

NEWARK CHARTER SCHOOL

ANNUAL REPORT

2021-2022



**NEWARK
CHARTER
SCHOOL**

**200 McIntire Drive
Newark, DE 19711**

Phone: (302) 369-2001

I. OVERVIEW

1.1 School Overview:

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

BASIC INFORMATION	
Name of School	Newark Charter School
Year School Opened	2001
Enrollment 2021-2022 ¹	2458
Approved Enrollment	2470
School Address	200 McIntire Drive, Newark, DE 19711
District(s) of Residence	Christina School District
Website Address	Newark Charter School
Name of School Leader	Dr. Franklin Newton
School Leader Email and Phone Number	Franklin.newton@ncs.k12.de.us (302) 369-2001
Name of Board President	Mr. Edward Klima
Mission Statement: The mission of the Newark Charter School is to promote high levels of student effort, achievement and decorum for children in grades K-12 in the Greater Newark community by providing continuous, engaging and rigorous academic challenges grounded in a sequential core of common knowledge, delivered in a community of students, educators and involved parents who value scholarship and appropriate behavior.	

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 ¹
Total Enrollment	2458
# of Students on Waiting List	2460
Gender	
% Male	49.92%
% Female	50.08%
Ethnicity/Race	
% African American	14.03%
% American Indian	0.20%
% Asian	18.11%
% Hispanic/Latino	7.47%
% White	53.97%
% Multiracial	6.23%
Special Populations	
%Special Education ²	8.50%
% English Language Learners	3.38%
% Low-Income	7.80%

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
March 5, 2018	Minor- Change the terms of its current site facilities arrangements, school to purchase the adjacent property parcel #110040002 as identified on the site map This purchase will enable NCS to create a more streamlined, safer form of egress to the school's Patriot Way campus as the purchase includes the roadway to an existing intersection with a traffic light.	Approved
May 2019	Major - Increase the maximum per grade to 242 (K-3) and 243 (4-12) over a four year period beginning in the 2022-2023 school year (year 3). Expansion would begin with the additions in grades K-9. At the end of a four year phase in (2025-2026 SY), this would bring the total maximum enrollment to 3,155.	Approved

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>		
	2021-2022	
	Approved Enrollment	30-Sep Enrollment Count
K	190	192
Grade 1	190	191
Grade 2	190	188
Grade 3	190	192
Grade 4	190	193
Grade 5	190	193
Grade 6	190	191
Grade 7	190	192
Grade 8	190	193
Grade 9	190	196
Grade 10	190	178
Grade 11	190	183
Grade 12	190	176
Total	2470	2458

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

The school consistently meets its authorized enrollment targets and maintains a large waiting list of students applying for all grades, including more than 2,000 students for the school year reported here.

1.5 Reenrollment:

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

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

School Reenrollment Trends		
<i>Cells highlighted in grey were grade levels not serviced by this school</i>		
Newark Charter School		
	Number of Students Reenrolled Count	Percentage of Students Reenrolled %
K	3	
Grade 1	186	97.38%
Grade 2	174	92.06%
Grade 3	185	97.88%
Grade 4	182	95.29%
Grade 5	189	98.95%
Grade 6	179	94.21%
Grade 7	184	96.34%
Grade 8	185	96.86%
Grade 9	159	83.68%
Grade 10	176	93.12%
Grade 11	183	98.39%
Grade 12	176	98.32%
Total/Avg	2161	95.32%

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

School Comments: As shown by the data above, the school’s student attrition rate continues to be very low. The school carefully monitors the reasons why students exit. The most common reason as to why students do not re-enroll continues to be that the family is relocating out of the area.

II. ACADEMIC PERFORMANCE

2.1 Delaware School Success Framework

Overall Academic Ratings

2022 Delaware School Success Framework All Students Measures

Results as of: Monday, September 12, 2022

District	School	Name	Title I	Model	From	To	Enrollment	Area	Measure	Students	Measure Value	Points Possible	Points Earned	Min Score	Earned Score	Max Score
89	0	Newark Charter School	Y	D	KN	12	2465	Academic Achievement	All Metrics			100	71	0.64	0.71	0.7399
89	0	Newark Charter School	Y	D	KN	12	2465	Academic Achievement	Proficiency - ELA	1215.6	74.07	50	37			
89	0	Newark Charter School	Y	D	KN	12	2465	Academic Achievement	Proficiency - Math	1216.6	67.45	50	34			
89	0	Newark Charter School	Y	D	KN	12	2465	Academic Progress	All Metrics			50	29	0	0.58	0.6099
89	0	Newark Charter School	Y	D	KN	12	2465	Academic Progress	Proficiency - Science	337.8	60.48	25	15			
89	0	Newark Charter School	Y	D	KN	12	2465	Academic Progress	Proficiency - Social Studies	371	57.14	25	14			
89	0	Newark Charter School	Y	D	KN	12	2465	Context Measures	Participation - ELA	1312	99.85	0	0			
89	0	Newark Charter School	Y	D	KN	12	2465	Context Measures	Participation - Math	1313	99.85	0	0			
89	0	Newark Charter School	Y	D	KN	12	2465	Context Measures	Participation - Science	550	99.45	0	0			
89	0	Newark Charter School	Y	D	KN	12	2465	Context Measures	Participation - Social Studies			0	-1			
89	0	Newark Charter School	Y	D	KN	12	2465	Graduation Rate	All Metrics			100	100	0.95	1	1
89	0	Newark Charter School	Y	D	KN	12	2465	Graduation Rate	ESEA Adjusted 4-Year Graduation Rate	167	100.00	75	75			
89	0	Newark Charter School	Y	D	KN	12	2465	Graduation Rate	ESEA Adjusted 5-Year Graduation Rate	147	99.32	13	13			
89	0	Newark Charter School	Y	D	KN	12	2465	Graduation Rate	ESEA Adjusted 6-Year Graduation Rate	154	99.35	12	12			
89	0	Newark Charter School	Y	D	KN	12	2465	Overall	All Metrics			375	308	0.73	0.8213	0.8299
89	0	Newark Charter School	Y	D	KN	12	2465	Overall	Overall School Quality/Student Success			75	73			
89	0	Newark Charter School	Y	D	KN	12	2465	Overall	Overall Academic Achievement			100	71			
89	0	Newark Charter School	Y	D	KN	12	2465	Overall	Overall Academic Progress			50	29			
89	0	Newark Charter School	Y	D	KN	12	2465	Overall	Overall Graduation Rate			100	100			
89	0	Newark Charter School	Y	D	KN	12	2465	Overall	Overall Progress Toward English Language Proficiency			50	35			
89	0	Newark Charter School	Y	D	KN	12	2465	Progress Toward English Language Proficiency	All Metrics			50	35	0.68	0.7	0.7399
89	0	Newark Charter School	Y	D	KN	12	2465	Progress Toward English Language Proficiency	Progress Toward English Language Proficiency	22	70.91	50	35			
89	0	Newark Charter School	Y	D	KN	12	2465	School Quality/Student Success	All Metrics			75	73	0.93	0.9733	1
89	0	Newark Charter School	Y	D	KN	12	2465	School Quality/Student Success	Career and College Prep	174	99.77	37.5	37			
89	0	Newark Charter School	Y	D	KN	12	2465	School Quality/Student Success	On Track in 9th Grade	195	98.97	25	25			
89	0	Newark Charter School	Y	D	KN	12	2465	School Quality/Student Success	On-Track Attendance	2431	91.98	12.5	11			

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: [Newark Charter 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 any school-based data that has been collected.

For the 2021-2022 Accountability Year, the US DOE granted a waiver that eliminated ratings. Newark Charter School's overall academic rating would have been "Exceeds Expectations" if the waived ratings had been used. By 2025, our expectation is to achieve "Meets" or "Exceeds" ratings on each metric area of the Delaware School Success Framework (DSSF). Each year, we will show growth within each metric area, putting us on track to achieve our academic performance expectations.

The lone exception to the preceding statement is in the area of graduation rate. This exception is twofold: 1) When we attain a graduation rate of 100%, there will be no improvement 2) When students meet the IEP goals set forth for them and are counted as "non-graduates".

This progress will be monitored through our annual performance review. It will also be continuously monitored through our K-12 Academic Council and our Building Leadership Teams (where applicable).

Newark Charter School's overall academic rating is Exceeds Expectations. By 2025, our expectation is to achieve "Meets" or "Exceeds" ratings on each metric area of the Delaware School Success Framework (DSSF). Each year, we will show growth within each metric area, putting us on track to achieve our academic performance expectations.

Performance Agreement

Academic Performance Expectations

By 2028, our expectation is to achieve the overall rating of "Meets" or "Exceeds" standard as measured by the Academic Performance 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

Newark Charter School's consistent high performance on state testing and other academic measures (such as Advance Placement testing, SBAC, DeSSA, and MAP testing, PSAT and SAT testing, etc.) indicates that it is well-positioned to achieve overall rating of "Meets" or "Exceeds" standards as measured by the Department of Education through the DSSF.

We are concerned about the impact of the ever-increasing Performance Cuts and the impact that they will have on school performance/accountability. When Performance Cuts compare different cohorts of students, a measure such as Graduation Rate should not be based upon meeting or improving from the prior year.

2.2 Graduation Rate³

Metric	Value	Points	Points Earned
4 Year Grad Rate	100%	75	75

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

The performance of the school in 4 Year Graduation Rate is an impeccable 100%. This is attributed to the vertical articulation between our grades and the efficacy of the model of keeping students enrolled in a single school for grades K-12.

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

School Comments

The goal of NCS is that 100% of our students will graduate on-time and prepared for higher education.

We reiterate our constant concern that students with disabilities who earn a Diploma of Alternative Standards are calculated as "Non-graduates" in accountability calculations. This is a disservice to the school that has abided by the law and met the goals defined by the student's IEP. This is a disservice to the student who has given their full effort to meet those goals.

We are concerned about the impact of the ever-increasing Performance Cuts and the impact that they will have on school performance/accountability. When Performance Cuts compare different cohorts of students, a measure such as Graduation Rate should not be based upon meeting or improving from the prior year.

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

School Comments

NCS will continue to monitor progress at the cohort and individual student level to determine if students are making satisfactory progress towards graduation. We will continue to use assessment data such as SBAC, DeSSA, MAP, PSAT and SAT testing to monitor student learning.

III. ORGANIZATIONAL PERFORMANCE

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

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

3.1 Mission Specific Goal(s)

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

Newark Charter School Mission

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

Mission-Specific Goal 2022-2023

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

The Core Knowledge Foundation

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

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

The *Sequence* was revised with a new edition being published for use in the 2023. Newark Charter School has adopted the revised *CK Sequence* and are working to fully integrate it into classroom use this school year. Adoption aligns with the vision of equity and inclusion that permeates the culture of NCS. This is evident in the following from the Core Knowledge Foundation: "To that end, we offer this updated, **2023 edition of the Core Knowledge Sequence**. Our original mission, Excellence and Equity for All Children, remains unchanged. The simple, yet powerful underlying premise of Core Knowledge, that knowledge builds on knowledge, still fuels our mission. Many of the changes made in this latest edition reflect new findings from cognitive research, current standards, and a concerted effort to incorporate *more* inclusive representation of the peoples and cultures that have shaped the world into what we know today, while still holding true to the idea there is a body of lasting knowledge and skills that form the core of a strong Preschool through Grade 8 curriculum."

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

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

School Comments:

Our annual curricular implementation inventory demonstrated fidelity to the Core Knowledge curriculum. It is expected that all Core Knowledge schools deliver the curriculum with fidelity at a minimum of 80%.

The Goal was met in all areas. The updated data is below. All of the grade level targets were met and this is largely attributed to our return to in-person, face-to-face instruction as we recover from the effects of the pandemic. While this required time for review, re-teaching, and scaffolding of content, the instructional staff exceeded the target at all grade levels. During this time, we have also begun the implementation of the revised Core Knowledge Sequence. The administration reviews the teachers’ curriculum plans at the beginning of each school year. Actual results regarding the Core Knowledge Units that were taught are audited by the administration at the end of the school year.

The school will continue to require the submission of Year Long Plans at the beginning of each school year. We will continue to use the newly adopted DTGSS observation protocol to monitor teachers and their adherence to the fidelity with which those plans are being delivered. We will continue to audit the units of instruction covered in the Core Knowledge Sequence and to align our instruction with Delaware State Standards, newly adopted Delaware legislation, and the 2023 Revised Core Knowledge Sequence.

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

Newark Charter School Mission-Specific Goal Attainment: 2022-2023

Grade	Language Arts	History and Geography	Visual Arts	Music	Math	Science
K	4/4	7/7	2.8/3	3/3	6/6	7/7
1	6/6	8/8	3/3	3/3	6/6	5.5/6
2	4/4	12/12	4.75/5	3/3	8/8	3/3
3	4/4	6/6	3/3	3/3	5/6	4/5
4	5/5	9/10	5/5	3/3	6/6	5.5/6
5	5/5	11/11	3/3	4/4	7/8	7/7
6	4/4	9/9	1/1	2/2	7/7	6/6
7	4/4	5.5/6	1/1	3/3	2.75/3	6/6
8	4/4	7/8	2/2	4/4	2/2	5/6

Grade Level	Total Units Possible	Total Units Taught	Grade Level Average
K	30	29.8	99%
1	32	31.5	98%
2	35	34.75	99%
3	27	25	93%
4	35	33.5	96%
5	38	37	97%
6	29	29	100%
7	23	22.25	97%
8	26	24	92%

3.2 Organizational Performance

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

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

SUMMARY AND OVERALL RATING

Newark Charter School

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

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

School Comments:

Newark Charter School has met all standards.

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

School Comments:

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

School

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

School Comments:

N/A

Performance Agreement

Organizational Performance Expectations

Newark Charter School's overall organizational rating is Meets Standard. By 2028, 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 this organizational 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 has met all standards and continues to function exceptionally well academically, organizationally and financially.

3.3 Board Financial and Governance Members and Training

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

Board Financial and Governance Training

First Name	Last Name	Role/Title	Financial Training Date	Board Training Date
Edward	Klima	Chair / Parent Representative	2/11/2021	10/7/2021
Kelly	Boulden	Vice Chair / Community Representative	2/2/2017	10/7/2021
Jeff	Lang	Treasurer / Parent Representative	1/5/2018	8/29/2018
Monica	Dunbar	Secretary / Teacher Representative	12/30/2017	10/7/2021
James	Dechene	Parent Representative	02/01/2022	02/07/2022
Rodney	Wallace	Community Representative	1/14/2020	10/7/2021
Evelyn	Zerenner	Community Representative	11/19/2014	10/7/2021
Karen	White	Secretary / Parent Representative	1/18/2018	10/7/2021
Melanie	George-Smith	Parent Representative	3/8/2021	10/7/2021
Regina	Wright	Community Representative	3/14/2021	10/7/2021
Matthew	Mathias	Teacher Representative	2/2/2017	10/7/2021
Alexander	Mackler	Community Representative	1/4/2019	10/7/2021

*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 12/1/2021.

School Comments:

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

b) Please complete the chart below with the necessary information. Pursuant to [14 Del. Admin. Code 736](#) 6.1 Each member of a Citizen Budget Oversight Committee shall attend and receive a Certificate of Completion for the Citizen Budget Oversight Committee training within the allotted timeframe of his/her appointment to a Citizen Budget Oversight Committee. Provided further, additional training may be required from time to time as determined by the Department.

Citizen Budget Oversight Committee Membership & Trainings

First Name	Last Name	Role/Title	Financial Training Date
Jeff	Lang	Board Treasurer	01/05/2018
Franklin	Newton	Head of School	11/21/2013
Joanne	Schlosberg	Business Manger	07/01/2007
Richard	Riggs	DOE Representative	11/30/2015
Chet	Hadley	School Representative	10/06/2022
David	Smallwood	Parent Representative	03/30/2017
Donald	Watson	Parent Representative	10/17/2022
Dona	Priebe	Parent Representative	11/08/2022
Kevin	Wilcox	Parent Representative	10/16/2022
Jewel	Pendleton	Parent Representative	9/1/2020
Ferda	Yilmaz	Parent Representative	12/01/2022

School Comments:

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

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

2021-2022		
% of Teachers RETAINED	# of Teachers RETAINED	# of Teachers ELIGIBLE
95.5%	168	176

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:

Newark Charter School continues to have a low teacher attrition rate. Additionally, with the expansion occurring, the school was able to hire an additional 54 high quality educators and started the year full staffed with instructional staff in the classrooms. The school also surveys teacher in March/April each year to assess their intention of returning the following year. Typically, this survey shows that 95-100% of the school’s teachers and staff intend to return. When teachers do leave the school, the reasons are generally moving out of the area, seeking employment closer to home, or retiring. That continued to be true this year as noted above.

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

School Comments:

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

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

- Analyzing data derived from MAP to serve the needs of all of our students
 - Differentiating Instruction
 - Diversity and Inclusion Training
 - Collaboration with teachers at MOT Charter School
 - Implementing Love and Logic in the Classroom
 - IEP development, accommodations, modifications, instructional strategies, and classroom interventions
 - Inclusive environments and co-teaching
 - Common assessments and instructional planning
 - Utilizing Schoology within the classroom
 - Incorporating Outdoor Education into the K-3 classrooms
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- Mindfulness In and Out of the Classroom
 - How to use Google Classroom and other Instructional Technology

Additionally, the Equity Centered Leadership work, the Academic Council and the DTGSS Pilot work are all major initiatives undertaken by NCS that are leveraging and investing in teacher leaders:

NCS has committed to a multi-year partnership with the Delaware Academy of School Leadership (DASL) and the Delaware Department of Education (DEDOE) to participate in the Equity Leadership Pipeline Self-study based on research from the [Wallace Foundation](#) and aligned with [The Professional Standards for Educational Leaders](#).

In year one, the core team met monthly with our DASL facilitator, Dr. Connie Fisher, to conduct an in-depth self-study utilizing the nine Domains from the Wallace Foundation Research to develop a five year strategic plan focused on our vision to: Strategically recruit, develop, support and retain highly effective leaders who are dedicated to Excellence in Academics and Decorum. [ECPP Self-Study Summary- NCS](#)

While developing this plan, our core team met monthly at a state-wide Professional Learning Community (PLC) consisting of DEDOE staff, DASL staff and the Core Teams from NCS, Brandywine School District, Appoquinimink School District and Milford School District. DEDOE and DASL brought in national presenters from school systems that have had success with this work and provided us with support to collaborate and learn from each other.

The K-12 NCS Academic Council was established in the fall of 2021 as a mechanism to empower teacher leaders to work collaboratively with peers and NCS administration to be stewards of the Mission, Vision and Beliefs of NCS. The NCS Academic Council focuses on teaching and learning; fidelity to the Core Knowledge Curriculum, alignment with Delaware State Standards and access to rigorous academics for all students.

The Academic Council's goals are to leverage teacher leadership to:

- Ensure Tier 1 instruction is grounded in data-driven decision making using High Quality Instructional Materials (HQIM) and evidenced-based instructional practices to achieve an equitable acceleration of learning for all students.
- Build and Nurture a culture of Excellence in Academics and Decorum by ensuring our academic programming aligns with the NCS Charter - Vision & Mission & Beliefs.
- Utilize MTSS framework to build a culturally responsive and evidence-based multi-level prevention system which maximizes student achievement and supports students' social, emotional, and behavioral needs (including learning loss due to the pandemic) through data-based problem solving and decision making.
- Place an equity lens on our curriculum to result in intentional multicultural and diverse curricular materials and instruction aligned with the requirements of HB 198/318, but not limited to, & provide tools to teachers to enhance culturally responsive classrooms.

The NCS administration also eagerly accepted the opportunity to be a year two pilot school for the implementation of the Delaware Teacher Growth and Support system. (DTGSS)

DTGSS was designed to provide ongoing observation, feedback and support to drive teacher growth. In DTGSS, teachers consistently reflect on current practice as well as set new goals in a system of continuous improvement that ultimately benefits students.

The document provided by DEDOE connects teacher and student behaviors and practices to reflect culturally responsive teaching and learning and are aligned with the three Performance Areas in the Delaware Teacher Growth and Support System. The equitable classroom practices are researched-based, and the examples represent a repertoire of strategies that communicate high expectations to students, create high-quality learning environments, draw upon the assets learners bring to the classroom, engage learners in positive interactions and relationships, and support learners as they build autonomy towards success in college, career, and life.

Once we are further into the implementation of DTGSS ,we intend to continue ongoing professional learning and individual teacher reflections to include making formal connections to reflect on cultural responsiveness in classrooms; teaching and learning.

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

IV. FINANCIAL PERFORMANCE

4.1 Financial Performance

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

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

Financial Performance Framework Ratings	Current 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	Financial Management and Oversight	Overall Rating
Year	1	2	3	4	5	6	7	8	9	
2021-2022	M	M	M	M	F	A	F	M	M	

a) Describe the school’s Financial performance over the current school year (This section is for the school to address the overall ratings. The school will be able to address individual metrics in the sections below.)

School Comments:

School

Newark Charter School did not meet standards for 3 YR Margin, Cash Flow and Debt Service Coverage Ratio this year. Two significant financial events occurred that caused these variances; 1) Christina School District implemented an accounting change that decreased local funding by \$1.4M without advance notice; 2) the Commons Building and the Furniture and Fixtures for the Junior High were added as expenses items but are Capital investments - \$4.5M and \$1.8M respectively. When adjusting for these items, Newark Charter School meets all standards.

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

School Comments:

Newark Charter School continues to follow existing policies and procedures. FY 23 will also have large capital items that will be expensed which may impact the financial metrics.

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

School Comments:

As indicated in section A above, there were 3 areas where standards were not met: 3 YR Margin; Cash Flow; and Debt Service Coverage Ratio. Two significant financial events occurred that caused these variances; 1) Christina School District implemented an accounting change that decreased local funding by \$1.4M without advance notice; 2) the Commons Building and the Furniture and Fixtures for the Junior High were added as expenses items but are Capital investments - \$4.5M and \$1.8M respectively. When adjusting for these items, Newark Charter School meets all standards.

Performance Agreement

Financial Performance Expectations

Newark Charter School’s overall financial rating is “Meets Standard”. By 2028, our expectation is to achieve the overall rating of “Meets” standard as measured by the Financial Performance Framework. Each year, we will be on track to demonstrate economic viability and achieve our financial performance expectation. This progress will be monitored through our annual performance review.

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

School Comments:

The school has met these standards every year and financial performance is projected to remain strong in the future. This is the first year – during a capital project and unexpected loss of Local funds that the school did not meet three criteria. The remainder of our near-term indicators met standard.

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

School Comments:

Newark Charter School had a clean audit with no findings. No corrective action is necessary as these items were not met as the school invested in capital projects through use of healthy reserves to serve more students in Newark.

V. INNOVATION

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

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

1) Setting the Bar High for Academics

Newark Charter School's original charter application stated that the school was established to provide an alternative "rigorous and academically challenging curriculum." The school's theme is "Emphasizing Excellence in Academics and Decorum" reflects our philosophy "to serve a diverse student population by challenging each student at his or her level so that all students exceed the state standards and reach their full potential." The outcomes described in this Annual Report show that our two-time National Blue Ribbon School for Academic Excellence has achieved consistently excellent results. We also received the U.S. News and World Reports Best High Schools in Delaware Award recognition as well as being ranked as the number one elementary and number one middle school in Delaware. Setting the bar high for academics is essential and replicable in all of our public schools.

2) Continuity of Educational Services

NCS provides continuity from grade to grade. Configured as a K-12 school, NCS is the largest public school in the state. More importantly, the school has a program that allows students to remain in one place for a longer period of time than most traditional public schools. The benefit of this continuity of educational services is enhanced by the fact that student attrition is extremely low. The school is consistently above the state average in on track attendance. Finally, prior to the pandemic, the school provided summer learning opportunities including 23 Summer Camps, year-round education for students with intense or complex disabilities, and academic enrichment programs. During the pandemic summer (2020), our extended school year program did occur and our camps did not. However, both our ESY and summer camp program continued during the 2021 summer. We also reactivated our afterschool homework help and instituted additional literacy afterschool program and added transportation to be sure that all students could participate. We plan to continue to build upon the successes of these programs.

3) Core Knowledge Curriculum (K-8)

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

Gaps and repetitions in content do not occur. All students, regardless of socioeconomic backgrounds or past levels of achievement, have a level academic playing field.

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

4) 1-to-1 technology enhancement

We implemented a 1:1 Chromebook initiative at the high school level (9-12) for the 2019-2020 school year, with the intent of scaffolding the program throughout the school several grades at a time for the next number of years. The COVID-19 pandemic necessitated that we escalate our timeline and we shifted so that all students K-12 would be provided with a Chromebook and online access to all of their instructional materials for the 2020-21 school year to engage in a blended learning experience that includes synchronous and asynchronous learning. After moving that 5-year plan to a 5-month implementation during the pandemic, we are now a school where all students have a 1:1 device and our teachers continue to utilize the devices in developmentally and pedagogically appropriate ways.

5) Instructional Grouping

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

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

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

As we enter our expansion year, we are reviewing methods to utilize phasing in a more refined way continuing to enhance our data driven methods to maximize the positive aspects and outcomes of ability grouping.

6) A Community-Based School

NCS is a community-based school, made possible in part by the five-mile radius and the sibling preference in the lottery-based admissions process used by the school as encouraged by Delaware's charter school law. This is the best model to foster parental involvement, improve the school environment and motivate the students. We continue to engage parents throughout our school and gather their input for processes and systems as well as strategic planning for the school.

7) Strong Site-Based Management

As a school established by parents, there is a high degree of parent involvement and parent satisfaction each year. Parent surveys consistently show that parents are virtually 100% satisfied with the school. Parents have authentic participation in school-wide decision making. They hold the majority of seats on the Board of Directors. The School Council, consisting of parent-elected parent representatives from each grade level, serves as a “sounding board” to management on issues. It traditionally conducts and monitors two formal parent satisfaction surveys annually. The Friends of NCS is an active and essential parent organization, providing volunteers, fund raising support, and programs to enrich the school. Prior to the COVID-19 pandemic, several hundred different parent volunteers served the school this past year. While parents continued to volunteer even in a remote environment, we are reintroducing “in-person” volunteer opportunities (book fair, fundraising auction, athletic boosters as appropriate

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

8) Market-Driven School

NCS continuously measures the extent to which it is meeting the demands of its market. Annually, it uses extensive parent and staff survey data, and input through stakeholder groups such as the School Council, Board of Directors and CTE Advisory Committees, to assess how the school is measuring up to its constituents’ expectations and how it is responding to market trends and demands, such as the job market and competition within the education environment. A school-wide strategic long-range planning committee formed several years ago developed a “living document” that sought and utilized the community’s input and serves to advise our current expansion efforts, building plans and the long-range vision. That document is being updated this year to respond to our smart growth plan.

Market demand continues to be strong. We typically receive more than 3000 external applications for each school year. After the applicants who were able to be offered enrollment (mostly in the Kindergarten class) we were left with more than 2,400 students on the waiting list for grades K-12 this year.

9) Emphasis on Decorum and Character Development

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

in 2005, NCS implement a research-based Anti-Bullying Program. The program enhances school culture because everyone has a part to play. Everyone has a right to a safe school where students feel secure and treat each other with mutual respect and kindness. Years later, such anti-bullying

programs would become mandatory in Delaware public schools.

NCS was one of two Delaware schools designated “No Place For Hate” schools. The “Gold Service Leadership School” was awarded to the high school for the students’ Jefferson Awards community service activities. We have renewed our commitment to these concepts by reintroducing formalized group guidance into the schedule for all students K-8.

10) Commitment to Diversity

Diversity in the student body continues to increase. Each year in the open lottery, the percentage of the newly-admitted students that are Caucasian has decreased and other racial and ethnic percentages have increased. The school’s student demographics is over representative of typically underrepresented groups when compared within the Greater Newark area.

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

The Outreach Committee, comprised of administrators, faculty and parents, is active and its efforts continue to provide awareness and accessibility to underrepresented populations within the greater Newark community. We additionally started the Equity Champions Committee continued its work.

11) AP Capstone Diploma Program

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

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

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

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

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

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

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

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

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

14) Accountability, Autonomy and Choice

NCS provides autonomy at the school level in exchange for clear accountability, which results in outstanding student performance and a well-managed organization. All staff members have one-year contracts that must be renewed annually. The school uses its autonomy to take advantage of innovative practices such as financial spending flexibility, peer evaluations and alternative curriculum models. School choice is vital for a charter school to provide a focused learning community where staff, parents and students share common values and expectations.

VII. ANNUAL REPORT CERTIFICATION STATEMENT

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

I hereby certify that the information submitted in this annual of a charter school is true to the best of my knowledge and belief; that this application has been approved by the school's Board of Directors.



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

12/20/2022

 Date

Print/Type Name:	Mr. Edward Klima
Title (if designated):	Chairperson, Board of Directors
Date of approval by board of directors:	Board of Directors voted unanimously to approve at the regularly scheduled meeting on 12/20/2022.

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.