

POSITIVE OUTCOMES CHARTER SCHOOL

ANNUAL REPORT

2021-2022



**3337 S Dupont Hwy,
Camden, DE 19934
Phone:(302) 697-8805**

I. OVERVIEW

1.1 School Overview:

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

BASIC INFORMATION	
Name of School	Positive Outcomes Charter School
Year School Opened	1996
Enrollment 2021-2022 ¹	104
Approved Enrollment	120
School Address	3337 S Dupont Hwy, Camden, DE 19934
District(s) of Residence	Caesar Rodney School District
Website Address	http://www.positiveoutcomescs.org/
Name of School Leader	Edward J. Emmett, Jr.
School Leader Email and Phone Number	Edward.Emmettjr@pocs.k12.de.us (302) 697-8805
Name of Board President	Susan Wills
Mission Statement: Our mission is to provide an opportunity for students to learn in a safe, caring, respectful environment, where their individuality is valued, and their individual needs are addressed.	

1.2 School Demographic Data:

Please review the following table for accuracy and complete the second row ("# of Students on Waiting List") for 2021-2022. (Note: The remaining table sections 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	104
# of Students on Waiting List	3 (Grade 8)
Gender	
% Male	61.54%
% Female	38.46%
Ethnicity/Race	
% African American	38.46%
% American Indian	
% Asian	0.96%
% Hispanic/Latino	8.65%
% White	50.96%
% Multiracial	0.96%
Special Populations	
% Special Education ²	63.46%
% English Language Learners	
% Low-Income	36.54%

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

Positive Outcomes Charter School continues to serve students throughout the State of Delaware. Our students come to our school from each county and eight different school districts. Our school

continues to serve a large percentage of students who qualify for services under IDEA and have an active IEP in place. The school is racially diverse and closely matches the school district's demographics in which our school resides. Our school population is, by various definitions, at-risk for failure.

1.3 Approved Minor and Major Modifications:

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

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

Date	Modification Requested	Outcome

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

1.4 School Enrollment:

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

School Enrollment Trends		
<i>Cells highlighted in grey were grade levels not serviced by this school</i>		
	2021-2022	
	Approved Enrollment	30-Sep Enrollment Count
K		
Grade 1		
Grade 2		
Grade 3		
Grade 4		
Grade 5		
Grade 6		
Grade 7		7
Grade 8		13
Grade 9		29
Grade 10		15
Grade 11		23
Grade 12		17
Total		104

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

Positive Outcomes Charter School has had consistent enrollment over our history before the impacts of the Covid-19 pandemic. During the 2021-2022 school year, our enrollment continued to be impacted by several key factors related to the pandemic. Each of these factors cumulatively impacted overall enrollment last year. It is also important to note that we believe that these impacts are short-term.

High student mobility was the first impact of the pandemic we experienced, which is also a direct characteristic of our student population. Many of our families experience chronic housing instability, which was only magnified during the pandemic. With the loss of employment or regular sources of

income, many of our families were forced to relocate. Many of these relocations created a challenge to continued enrollment in our program.

Families that planned to move schools decided to hold off for another year. Students struggling to succeed chose to stay in their home district for one more year. The pandemic changed overall student enrollment patterns, and it is anticipated that these enrollment impacts will continue for a short time.

1.5 Re-enrollment:

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

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

School Reenrollment Trends		
Cells highlighted in grey were grade levels not serviced by this school		
	Positive Outcomes Charter School	
	Number of Students Reenrolled Count	Percentage of Students Reenrolled %
K		
Grade 1		
Grade 2		
Grade 3		
Grade 4		
Grade 5		
Grade 6		
Grade 7	1	
Grade 8	7	87.50%
Grade 9	21	100.00%
Grade 10	14	77.38%
Grade 11	22	88.00%
Grade 12	17	70.83%
Total/Avg	82	82.00%

** School entry grade level. Re-enrollment data was not collected for this grade level.

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

Positive Outcomes Charter School typically has strong retention rates for our students. Generally, once students attend our school, they usually remain with us. Our goal is always to have our students re-enroll in our program, and high student mobility is a typical characteristic of our overall student

population. Overall, student re-enrollment was also impacted by the Covid-19 pandemic. Many families that left our program departed due to families losing housing, employment, or overall changes in the family's dynamics.

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

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

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

II. ACADEMIC PERFORMANCE

Overall Academic Ratings

Due to the impact of COVID-19 on learning and learning environments, accountability ratings for the school year (SY) 21/22 were not issued. The school's assessment data for SY21/22 is available at:
[Positive Outcomes 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 school-based data.

School Comments:

Positive Outcomes Charter School (POCS) is designed to work with students who have experienced academic challenges in a traditional school setting. Students who enroll in our school typically arrive with significant deficiencies in ELA and Mathematics skills. Consequently, looking at our historical data has always been challenging because the average performance levels greatly vary with each cohort of students. Each of our students has a different story of struggle and adversity that brought them to our school, and these stories are often of tremendous growth and an individual journey that may or may not show up in SBAC data and results. When viewing our data, it is best to remember the student population that we serve is 100% at risk.

In addition, our school continues to observe significant academic impacts because of the Covid-19 pandemic. Our data and other observations illustrate that students come to our school with more significant academic deficits than previous student cohorts.

In addition, it is also important to note that in many of our tested areas, the number of students in each testing grade or subgroup (N size) is very small. With small N-size groups, a single student score can significantly impact overall group outcomes. Because of small N-size groups, the scores from our school can have significant variances from year to year. It is also important to remember that we

refer to different cohorts of students (with varying deficiencies) when we present year-over-year data changes.

Finally, it is also significant to note that the data presented and analyzed by the academic reporting covers a small percentage of the overall population of our school.

POCS continues taking steps to work with students and staff to increase success on mandated Standardized Tests. These include:

- Extensive professional development on emotional and social barriers to learning
- Extensive professional development on different learning styles of students with learning deficiencies
- The use of advisories to develop long-term relationships between staff, students, and parents. The advisor (homeroom teacher) will stay with students for up to 3 years and be an advocate for a student during that time
- The dedicated time during each day for targeted intervention with students
- Emotional support for students, including access to counselors, targeted support for the teachers and students
- Special Education supports for students, parents, and teachers

A few items were reportable on our school report card for the 2021-2022 school year. Our students participated on the required standardized tests, and participation rates were far below the previous school years. We continue to work on returning participation rates to pre-pandemic levels during the 2022-2023 school year.

One key data point reported on our school report is our graduation rate. The class of 2021 graduation rate was 62.5%. While this measure is still not within our targets, it does represent an increase of 9.17% over the previous year.

As previously stated and discussed, each cohort of our students is vastly different. This is never more evident than this measure. Over the last four years, we have had a 41% difference in graduation rates, from a high of 94.44% to a low of 53.33%. This is a specific example of the challenges of reduced N sizes in data analysis. The variable in these groups is the students themselves. The school programming and instruction did not change, and the courses and other activities remained the same.

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

Positive Outcomes Charter School has variable accountability ratings tied to the risk factors that impact our student population. While many of our goals apply across the entire student body, some are differentiated based on the number of risk factors a student enters the school with. Risk factors include the following: students with truancy issues, students on mental health placements, students on a mental health treatment plan, students having academic skill deficiencies in math and reading of greater than two grade levels, students who are credit deficient by two or more credits, students with an IEP, and students who have experienced a traumatic life event.

Research supports the conclusion that students with more risk factors have more difficulty engaging in school, even when present in online classrooms or in the school building. Thus, students' engagement levels are defined as follows:

- Engaged: Students with 0-1 identified risk factors
- Emerging: Students with 2-3 identified risk factors
- Disengaged: Students with 4 or more risk factors

When looking at our student populations from 2021-2022, 11.5% (12) are identified as engaged, 27.9% (29) are identified as emerging, and 60.6% (63) are identified as disengaged.

The data points captured from these risk factors targets allow us to identify the overall impacts on our school population.

Attendance is an identified area covered by the Delaware school report card and part of our identified risk factors. Student attendance in 2021-2022 continued to be impacted by the impacts of the Covid-19 pandemic as significant numbers of our students experienced missed school days due to illness. Our students missed an average of 12.67 days, almost double the pre-pandemic averages. Additionally, when looking at student risk factors, 41.9% of our students were identified with previous truancy impacts.

Our work on alternative academic measures looks at the impacts of our student risk factors and overall student achievement.

<p>Achievement: ELA state assessment</p>	<p>Each year, at least 90% of 7th, 8th, and 11th-grade students will meet their expected performance level on the state-mandated test based on their engagement level, identified at the beginning of the school year (or upon enrollment)</p>	<p><u>Numerator</u>: Total number of students who were enrolled for at least 90 days prior to taking the assessment who met their target performance level on the state assessments</p> <p><u>Denominator</u>: Total number of students enrolled for at least 90 days prior to the state assessment window.</p>
<p>Achievement: Math state assessment</p>	<p>Each year, at least 90% of 7th, 8th, and 11th-grade students will meet their expected performance level on the state-mandated test based on their student engagement level, identified at the beginning of the school year (or upon enrollment)</p>	<p><u>Numerator</u>: Total number of students who were enrolled for at least 90 days prior to taking the assessment who met their target performance level on the state assessments</p> <p><u>Denominator</u>: Total number of students enrolled for at least 90 days prior to the state assessment window.</p>

Achievement: Science state assessment	Each year, at least 90% of 7th, 8th, and 11th-grade students will meet their expected performance level on the state-mandated test based on their student engagement level, identified at the beginning of the school year (or upon enrollment)	<u>Numerator</u> : Total number of students who were enrolled for at least 90 days prior to taking the assessment who met their target performance level on the state assessments <u>Denominator</u> : Total number of students enrolled for at least 90 days prior to the state assessment window.
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ELA Expected Performance

Each year, at least 90% of 7th, 8th, and 11th-grade students will meet their expected ELA performance level on the state-mandated test based on their engagement level, identified at the beginning of the school year (or upon enrollment).

Based on 2021-2022 assessments, 72% of students met their expected ELA performance, and this percentage is based on an N-size of 39. Previous comparison data is unavailable for this measure, and overall ratings cannot be determined until data is uploaded to our online reporting system.

Mathematics Expected Performance

Each year, at least 90% of 7th, 8th, and 11th-grade students will meet their expected Mathematics performance level on the state-mandated test based on their engagement level, identified at the beginning of the school year (or upon enrollment).

Based on 2021-2022 assessments, 51% of students met their expected Mathematics performance, and this percentage is based on an N-size of 37. Previous comparison data is unavailable for this measure, and overall ratings cannot be determined until data is uploaded to our online reporting system.

Science Expected Performance

Each year, at least 90% of 7th, 8th, 9th, 10th, and 11th-grade students tested during the 2021-2022 school year and will meet their expected Science performance level on the state-mandated test, based on their engagement level, identified at the beginning of the school year (or upon enrollment).

Based on 2021-2022 assessments, 56% of students met their expected Science performance, and this percentage is based on an N-size of 54. Previous comparison data is unavailable for this measure, and overall ratings cannot be determined until data is uploaded to our online reporting system.

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

Overall, the results of examining current testing data illustrate some success and some challenges. A review of overall proficiency shows our students' difficulty in demonstrating their abilities using the

SBAC testing system. Raw testing scores indicate that many of our students struggle to meet proficiency expectations.

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

The SBAC data for ELA and Mathematics listed below are for the "All" student group comparing 2020-2021 to 2021-2022. A review of this data illustrates that our student performance increased moderately or remained similar to past performance. Similar to previous testing cycles, the students in our school had higher proficiency rates in the area of ELA compared with Mathematics.

SBAC	7 th Grade ELA			8 th Grade ELA		
	2020-21	2021-22	Change	2020-21	2021-22	Change
% Meeting Standard	25%	28.57%	+3.57%	22%	21.43%	-0.57%
N	8	7		9	14	
Average Scale Score	2497	2511	+14	2453	2503	+50

SBAC	7 th Grade Mathematics			8 th Grade Mathematics		
	2020-21	2021-22	Change	2020-21	2021-22	Change
% Meeting Standard	11%	14.29%	+3.29%	0%	8.33%	+8.33%
N	9	7		8	12	
Average Scale Score	2437	2471	+34	2418	2491	+73

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

	English Language Arts				Mathematics			
	17-18	18-19	20-21	21-22	17-18	18-19	20-21	21-22
7 th Grade	8%	9%	25%	28.57%	8%	0%	11%	14.29%
8 th Grade	4%	12%	22%	21.43%	9%	11%	0%	8.33%

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

Performance Agreement

Academic Performance Expectations

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

Overall Academic Ratings

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

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

By September 2023, our expectation is to achieve "Meets" or "Exceeds" ratings on each metric area of the Alternative Academic Delaware School Success Framework (DSSF). Each year, we will show growth within each metric area, putting us on track to achieve our academic performance expectations. This progress will be monitored through our annual performance review.

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

School Comments

Positive Outcomes Charter School has not had any calculated Academic Frameworks for the previous three years. The Covid-19 pandemic prevented overall academic calculations for the 2019-2020 and 2020-2021 school years. The 2021-2022 school year calculations were not completed due to previously impacted school years. Therefore, applying analytics to these three school years is exceptionally challenging.

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

data for these new measures throughout the 2021-2022 school year. These metrics will not be fully operational until the 2022-2023 school year. These measures continue to show progress forward.

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

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

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

School Comments

Positive Outcomes Charter School has two mission-specific goals for the percentage of students meeting growth targets on the Star Reading and Star Math assessments. For the 2021-2022 school year, Positive Outcomes Charter School has met the standard for our mission-specific goals.

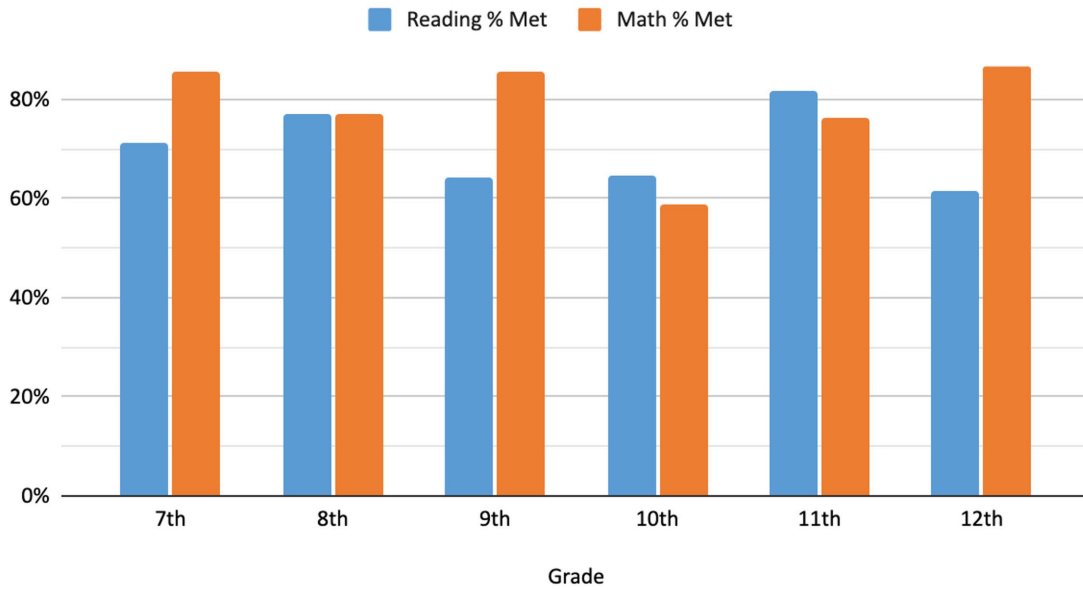
Mission-Specific Goal 1	<i>As a school that focuses on high-needs students, our goal is to have students increase their performance in Reading skills.</i>		
Measure/Metric	<i>Percentage of students meeting expected Scholastic Reading Inventory (SRI) Lexile Score growth targets using Fall to Spring SRI assessments.</i>		
Target	<i>>60% of students will meet anticipated Lexile growth targets on the Spring SRI assessments.</i>		
Advisory	N Count	Number Meeting SRI Growth Target	% of Students Meeting SRI Growth Target
POCS Overall – Grades 7, 8, 9, 10, 11 and 12			
POCS Totals	87	61	70.11%

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

Mission-Specific Goal 2	<i>As a school that focuses on high-needs students, our goal is to have students increase their performance in Mathematics skills.</i>		
Measure/Metric	<i>Percentage of students meeting expected Scholastic Mathematics Inventory (SMI) Quantile Score growth targets using Fall to Spring SMI assessments.</i>		
Target	<i>>60% of students will meet anticipated Quantile growth targets on the Spring SRI assessments.</i>		
Advisory	N Count	Number Meeting SMI Growth Target	% of Students Meeting SMI Growth Target
POCS Overall – Grades 7, 8, 9, 10, 11 and 12			
POCS Totals	87	69	79.31%

For our Mission Specific Goal 2, Positive Outcomes Charter School **Meets Standard**.

Reading % Met and Math % Met



Grade	Reading % Met	Math % Met
7th	71%	86%
8th	77%	77%
9th	64%	86%
10th	65%	59%
11th	82%	76%
12th	62%	87%

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

3.2 Organizational Performance

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

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

SUMMARY AND OVERALL RATING

Positive Outcomes Charter School

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

School Comments:

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

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

School Comments:

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

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

Not Applicable

Performance Agreement

Organizational Performance Expectations

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

By September 2023, 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).

School Comments:

Positive Outcomes Charter School has met the expectation of the organizational section of our approved Performance Agreement for the 2021-2022 school year. Our Organizational Compliance rating is due to an organizational focus on compliance. We also always strive that our organization is ensuring that we provide the best environments for our staff, students, and families.

3.3 Board Financial and Governance Members and Training

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

Board Financial and Governance Training

First Name	Last Name	Term Begin Date	Term End Date	Role/Title	Financial Training Date	Board Governance Training Date*
Susan	Wills	10/1/2022	9/30/2025	President	2/1/2011	12/15/2022
Kristin	Barrall	10/1/2023	9/30/2023	Staff and Faculty	2/20/2020	12/15/2022
John	Dunick	10/1/2020	9/30/2023	Community Rep	12/13/2017	12/15/2022
Steve	Norman	10/1/2022	9/30/2025	Staff am Faculty	2/1/2011	12/15/2022
Aleks	Yuan Shen	10/1/2022	9/30/2025	Parent Rep	3/17/2020	12/15/2022
Suzanne	Farris	10/1/2021	9/30/2024	Vice President/ Parent Rep	TBD	12/15/2022
Kathleen	Denny	10/1/2021	9/30/2023	Teacher Rep	2/20/2020	12/15/2022
Rhiannon	Dillon	10/1/2022	9/30/2024	Teacher Rep	First Year	12/15/2022
Ed	Emmett			Head of School	2/1/2011	12/15/2022

*Please list only the most recent training date.

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

School Comments:

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

The POCS Board of Directors is currently in compliance with all training requirements. The Board completed the required Governance training in December.

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	Term Begin Date	Term End Date	Role/Title	Financial Training Date
Kristin	Barrall	10/1/2022	9/30/2023	Staff and Faculty	2/20/2020
Cheyenne	Dunnick	7/1/2020		Member	12/7/2017
Maurice	Floyd	6/2/2022		Member	12/2019
Rachel	Hohman	6/3/2022		Member	7/1/2011
Theresa	Holleger	6/3/2022		Member	2/20/2020
Steve	Norman	6/2/2022		Member	2/1/2011
Richard	Riggs			Teacher Rep	8/20/2021
Ed	Emmett			School Director/ Ex-Officio	2/1/2011

School Comments:

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

Positive Outcomes Charter School's Citizen Budget Oversight Committee complies with membership and financial training requirements.

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

2021-2022		
% of Teachers RETAINED	# of Teachers RETAINED	# of Teachers ELIGIBLE
86%	12	14

Review the table above with the school's teacher retention trends and answer the following questions.

a) Describe the school's plans to monitor and minimize teacher attrition rates. Provide information about why teachers leave the school.

School Comments:

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

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

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

Following the 2021-2022 school year, two teachers did not return to their teaching positions. They did not return for the following reasons:

- One teacher left to work in a traditional school district and said they expected a more traditional work setting.
- One teacher left to work in a traditional school district and expressed that they wanted to work closer to their home and family.

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

- POCS values and respects our staff's opinions and always seeks to work with them in all facets of our school's operations. The staff of POCS has two elected seats on our school board. In addition, teachers have a seat on our school's leadership team. At our school, teachers have a direct impact on everything we do.
- POCS seeks to ensure that our salaries are within 5% of teachers in our local school districts.
- POCS strives to maintain an exceptional teacher climate and work environment by recognizing their successes and achievements and operating in a true team environment.

-
- POCS also strives to ensure that teachers have everything they need to succeed in their classrooms. Teachers are always able to ask for items they need and are provided for financial reasons.
 - POCS also provides teacher-focused Professional Learning Community meetings designed to support quality instruction and our teaching climate. PLCs provide avenues for direct leadership conversations and discussions about what is needed to improve our school.
-

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

School Comments:

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

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

IV. FINANCIAL PERFORMANCE

4.1 Financial Performance

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

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

Financial Performance Framework Ratings	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	AS	M	AS	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.)

School Comments:

Positive Outcomes Charter School's financial performance continues to remain strong. Our school has met expectations for all financial framework metrics except for 6 (Cash Flow) and 8 (Enrollment Variance). Our school received an overall rating of Meets Standard. As in previous years, we are very conservative in our approach and use zero-based budgeting in planning for the current operation.

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

School Comments:

We are not planning any changes to our financial practices for the 2022-2023 school year. Our school maintains a healthy cash reserve that allows the school to absorb fluctuations in all areas of finance. We will continue to maintain stability in all facets of our school operations.

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

Enrollment Variance:

In FY22, the school continued to recover from a decrease in enrollment due to the COVID-19 pandemic. The pandemic affected all students; however, for our student population, the impact of the pandemic was more intense. Our school's mission is to educate students that have experienced academic difficulties in a traditional school environment; almost two-thirds of our students have IEPs or have emotional challenges. In addition, due to the pandemic, several of our students moved further away from the school's location (we have limited transportation resources) or decided to pursue a GED.

We increased our focus on recruiting new students and improving student retention for FY23; this has resulted in a student enrollment of 115 students (95% of our authorized enrollment). We continue to pursue opportunities to recruit new students for the upcoming school year and improve our processes to increase student retention.

Cash Flow:

Due to our decrease in enrollment and the decision to maintain the employment of all full-time, permanent employees, the school received less revenue and operated at a deficit in FY22. Much of the deficit was also due to the need to replace HVAC equipment, which was more expensive due to supply chain issues.

Entering into FY22, our Days Cash position was solid (261 days), and we could minimize the effect of our decreased revenue. Our healthy cash position allowed us to continue to provide the needed instruction and services to our students. We ended FY22 remaining in a strong cash position (252 days).

Performance Agreement

Financial Performance Expectations

By September 2023, 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.

School Comments:

Positive Outcomes Charter School has met the expectation of the financial framework section of our approved Performance Agreement for the 2021-2022 school year.

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

School Comments:

Positive Outcomes Charter School has not had any identified audit findings.

V. INNOVATION

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

School Comments:

Academic Practices that other schools could replicate:

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

Specific Academic Strategies and Practices

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

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

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

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

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

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

Organizational Practices that other schools could replicate:

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

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

Financial Practices that other schools could replicate:

Positive Outcomes Charter School believes in having completely transparent financial processes with significant oversight and segregation of duties. This transparency has led to our school had no significant findings or acts of impropriety for the last 25 financial audits. Our school knows and understands that the foundation of our school is built upon our financial position. For this reason, our school has always focused on solidifying this area of our school operation.

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

Specific Financial Strategies and Practices

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

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

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

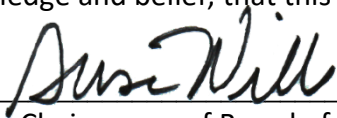
Our school also has ensured that our Board of Directors receives and reviews monthly reports showing line-item expenses and revenue compared to budget projections showing favorable and unfavorable items. These reports are also reviewed and analyzed by the POCS CBOC. The Board also reviews all spending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

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

VII. ANNUAL REPORT CERTIFICATION STATEMENT

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

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



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

1/18/23

Date

Print/Type Name:	Susan Wills
Title (if designated):	Board President
Date of approval by the Board of directors:	Resolution 23-17 January 18, 2023

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.

VIII. Mission-Specific Goal Data Extract and Report

Last Name	First Name	Grade	Reading			Reading				Reading				Reading		k	Growth	Goal	
			Initial SS	GLE BOY	Discrepancy	Reading PM1	Reading GLEPM1	Reading PM2	Reading GLEPM2	Benchmark MOY	Reading GLE	Benchmark PM3	Reading GLEPM3	Reading PM4	Reading GLEP4				Benchmark EOY
		7	1014	4.5	-2.5	1044	5.3	1021	4.4	1013	4.5	1010	4.4	1029	4.9	1033	5	1051	TRUE
		7	1008	4.4	-2.6	1013	4.5	1024	4.7	1051	5.2	1077	6.3	1094	7			1048	TRUE
		7	1060	5.7	-1.3	1160	10			1126	8.7	1136	9.6					1086	TRUE
		7	1080	6.4	-0.6	1108	7.7			1080	6.4	1094	7	1094	7	1029	4.9	1102	TRUE
		7	1012	4.4	-2.6	1008	4.4	974	3.4	1055	5.6		1044	5.3	905	2.5	1048	TRUE	
		7	1005	3.3	-3.7	1013	4.2	955	3.3	910	2.6	895	2.3		972	3.6	1044	FALSE	
		7	1077	6.3	-0.7	1039	5.1	1002	4.2	993	4	1074	6.2	1007	4.3	1051	5.5	1100	FALSE
		8	1055	5.6	-2.4	1061	5.8	1089	6.8	1138	9.8	1082	6.5	1089	6.8	1098	7.2	1084	TRUE
		8	1034	5	-3	1021	4.7	1030	4.9	1025	4.8	1034	5	1016	4.5	1013	4.5	1067	FALSE
		8	1075	6.2	-1.8	1070	6.1	1069	6	1044	5.3	1022	4.7	1026	4.8	896	2.4	1098	FALSE
		8				1021	4.7	979	3.8	1002	3.9	1065	5.9	1021	4.7	1007	4.3	1058	TRUE
		8	1091	6.9	-1.1	1074	9.2			1117	8.2	1108	7.7	1148	10.8	1174	11	1112	TRUE
		8	1199	11	3	1187	11	1183	11	1210	11	1268	11			1204	11	1200	TRUE
		8	1065	5.9	-2.1	1055	5.6	1089	6.8	1074	6.2	1093	6.9	1140	10	1118	8.3	1091	TRUE
		8	915	2.6	-5.4	1003	4.2	935	3	958	3.4	971	3.6	961	3.4			969	TRUE
		8	1098	7.2	-0.8	1035	8	1075	6.2	1097	7.1	1094	7	1060	5.7	1097	7.1	1117	FALSE
		8	1019	4.6	-3.4	1058	5.7	1058	5.7	1095	7	1049	5.4	1043	5.2	1062	5.8	1055	TRUE
		8	1108	7.7	-0.3	1109	7.7	1106	7.6	1099	7.2	1114	8	1088	6.7	1156	11	1124	TRUE
		8	1059	5.7	-2.3	1045	5.3	1031	4.9	1103	7.4	1093	6.9	615	0	982	3.8	1086	TRUE
		8	1011	4.4	-3.6	978	3.7	975	3.7	1032	4.9	1079	6.4	982	3.8	1011	4.4	1048	TRUE
		9	965	3.5	-5.5	994	4.1	992	4	997	4.1	991	4	972	3.6	1019	4.6	1013	TRUE
		9	1001	4.2	-4.8	985	3.9	990	4	958	3.4	848	1.7	933	2.9	932	2.9	1041	FALSE
		9	1052	5.5	-3.5	1055	5.6	1073	6.2	1044	5.3					615	0	1081	FALSE
		9	1048	5.4	-3.6	1079	6.4	1065	5.9	1089	6.8	1082	6.5	1077	6.3	1072	6.1	1079	TRUE
		9	1030	4.9	-4.1	1038	5.1	1018	4.6	1041	5.2	1047	5.3	1023	4.7	1053	5.5	1047	TRUE
		9	1182	12	3	1102	7.4	1238	12	1164	12	1187	12	1235	12	1235	12	1192	TRUE
		9	1012	4.4	-4.6	940	4.9	933	2.9	1110	7.8	1052	5.2	AP	AP	AP	AP	1048	TRUE
		9	1117	8.2	-0.8	1054	5.5			1111	7.8		1146	10.6				1131	TRUE
		9	1080	6.4	-2.6	1021	4.7	1066	5.9	1122	8.5	1062	5.8	1058	5.7	1112	7.9	1102	TRUE
		9	1161	12	3	1165	12	1150	11	1172	12	1182	12	1184	12	1184	12	1166	TRUE
		9	814	1.3	-7.7	843	2.4	928	2.9	1014	4.5	999	4.2	975	3.7	905	2.5	889	TRUE
		9	988	3.9	-5.1			952	3.3	911	2.1	806	1.2	959	3.4	908	2.5	1029	FALSE
		9	1169	12	3	1121	8.5	1121	8.5	1129	8.8	1161	12	1156	11.6			*12 GLE	TRUE
		9	1077	6.3	-2.7			1050	5.4	1011	4.4	1014	4.5	954	3.5			1100	FALSE
		9	1123	8.6	-0.4											1000		1136	FALSE
		9	1011	4.4	-4.6	974	3.7	861	1.9	1037	5.1	1004	4.3	876	2.1	1000	4.2	1048	FALSE
		9	1056	5.6	-3.4	1125	8.7	1084	6.6	1044	5.3	1064	5.9	1030	4.9	1053	5.5	1084	TRUE
		9	863	1.9	-7.1	959	3.4	915	2.6	888	2.6	784	0.9	781	0.9			928	TRUE
		9	899	2.4	-6.6	823	1.6	847	1.7	906	2.5	930	2.9	948	3.2	942	3.1	958	FALSE
		10	1018	4.6	-5.4			1035	5	1056	5.6	1011	4.4			1003	4.2	1055	TRUE
		10	865	1.9	-8.1			892	2.3	880	2.1	908	2.5			953	3.3	928	TRUE
		10	1094	7	-3			1113	8	1105	7.5	1108	7.7			1080	6.4	1113	TRUE
		10	1093	6.9	-3.1			1114	8	1116	8.1	1082	6.5			1107	7.6	1112	TRUE

10	1070	6.1	-3.9	1120	8.4							1053	5.5	1096	TRUE
10	907	2.5	-7.5	932	2.9	960	3.4	995	4.1	985	3.9	942	3.1	964	TRUE
10	1111	7.8	-2.2	1062	5.8	1092	6.9	1083	6.5	1065	5.9	1082	6.5	1126	FALSE
10	1000	4.2	-5.8	932	2.9	1017	4.6	1005	4.3	910	2.6	983	3.8	1041	FALSE
10	1144	10.4	0.4			1129	9	1156	11.6	1163	12.3	1151	11.1	1144	TRUE
10	1055	5.6	-4.4	1007	4.3	1022	4.7	1047	5.3	1033	5	919	2.7	1084	FALSE
10	1071	6.1	-3.9											1096	FALSE
10	1140	10	0			1026	4.8	995	4.1	1033	5	1028	4.8	1150	FALSE
10	1099	7.2	-2.8					1001	4.2	1129	9			1117	FALSE
10	910	2.6	-7.4	881	2.1			1000	4.2	958	3.4	948	3.2	969	TRUE
10	996	4.1	-5.9	1062	5.8	997	4.1	1017	4.6	997	4.1			1037	TRUE
9								1038	5.1	1036	5	1059	5.7	1055	TRUE
10	978	3.7	-6.3	1072	6.1	1055	5.6	1059	5.7	1023	4.7	1027	4.8	1021	TRUE
11	1101	7.3	-3.7			1101	7.3	1157	11.7	1123	8.6			1126	TRUE
11	1175	12.9	1.9	1117	8.2	1163	12.3	1210	12.9	1161	12.1	1147	10.7	*12.9 GL	TRUE
11	1210	12.9	1.9	1213	12.9	1216	12.9	1220	12.9	1191	12.9	1224	12.9	1220	TRUE
11	1113	8	-3	1105	7.5	1069	6	1116	8.1	1107	7.6			1135	FALSE
11	1172	12.9	1.9					1203	12.9	1203	12.9			*12.9 GL	TRUE
11	980	3.8	-7.2	929	2.9			1076	6.3	991	4			1025	TRUE
11	1054	5.5	-5.5	1069	6	921	2.7	1102	7.4	1093	6.9	1047	5.3	1081	TRUE
11	1163	12.3	1.3					1231	12.9	1188	12.9	1160	12	1168	TRUE
11	1031	4.9	-6.1	1031	4.9			980	3.8					1064	FALSE
11	1091	6.9	-4.1			1115	8.1	1147	10.7	1144	10.4			1112	TRUE
11	982	3.8	-7.2	1074	6.2	970	2.3	1065	5.9	1081	6.5			1025	TRUE
11	1112	7.9	-3.1	1112	7.9	1104	7.5	1101	7.3	1099	7.2	1133	9.4	1127	TRUE
11	1150	11	0	1106	7.6	1060	5.7	1137	9.7	1139	9.9	1158	12	1158	TRUE
11	1084	6.6	-4.4	1042	5.2			1080	6.4	1098	7.2			1106	FALSE
11	1188	12.9	1.9	1213	12.9	1207	12.9	1207	12.9	1203	12.9	1215	12.9	1193	TRUE
11	1000	4.2	-6.8	1049	5.4	992	4	987	3.7	983	3.8			1041	TRUE
11	977	3.7	-7.3	1027	4.8			1027	4.8	1045	5.3	987	3.9	1021	TRUE
12	965	3.5	-8.5	981	3.8	1027	4.8	996	4.1					1013	TRUE
12	1085	6.6	-5.4	1027	4.8			1069	6					1106	FALSE
12	964	3.5	-8.5	972	3.6	998	4.1	1030	4.9			1030	4.9	1013	TRUE
12	1043	5.2	-6.8	985	3.9			1081	6.5					1073	TRUE
12	1122	8.5	-3.5					1141	10.1					1135	TRUE
12	1105	7.5	-4.5	1090	6.8	1103	7.4	1119	8.3			1106	7.6	1121	FALSE
12	1062	5.8	-6.2											1089	FALSE
12	1102	7.4	-4.6	615	0	982	3.8	615	0			989	4	1120	FALSE
12	1053	5.5	-6.5	1045	5.3	1094	7	1094	7			1115	8.1	1081	TRUE
12	971	3.6	-8.4	1058	5.7	1114	8	1096	7.1					1017	TRUE
12	934	2.9	-9.1	955	3.3	987	3.9	1053	5.5			1098	7.2	984	TRUE
12	1146	10.6	-1.4					1108	7.7					1156	FALSE
12	931	2.9	-9.1			1055	5.6	1041	5.2					984	TRUE
12	1072	6.1	-5.9			1064	5.9	1106	7.6					1096	TRUE

N

87 Met Grow 61 70.11%
Missed Gr 26 29.89%

Last Name	First Name	Grade	Initial	Math			Math			Math			Math			Math			Growth Goal
				SS	BOY	GLE	PM1	GLEPM1	PM 2	GLEPM2	MOY	GLE	PM 3	GLEPM3	PM 4	GLEPM4	EOY	GLE	
		7	1063	6.4	-0.6	1053	6	1091	7.7	1049	5.9	1058	6.2	1030	5.4	1091	7.7	1085	TRUE
		7	1016	5	-2	1061	6.3	1080	7.1	1105	8.8	1039	5.6	1039	5.6	1105	8.8	1050	TRUE
		7	1118	10	3	1129	10	1135	10	1142	10	1084	7.3	1141	10	1142	10	1137	TRUE
		7	1065	6.5	-0.5	1099	8.3	1112	9.6	1090	7.7	1121	10	1114	9.9	1121	10	1086	TRUE
		7	1007	4.8	-2.2	1045	5.8	1018	5	1034	5.5	1013	4.9	1024	5.2	1059	6.3	1044	TRUE
		7	1009	4.8	-2.2	1030	5.3	1078	7	966	3.9	995	4.5	1050	5.9	1078	7	1044	TRUE
		7	1031	5.4	-1.6	1000	4.6	971	4	1028	5.3	998	4.5	1013	4.9	950	3.6	1061	FALSE
		8	1169	11	3	1190	11	1164	11	1159	11	1141	11	1171	11	1190	11	11	TRUE
		8	948	3.5	-4.5	998	4.5	1018	5	950	3.6	959	3.7	970	4	957	3.7	993	TRUE
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		8				1073	6.8	1009	4.8	1025	5.2	1081	7.2	1083	7.3			1091	FALSE
		8	1115	10.1	2.1	1126	11	1141	11	1141	11	1136	11	1137	11	1137	11	1132	TRUE
		8	1127	11	3	1075	6.9			1113	9.8	1131	11	1111	9.5	1131	11	1130	TRUE
		8	1017	5	-3	1077	7	1019	5	1039	5.6	1027	5.3	1033	5.4	1039	5.6	1050	TRUE
		8	953	3.6	-4.4	975	4.1	884	2.5	927	3.2	982	4.2	986	4.3	954	3.6	999	FALSE
		8	1021	5.1	-2.9	991	4.4	998	4.5	1001	4.6	1011	4.9	1084	7.3	1084	7.3	1054	TRUE
		8	899	2.7	-5.3	953	3.6	974	4	998	4.5	979	4.1	963	3.8	998	4.5	954	TRUE
		8	1001	4.6	-3.4	981	4.2	971	4	1012	4.9	1056	6.1	1043	5.7	1043	5.7	1038	TRUE
		8	1038	5.6	-2.4	1087	7.5	1041	5.7	1104	8.7	1015	4.9	1044	5.8	1044	5.8	1066	TRUE
		8	1109	9.3	1.3	1099	8.3	1077	7	1070	6.7	1080	7.1	1057	6.2	1084	7.3	1119	FALSE
		9	991	4.4	-4.6	1076	6.9	1070	6.7	1115	10.1	1016	5	1083	7.3	1083	7.3	1030	TRUE
		9	980	4.2	-4.8	960	3.8	970	4	967	3.9	964	3.8	943	4.3	924	3.1	1022	FALSE
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		9	906	2.8	-6.2	924	3.1	890	2.6	929	3.2	932	3.3	942	3.4	942	3.4	941	TRUE
		9	1148	12	3	1147	12	1131	12	1113	9.8	1158	12	1165	12	1165	12	12	TRUE
		9	889	2.6	-6.4	971	4	1032	5.4	1053	6	989	4.3	841	1.9 AP	AP		949	TRUE
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		9	958	3.7	-5.3		886		2.5	911	2.9	850	2	940	3.4	725	1	1002	FALSE
		9	1059	6.3	-2.7	1071	6.7	1064	6.4	1029	5.3	989	4.3	1075	6.9	1106	8.9	1083	TRUE
		9	1023	5.2	-3.8	1039	5.6	1014	4.9	955	3.7	965	3.9	1036	5.5	1056	6.1	1057	FALSE
		9														1038			TRUE
		9	1001	4.6	-4.4	1038	5.6	977	4.1	1012	4.9	1022	5.1	1007	4.8	1022	5.1	1038	TRUE
		9	968	3.9	-5.1	1014	4.9	1002	4.6	1022	5.1	996	4.5	1000	4.6	1022	5.1	1010	TRUE
		9	877	2.4	-6.6	871	2.3	928	3.2	957	3.7	800	1.3	870	2.3	957	3.7	937	TRUE
		9	914	2.9	-6.1	953	3.6	915	3	933	3.3	894	2.6	969	3.9	969	3.9	965	TRUE
		10	1134	12.9	2.9	989	4.3			1079	7.1	1019	5	1046	5.8	1046	5.8	1139	FALSE
		10	902	2.8	-7.2	918	3	910	2.9	959	3.7	982	4.2	970	4	970	4	964	TRUE
		10	1073	6.8	-3.2	1078	7	1063	6.4	1094	7.9	1082	7.2	1086	7.4	1076	7	1091	TRUE
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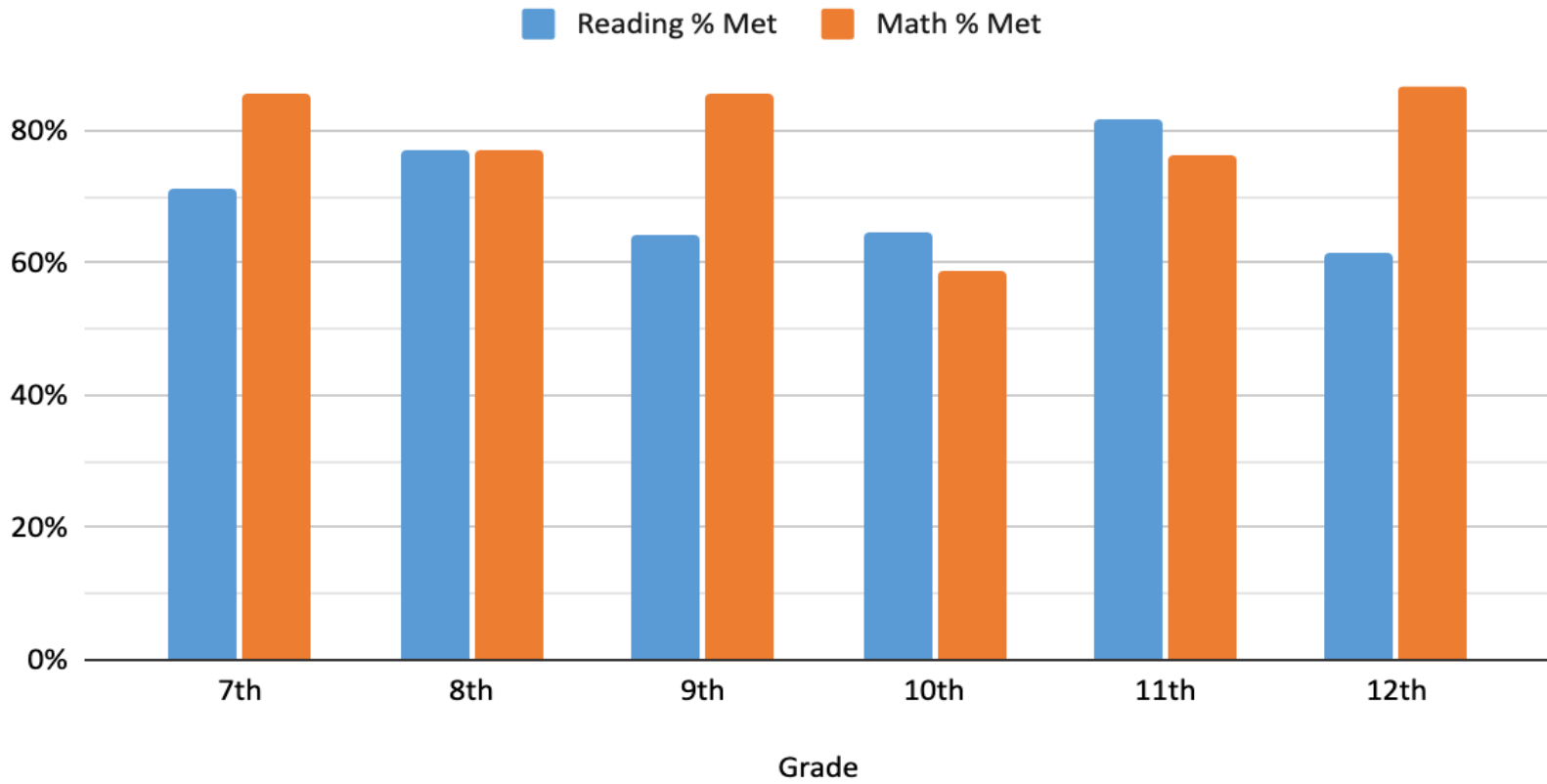
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10	1010	4.8	-5.2	1003	4.7	1017	5	1021	5.1	989	4.3	1045	5.8	1044	TRUE
10	986	4.3	-5.7	1014	4.9	1033	5.4	1049	5.9	1018	5	1034	5.5	1027	TRUE
10	999	4.6	-5.4	1038	5.6	947	3.5	984	4.2	988	4.3	978	4.1	1012	TRUE
10	1097	6.8	-3.2	1100	8.4	1125	11.9	1103	8.6	1120	11	1104	8.7	1090	TRUE
10	954	3.6	-6.4	971	4	1029	5.3	993	4.4	956	3.7	1000	4.6	1000	TRUE
10	941	3.4	-6.6	968	3.9			948	3.5					990	FALSE
10	997	4.5	-5.5	953	3.6	962	3.8	958	3.7	919	3	838	1.8	985	FALSE
10	1135	12	2					1078	7	1038	5.6	1070	6.7	1100	FALSE
10	944	3.5	3.5			932	3.3	929	3.2	884	2.5	899	2.7	918	FALSE
10	1003	4.7	-5.3			1016	5	978	4.1	976	4.1			976	FALSE
9								1034	5.5	1064	6.4	1034	5.5	1034	TRUE
10	1025	5.2	-4.8	1011	4.9	1012	4.9	970	4	1008	4.8	960	3.8	960	FALSE
11	1049	5.9	-5.1			1092	7.8	1032	5.4	1070	6.7	1041	5.7	1030	TRUE
11	1107	9	-2	1108	9.1	1116	10.3	1140	12.9	1175	12.9	1148	12.9	1148	TRUE
11	1152	12.9	1.9	1157	12.9	1149	12.9	1155	12.9	1150	12.9	1180	12.9	1156	TRUE
11	1005	4.7	-6.3	1038	5.6	1001	4.6	1015	4.9	1024	5.2	1021	5.1	976	FALSE
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11	972	4	-7			1049	5.9	1026	5.2	1040	5.6	1008	4.8	1005	TRUE
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11	1135	12.9	1.9			1139	12.9	1155	12.9			1148	12.9	1146	TRUE
11	1006	4.7	-6.3	993	4.4	1002	4.6			1053	6	1020	5.1	1098	TRUE
11	1105	8.8	-2.2					1127	12.2			1099	8.3	1122	TRUE
11	1037	5.5	-5.5	1011	4.9	1012	4.9	1130	12.5	1041	5.7	1030	5.3	1032	TRUE
11	1095	8	-3	1100	8.4	1126	12	1145	12.9	1098	8.2	1121	11.2	1032	TRUE
11	1072	6.8	-4.2	1078	7	1043	5.7	1087	7.5	1084	7.3	1069	6.6	1071	FALSE
11	969	3.9	-7.1			1061	6.3							1010	TRUE
11	1201	12.9	1.9	1166	12.9	1175	12.9	1183	12.9	1179	12.9	1182	12.9	1194	TRUE
11	1046	5.8	-5.2	1003	4.7	1035	5.5	1044	5.8	1049	5.9	1036	5.5	1043	FALSE
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12	1016	5	-7	1066	6.5			1092	7.8					1262	TRUE
12	961	3.8	-8.2	983	4.2	1011	4.9	975	4.1	950	3.6			1007	TRUE
12	1044	5.8	-6.2			1062	6.4	1116	10.3					1099	TRUE
12	1045	5.8	-6.2			1139	12.9	1136	12.9	1121	11.2			1153	TRUE
12	990	4.4	-7.6	1003	4.6	1002	4.6	1013	4.9	994	4.5			1027	FALSE
12	1029	5.3	-6.7	1075	6.9	1075	6.9							1058	TRUE
12	787	1.2	-10.8	720	5.9	1011	4.9	771	1	995	4.5			920	TRUE
12	1025	5.2	-6.8	1024	5.2	1024	5.2	1012	4.9	1056	6.1			1061	TRUE
12	1104	8.7	-3.3	1064	7.9	1098	8.2	1061	6.3	1069	6.6			1122	TRUE
12	965	3.9	-8.1	930	3.2	951	3.6	976	4.1	995	4.5			1038	TRUE
12	916	3	-9			981	4.2	964	3.8	947	4			973	TRUE
12	971	4	-8	1010	4.8	1042	5.7	1068	6.6					1069	TRUE
12	1083	7.3	-4.7	1014	4.9	1068	6.6	1114	9.9	1104	8.7			1099	TRUE

N

87 Met Grov
Missed G 18 20.69%

Grade	Reading % Met	Math % Met
7th	71%	86%
8th	77%	77%
9th	64%	86%
10th	65%	59%
11th	82%	76%
12th	62%	87%

Reading % Met and Math % Met



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Facilitator

JAMES TAYLOR

Partner, Saul Ewing, LLP
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