protection to ensure that Sussex Academy has the best policies, procedures and programming in place. As the culmination of this partnership, Sussex Academy will be awarded the honor of being recognized as a Shield of Protection partner.



VII. ANNUAL REPORT CERTIFICATION STATEMENT

Name of School:	Sussex Academy
Location:	21150 Airport Road, Georgetown, DE 19947

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)

Date

Print/Type Name:	Lauren Wisely
Title (if designated):	President
Date of approval by board of directors:	

References:

¹ Based on September 30th Unit Count

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

1. For all data, counts for groups or subgroups with 15 or fewer students are suppressed and represented by “-” in data reports. Complementary suppression of one or more non-sensitive cells in a table may be required so that the values of the suppressed cells may not be calculated by subtracting the reported values from the row and column totals.

2. Only report percentages for grade level reporting within a school and district.

3. Percentages are suppressed when the underlying student counts can be derived for groups or subgroups with 15 or fewer students (i.e., if the number tested and proficient are reported, then the percentage may need to be suppressed).

4. Any percentage above 95 or below 5 will be reported as >95% and <5%, respectively.

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

