

# CHARTER SCHOOL OF NEW CASTLE

**ANNUAL REPORT**

**2021-2022**



# DRAFT

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

## I. OVERVIEW

### 1.1 School Overview:

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

BASIC INFORMATION	
Name of School	Charter School of New Castle
Year School Opened	2006
Enrollment 2021-2022 <sup>1</sup>	761
Approved Enrollment	790
School Address	170 Lukens Drive, New Castle, DE 19720   Elementary 160 Lukens Drive, New Castle, DE 19720   Middle School
District(s) of Residence	Colonial School District
Website Address	<a href="http://www.charterschoolnewcastle.org/">http://www.charterschoolnewcastle.org/</a>
Name of School Leader	Rachel Valentin, Executive Director, Principal (Lower) Dr. LaRetha Odumosu, Executive Director, Principal (Middle)
School Leader Email and Phone Number	<a href="mailto:Rachel.valentin@csnc.k12.de.us">Rachel.valentin@csnc.k12.de.us</a> <a href="mailto:Laretha.odumosu@csnc.k12.de.us">Laretha.odumosu@csnc.k12.de.us</a> (302) 324-8901
Name of Board President	Brett Taylor
<b>Mission Statement:</b> The mission of Charter School of New Castle is to provide a safe, nurturing, and rigorous multi-cultural environment that develops the academic and social skills and character traits necessary for future success.	

## 1.2 School Demographic Data:

Please review the following table for accuracy and complete the second row (“# of Students on Waiting List”) for 2021-2022. (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	
	2021-2022 <sup>1</sup>
Total Enrollment	761
# of Students on Waiting List	8
Gender	
% Male	47.31%
% Female	52.69%
Ethnicity/Race	
% African American	87.25%
% American Indian	0.26%
% Asian	0.39%
% Hispanic/Latino	5.91%
% White	3.55%
% Multiracial	2.37%
Special Populations	
% Special Education <sup>2</sup>	10.64%
% English Language Learners	1.97%
% Low-Income	37.06%

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

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### 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

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

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**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>		
	2021-2022	
	Approved Enrollment	30-Sep Enrollment Count
K		86
Grade 1		90
Grade 2		76
Grade 3		82
Grade 4		88
Grade 5		87
Grade 6		88
Grade 7		94
Grade 8		70
Grade 9		
Grade 10		
Grade 11		
Grade 12		
<b>Total</b>		761

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

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### 1.5 Reenrollment:

Reenrollment Rate<sup>2</sup> is the % of students continuously enrolled in the school from one year to the next.

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

School Reenrollment Trends		
<i>Cells highlighted in grey were grade levels not serviced by this school</i>		
Charter School of New Castle		
	Number of Students Reenrolled Count	Percentage of Students Reenrolled %
K	1	
Grade 1	71	86.59%
Grade 2	71	86.59%
Grade 3	73	94.81%
Grade 4	84	89.36%
Grade 5	78	93.98%
Grade 6	80	87.91%
Grade 7	92	92.93%
Grade 8	69	92.00%
Grade 9		
Grade 10		
Grade 11		
Grade 12		
<b>Total/Avg</b>	619	90.63%

\*\* School entry grade level. Reenrollment data not collected for this grade level.

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Describe the school’s plans to monitor and minimize attrition rates. Provide information about why students are choosing to enroll in different schools.

**2021-2022 School Response:** Grades 1, 2, 4, 6 are below 90% but are still fairly favorable and as it relates to retention. Some collected reasons for students choosing to enroll in different schools from parent discussions are tied to (new address, a specific unique program such as spanish immersion that is not

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offered at the Charter School of New Castle, and waiting list shift from another charter school of choice that may offer unique programming).

Enrollment is monitored throughout the year by increasing parent engagement in those grades by seeking to understand and find out if there are other programs of interest to implement in those grades.

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## II. ACADEMIC PERFORMANCE

### 2.1 Delaware School Success Framework

#### Overall Academic Ratings

**Due to the impact of COVID-19 on learning and learning environments, accountability ratings for school year (SY) 21/22 were not issued. The school's assessment data for SY21/22 is available at: [Charter School of New Castle School Report Card](#)**

- 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.

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#### School Comments:

- Overall academic achievement:
  - Math - 12.14%
  - ELA - 25.74%
  - Attendance - 84.14%

All schools in the state of Delaware and across the nation experienced huge shifts in programming as it relates to COVID19. During those unprecedented times every educational organization that served to support student learning had to develop ways to mitigate learning loss while also coming up with innovative ways to provide technology/instruction. Our attendance reflects the number of students that were of sound health & wellness to attend school regularly given that in 2021/2022 the Charter School of New Castle continued to test regularly for COVID19. Many students were still quarantining and parents were regaining comfort with sending their students regularly.

COVID 19 in its entirety as a national crisis resulted in school closure, quarantining, health and wellness concerns and all of those challenges created the biggest barriers for progress. NAEP results for the 2022-2023 school year have reported record lows in 4th/8th grade as it relates to ELA and MATH. Although online instruction served as a buffer many subject areas due to those other

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challenges were difficult for students to retain and internalize. ELA in particular for example in the formative grades presented some challenges with small group instruction such as guided reading or Math RTI. It was observed the difficulty to translate certain skills via online learning which created gaps to close upon return. Students were returning with some loss of skills which resulted in lower ELA and MATH. Additionally, Math instruction during the shut down period proved particularly difficult for the upper grades as the teaching of brand new challenging math concepts did not translate online in the same way as it does in person. This gap in learning has had a significant impact on math learning as this instruction is dependent on building blocks assumed from the prior grade.

Results are coming in and progress is being made with additional tutoring support, using federal funding for additional staff support with small group instruction. In addition we sought out support from partners and made improvements to create more learning spaces.

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## Performance Agreement

### Academic Performance Expectations

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

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

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

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

School Comments: The Charter School of New Castle response to the following measures:

- Academic Achievement/Academic Progress: please see the steps and responses above.
- ELL: (approaching): Since 2021/2022 we have taken the steps to participate in trainings with our DDOE partners to best understand how to respond to ELL support, we initially instituted Reading Assist to support at the formative grades (K - 2) as it relates to some ELL Support. We have a dedicated ELL instructor that uses the WIDA/ACCESS data to support students k-8. Additionally, a new curriculum has been instituted along with a regular class schedule for our EL students.

### III. ORGANIZATIONAL PERFORMANCE

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

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

#### 3.1 Mission Specific Goal(s)

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

#### CHARTER SCHOOL OF NEW CASTLE

#### MISSION-SPECIFIC GOAL

##### Code of Conduct Vision Signature & Contract

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

a) Rate the school's performance according to the criteria established by the school for its 2021-2022 mission specific goal(s).

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School Comments: The Charter School of New Castle has rated ourselves as met standards for the above measure as it relates to our mission-specific goal. During back to school night we share our mission, goals and code of conduct expectation with our parent base. At other pertinent times during the year; we also share other specific aims with our parents and find it useful during 1 on 1 parent meetings. The events listed such as report card conferences, parent breakfast/dinner still serve as points of the year where the mission is referenced. Our parents have also started to participate in a Parent Advisory Council where we also review (ed) our mission and provided our parents with an opportunity to ask questions regarding code of conduct and school programming.

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b) Provide as **Appendix 1** the results (data source) of the school's mission specific goal(s). Remember not to include any personally identifiable information (PII).

### 3.2 Organizational Performance

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

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

#### SUMMARY AND OVERALL RATING

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

Year	Education Program				Governance & Reporting			Students & Staff		Facilities, Transportation, Health & Safety	OVERALL RATING
	Mission Fidelity	Applicable State & Federal Requirements	Students with Disabilities	English learners	Governance & Public Stewardship	Oversight of School Management	Reporting Requirements	Students Rights	Req. on Teacher Certification & Hiring Staff		
	1a	1b	1c	1d	2a	2b	2c	3a	3b		
2021-2022	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.)

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School Comments: The Charter School of New Castle has met the standards for the 2021/2022 annual report.

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

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School Comments: The Charter School of New Castle has met the standards for the 2021/2022 annual report.

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

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## Performance Agreement

### Organizational Performance Expectations

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

*By September 2024, our expectation is to achieve an 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).

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School Comments: The Charter School of New Castle has met the standards for the above.

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### 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*
Nakishia	Williams Bailey	Feb 2015	Oct 2025	Vice President	2/12/2015	2/27/2019
Brett	Taylor	Jan 2019	Oct 2025	Board President	5/25/2020	2/27/2019
Thomas	Preston	Dec 2018	Oct 2024	Finance Chair	2/23/2019	2/27/2019
Geneer	Johnson	Mar 2015	Oct 2024	Board Member	3/30/2017	2/27/2019
Geamarice	Napier	Nov 2021	Oct 2024	Parent Rep	Completed	In progress
Henry	Naylor IV	Nov 2021	Oct 2023	Board Member	5/27/20	In progress
LaTanya	Pierce	Nov 2021	Oct 2023	Teacher Rep	In progress	In progress

\*Please list only the most recent training date.

**Please attach all certificates or evidence of Board Governance Training for active board members that have joined the Board since December 1, 2021.**

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School Comments: Geamarice Napier, LaTanya Pierce, & Henry Naylor are in the process of completing the Board Governance Training. LaTany Pierce is also completing the financial responsibility training.

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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 time frame 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	Term Begin Date	Term End Date	Role/Title	Financial Training Date
Pricilla	Isabell	Apr 22	Jan 24	Member	3/30/2017
Edward I	Isabell	Apr 22	Jan 24	Member	2/25/2019
Rasheeda	Bungy	Expected to be voted on at January Board meeting		Parent Rep	5/27/2020
Brianna	Koegan			Teacher Rep	TBD
April	Lindsey			Member	TBD
Richard	Riggs			DOE Representative	11/30/2015

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**School Comments:**

Financial Training are in the process of being completed as new members are elected onto the CBOC this upcoming January board meeting.

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

2021-2022		
% of Teachers RETAINED	# of Teachers RETAINED	# of Teachers ELIGIBLE
84%	36	43

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.

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School Comments: The Charter School of New Castle will continue to offer training, coaching and support. We will poll/survey teachers regularly to understand ways to support and retain. We often keep a pulse on teacher morale by checking in regularly and obtaining information on different initiatives and incentives that would develop their commitment/retention.

At this time our teachers are leaving; as noted across the state for incentives tied to slight increases in salaries which can be difficult to compete with. Teachers commonly leave for new opportunities both within and outside of the state.

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CSNC is also partnering with DDOE initiatives in response to the increasing concerning trend in teacher attrition and has started to revisit current interview and recruitment structures along with our peers to support the impact of the shifting educational landscape on our school and employees.

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

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School Comments: As noted above, we are intentional and strategic with ensuring that teachers receive regular support within the regular school environment. This support is provided through targeted one-on-one coaching, responsive professional development and opportunities for frequent contribution to the mission and vision of the school. We also assess teacher needs through observation trends and regular surveys which inform our teacher support and professional development plans.

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## 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	Current Ratio (Working Capital Ratio)	Debt to Asset Ratio	Days Cash	Debt Service Payments / Loan Covenants	Aggregated Three-Year Total Margin	Cash Flow	Debt Service Coverage Ratio	Enrollment Variance	Student Retention	Financial Management and Oversight	Overall Rating
Year	1	2	3	4	5	6	7	8	9	10	
2021-2022	M	M	M	M	M	M	M	M	Not Rated	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.)

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School Comments: The school has met standards in this area.

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

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School Comments: We will continue to implement our financial structures as they have proven to be successful.

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

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## Performance Agreement

### Financial Performance Expectations

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

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

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School Comments: The Charter School of New Castle has met the standards for the above.

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

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School Comments:

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## 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).

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School Comments: The Charter School of New Castle has continued to provide an academically rigorous environment for students of color while providing a space for them to be comfortable in their skin and receive targeted social emotional support for the full self (whole child). We believe that supporting our target group of students, providing targeted whole child care while simultaneously challenging them academically is both innovative and rare.

Another innovative and important step is the continuous celebration of student achievement, effort and motivation. While most may not consider this innovative; at CSNC we find that intrinsically motivating our student population by recognizing and naming their efforts during classroom instruction, student meetings, "jag celebrations" in addition to traditional award ceremonies has positively increased their confidence and desire to learn more. Our scholars have experienced moments of positivity however have seen hardship, trauma and experienced failures but in our school we make sure to communicate that these experiences do not limit opportunities in life. By celebrating their contributions now it is helping to ensure that they stay committed to their goals and thereby changing their outlook on life.

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## VII. ANNUAL REPORT CERTIFICATION STATEMENT

<b>Name of School:</b>	Charter School of New Castle
<b>Location:</b>	170 Lukens Drive, New Castle DE 19702

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)

1/13/2023

Date

<b>Print/Type Name:</b>	J. Brett Taylor Ed.D
<b>Title (if designated):</b>	President, Board of Directors, Charter School of New Castle
<b>Date of approval by board of directors:</b>	To be reviewed by the Board of Directors on January 24, 2023

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## References:

<sup>1</sup> Based on September 30<sup>th</sup> Unit Count

<sup>2</sup> 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.

<sup>3</sup> 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.

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