



NEWARK CHARTER SCHOOL

ANNUAL REPORT

Report Date: January 15, 2024

Delaware Department of Education
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I. OVERVIEW

1.1 SCHOOL PROFILE

Newark Charter School K-8 School: 2001 Patriot Way, Newark, DE 19711 High School: 200 McIntire Dr., Newark, DE 19711 https://www.newarkcharterschool.org/			
Year Opened	2001	District(s) of Residence	Christina School District
2022-23 Enrollment	2,987	Approved Enrollment	2,996
Current Grade Span	K-12	Approved Grade Span	K-12
School Leader(s)	Sam Golder	School Leader Phone & Email	(302) 369-2001 Sam.Golder@ncs.k12.de.us
Board President	Ed Klima	Board President Email	ed.klima@NCS.k12.de.us
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 STUDENT DEMOGRAPHICS

Enter the number of students on your waiting list (if applicable).

	2022-2023
Total Enrollment	2,987
Students on Waiting List	2750
% Male	49.45%
% Female	50.55%
% African American	14.03%
% American Indian	0.20%
% Asian	18.11%
% Hispanic/Latino	7.47%
% White	53.97%
% Multiracial	6.23%
% Native Hawaiian or Other Pacific Islander	0%
% Special Education	8.5%
% English Language Learners	3.38%
% Low-Income	7.8%%

1.3 APPROVED MINOR AND MAJOR MODIFICATIONS

Date	Modification Requested	Outcome
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

1.4 SCHOOL ENROLLMENT

	Approved Enrollment	30-Sep Enrollment Count	% of Actual Enrollment
K	242	244	
1	242	241	
2	242	243	
3	242	244	
4	243	243	
5	243	244	
6	243	244	
7	243	245	
8	243	244	
9	243	240	
10	190	198	
11	190	173	
12	190	184	
Total	2996	2,987	99%

1. Explain successes or challenges of implementing the school’s recruitment plan.

School Comments:

The school consistently meets its authorized enrollment targets and maintains a large waiting list of students applying for all grades, including more than 2,750 students for the school year reported here.

The numbers represented above include the K-9 expansion approved in 2019 and the subsequent four-year roll-up that will take place at the high school level. The full expansion will be completed for the 2025-2026 SY.

1.5 SCHOOL REENROLLMENT

Reenrollment Rate is the percentage of students continuously enrolled in the school from one year to the next.

Grades	NUMBER OF STUDENTS REENROLLED	PERCENT OF STUDENTS REENROLLED
K	3	
1	183	95.31%
2	185	96.86%
3	187	99.47%
4	188	97.92%
5	185	95.85%
6	190	98.45%
7	184	96.34%
8	188	97.92%
9	163	84.46%
10	194	98.98%
11	172	96.63%
12	184	100.55%
Total/Avg	2,206	96.67%

2. Explain successes or challenges of implementing the school’s retention plan.

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 for why students do not re-enroll continues to be that the family is relocating out of the area.

The school has recently addressed two areas identified as causes of students exiting NCS. This led to the addition of football to the existing sport offerings and the expansion of the

Career and Technical Education offerings at the secondary level (Both Middle School and High School).

II. ACADEMIC PERFORMANCE

Delaware operates under the belief that all schools benefit from continuous improvement – including those that receive exceeds expectations ratings – to best support all students. The [Delaware School Success Framework \(DSSF\)](#) outlines the accountability standards by which all Delaware public schools are measured. This state- and school-level data helps identify each school's needs and determine how best to support students across the state.

DSSF measures the following areas to determine school success. This annual data is publicly available on the [Delaware Report Card](#).

- Academic achievement – Proficiency for ELA and math (grades 3-8 and 11)
- Academic progress – Growth in ELA and math (grades 4-8); includes growth of the lowest and highest performing students in a school
- School quality/student success – On-track attendance (K-12), science proficiency (grades 5, 8 and biology), social studies proficiency (grades 4, 7 and 11), college/career preparedness (grades 9-12), and on-track in 9th grade
- Graduation rates – 4-year, 5-year and 6-year adjusted cohort graduation rates
- English language proficiency (ELP) – Progress toward English language proficiency (grades 1-12)

2.1 DELAWARE SCHOOL SUCCESS FRAMEWORK – SY 2022-2023

Indicators/Measures	Weight	Metric Value	Points Possible	Points Earned
Academic Achievement	20%		100	70 Meets Expectations
Proficiency ELA (grades 3-8 and 11)	10%	74.57%	50	37
Proficiency Math (grades 3-8 and 11)	10%	65.71%	50	33
Academic Progress	25%		125	84 Meets Expectations
Growth in ELA (grades 4-8)	10%	66.35%	50	33
Growth in Math (grades 4-8)	10%	68.68%	50	34
Growth of lowest quartile ELA (grades 4-8)	1.25%	66.93%	6.25	4
Growth of highest quartile ELA (grades 4-8)	1.25%	63.74%	6.25	4
Growth of lowest quartile Math (grades 4-8)	1.25%	76.91%	6.25	5
Growth of highest quartile Math (grades 4-8)	1.25%	67.14%	6.25	4
School Quality/Student Success	25%		125	103 Meets Expectations
On Track Attendance (grade K-12)	3%	100%	12.5	13
Proficiency Science (grade 8 and Biology)	5%	46.31%	25	12
Proficiency Social Studies (Grades 7 and 11)	5%	65.88%	25	16
College and/or Career Preparedness (9-12)	8%	103.77%	37.5	38
On Track in 9th Grade	5%	97.59%	25	24
Graduation Rate	20%		100	99 Exceeds Expectations
4-Year Cohort Graduation Rate	15%	98.30%	75	74
5-Year Cohort Graduation Rate	3%	100.60%	13	13
6-Year Cohort Graduation Rate	2%	99.32%	12	12
Progress toward English Language Proficiency	10%	62.43%	50	31 Approaching Expectations
Total	100%		500	387
Overall Percentage / Rating				77.4% Meets Expectations

2.2 ACADEMIC PERFORMANCE EXPECTATIONS

PERFORMANCE AGREEMENT

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.

3. Reflect on your school’s academic performance in relation to the goals set forth in the performance agreement. Please reference the specific Delaware School Success Framework (DSSF) listed below. Highlight successes, challenges, root causes, and describe how the school will address the challenges.
 - a. Academic Achievement
 - b. Academic Progress
 - c. School Quality/Student Success
 - d. Graduation Rate (if applicable)
 - e. Progress toward English Language Proficiency

School Comments:

By 2028, our expectation is to achieve the overall rating “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.

Reflections in each of the areas are as follows:

Academic Achievement-The Academic Achievement sub-scores (Math and ELA) continue to represent the high levels of performance that NCS has traditionally earned. Performance on the SBAC and SAT are true, accurate measures of student mastery. While a decline in participation rate and proficiency rate were observed during the years of the pandemic, scores have stabilized and are reaching pre-COVID levels in many measured areas. It is expected that NCS will maintain this level of participation and performance in subsequent years.

Academic Progress-While it is often difficult for the highest achieving students at NCS to show growth on the extreme upper end of the assessment scale, we demonstrate enough growth to meet the standard. Our growth of students in the lowest quartile (particularly in Math) is a higher scoring target. Our students in the lowest quartile will continue to be a point of emphasis.

School Quality/Student Success-The School Quality/Student Success measures tend to be areas of strength for NCS. This is especially true for On-Track Attendance, College and

Career Readiness, and On-Track in 9th Grade. These measures are consistently at the top of the scale. Of greater concern is the re-emergence of DeSSA Science and DeSSA Social Studies scores. As scores return to this metric after not being used in it due to field tests and the COVID-related waiver, the represent areas where NCS can raise achievement in the future. While our rank on these assessments remains high when compared to our peers statewide, there is significant room for growth in the points eared for this metric.

Graduation Rate (if applicable)-Graduation Rate at NCS is a metric that NCS takes great pride in as it relates directly to our stated mission of being a college preparatory school. It remains disappointing that students meet the IEP goals set forth for them and earn a Diploma of Alternate Achievement Standards are counted as “non-graduates”.

Progress toward English Language Proficiency-Progress towards EL proficiency serves as a “matter to be addressed” for NCS. Our current rating of “Approaching Expectations” is below our traditional ratings and can be directly attributed to our expansion in the Intermediate School, Junior High School, and High School. EL students are traditionally found in our elementary schools and services are concentrated in those grades (K-5). Expansion in the secondary grades brought in student who are non-native speakers of English in the upper grades (6-9) in larger numbers. We staffed the schools in preparation for this, but this ACCESS testing performance demonstrated a decline expected with our expansion.

NCS will strive to meet all aspects of the Performance Agreement (“By 2028, our expectation is to achieve the overall rating “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.”)

The 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 earn a Diploma of Alternate Achievement Standards are counted as “non-graduates”.

2.3 SUPPLEMENTAL ACADEMIC PERFORMANCE DATA

4. Provide any academic performance-related evidence, supplemental data, or contextual information. In this section, you may provide graphs and/or charts to supplement your narrative as Appendix 1.

School Comments:

NCS continues to internal measures such as DIBELS and MAP to assess student levels of assessment and growth. Growth targets are in place for each building, grade level, class, and student. We will continue to monitor our progress throughout the year culminating in the DeSSA Assessments that make up the DSSF.

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5. Reflect on other aspects of the school's academic performance that may not be captured by the DSSF. Highlight successes, challenges, root causes, and describe below how the school will address the challenges.

School Comments:

Success for NCS include the community demand for seats at the school as evidenced by our extensive waitlist, our high retention rate of students and families, and our high rate of college admission (with a particular emphasis on admission to selective and highly selective schools).

In addition, NCS would like to draw attention to the external recognitions give to the school by the College Board and US News and World Reports. These competitive recognitions go directly to the heart of creating successful outcomes for all students, but specific recognition for Advanced Placement success for students from traditional under-represented populations.

6. Provide and reflect on additional information regarding academic-related indicators your school would like the Accountability Committee to consider. (This could include social and emotional development, attendance and retention, student engagement, student discipline, and others as appropriate.) Highlight successes, challenges, root causes, and describe how the school will address the challenges.

School Comments:

NCS takes pride in our anti-bullying work in all of our schools. We have expanded social-emotional supports in all grades K-12. This includes a course where each student gets “face time” with their assigned guidance counselor built into the master schedule.

Student discipline at NCS remains committed to our original charter to “maintain excellence in Academics and Decorum”. The focus on decorum has resulted in a non-existent level of expulsion and a low rate of suspension as demonstrated by the DOE Comprehensive Discipline Report.

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 ORGANIZATIONAL PERFORMANCE FRAMEWORK

SUMMARY AND OVERALL RATINGS

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 & School Management	Reporting & Requirements	Student Rights	Teacher Certification and Hiring		
	1a	1b	1c	1d	2a	2b	2c	3a	3b		
2022-23	M	M	AS	M	M	M	M	M	M	M	Meets Standard

M: Meets Standard
 AS: Approaching Standard
 F: Far Below Standard

3.2 ORGANIZATIONAL PERFORMANCE EXPECTATIONS

PERFORMANCE AGREEMENT

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.

7. Describe the school’s organizational performance during school year 2022-23. (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:

NCS failed to meet standard for criteria 1c due to a clerical error that was identified in one student’s ESR during a Root Cause Analysis for Indicator 9/10 (Disproportionate Representation). Our team was unaware at the time of the Root Cause Analysis that we could correct the error internally instead of reporting the error as non-compliant. NCS corrected the error expediently and the error was not representative of a broader trend, as evidenced by an internal file review and a DOE special education audit that revealed zero compliance errors.

Per the 1/13/23 letter from DOE: The DOE convened an internal committee to review the LEA’s self-assessment and individual student files which were identified as requiring corrections. Based on this review of the self-assessment and individual student files, the DOE identified the LEA with non-compliance concerning the identification and eligibility determination of children with disabilities. However, the LEA self-corrected the individual student record within a 30 day time period, therefore no further action is needed at this time.

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8. Discuss management and operations successes and challenges during the 2022-23 school year. Areas you may want to consider as appropriate:
- School leadership
 - Day-to-day operations including: transportation; facilities; food service; staffing (hiring, retention, professional development, evaluation); health and safety; community engagement

School Comments:

Newark Charter School had no Head of School for half of the school year. This was challenging as several different staff members had to take on additional responsibilities. Overall, the school continued to run in an organized fashion; however, it was clear there was a void in the Head of School seat. Day to day operations run successfully at Newark

Charter. In 2022-2023, transportation experienced some challenges due to increased students and the national driver shortage. Plans were proactively put in place to address transportation issues for 2023-2024.

9. Address any measure(s) where the school did not meet standard or is approaching standard (if applicable).

School Comments:

NCS failed to meet standard for criteria 1c due to a clerical error that was identified in one student's ESR during a Root Cause Analysis for Indicator 9/10 (Disproportionate Representation). Our team was unaware at the time of the Root Cause Analysis that we could correct the error internally instead of reporting the error as non-compliant. NCS corrected the error expediently and the error was not representative of a broader trend, as evidenced by an internal file review and a DOE special education audit that revealed zero compliance errors.

Per the 1/13/23 letter from DOE: The DOE convened an internal committee to review the LEA's self-assessment and individual student files which were identified as requiring corrections. Based on this review of the self-assessment and individual student files, the DOE identified the LEA with non-compliance concerning the identification and eligibility determination of children with disabilities. However, the LEA self-corrected the individual student record within a 30 day time period, therefore no further action is needed at this time.

3.3 AT-RISK STUDENTS, STUDENTS WITH DISABILITIES, AND ENGLISH LANGUAGE LEARNERS

10. If applicable, describe any changes or enhancements the school has made based on findings from audits, investigations, or other administrative proceedings related to at-risk students, students with disabilities, gifted and talented students, or Multilingual Learners.

School Comments:

In anticipation of our expansion, we created new positions to increase our capacity to serve and support students with diverse needs. We created a new Multi-Lingual Learner/Literacy focused teaching position to support an increased population of active ML students in grades 3-12, as well as additional intervention, special education, and related service positions to provide a continuum of services and supports for students with disabilities and other diverse learning needs.

11. Describe any changes or enhancements to the process by which at-risk students, students with disabilities and gifted and talented students are identified and the evidence that the school was able to provide the right resources and services for these students.

School Comments:

We continued to build upon the strong foundation of proactive, data-driven student support that has always existed at Newark Charter by creating a distributed model of leadership for MTSS across all four school buildings, designating an MTSS Coordinator and MTSS Admin Lead at each building to implement MTSS systems to conduct data analysis, team-based problem solving, and intervention planning.

The additional staffing capacity, support, and MTSS leadership resulted in notable gains: the growth of our students in the lowest quartile in grades 4-8 on both Math and ELA exceeded the growth of our students in the highest quartile in both domains.

12. Describe any changes or enhancements to the process by which Multilingual Learners are identified and the evidence that the school was able to provide the right resources and services for these students.

School Comments:

We have robust systems in place to screen and identify MLL students. Our front office staff work closely with MLL Coordinator to identify students for timely screening based on responses to home language survey and reviews of incoming records. With our expanded enrollment, we created a new Multi-Lingual Learner/Literacy focused teaching position to support an increased population of active ML students in grades 3-12. 77% of all active ML students were new to NCS last year, and 85% of active ML students in grades 6-12 were new to NCS this year.

Our program continues to see high percentages of students (particularly in younger grades) who exit on time or earlier than projected. Out of the 99 active MLs that were tested in 2023, 76 showed improvement over beginning of year performance on ACCESS. Additionally, 77% of all active students showed improvement over baseline.

3.4 GOVERNANCE AND REPORTING REQUIREMENTS

13. Describe how the board has provided oversight in the areas of academics, finance, and operations, including legal compliance.

School Comments:

In 2022-2023, the Board provided more oversight than in a typical year, due to only having a Head of School until December. The school's physical plant is expanding and the Board provides various levels of expertise in building projects, including construction, safety and financial oversight.

14. Discuss board-related success and challenges during school year 2022-23. Areas you may want to consider as appropriate include:

- Membership and recruitment
- New member induction and ongoing governance training
- Meeting attendance
- Board self-evaluation
- Progress on particular board-level projects

School Comments:

The Board added three new members in 2022-2023. They bring complementary talents to the group. Meeting attendance is strong, averaging 10 or 11 members out of 12 for each meeting. The Board does participate in self-evaluation, including holding retreats. Major Board projects have included the expansion of the school, Strategic planning, budgetary decisions, and bylaw adjustments as appropriate.

15. Describe the process used by the board to evaluate school leadership.

School Comments:

The Board collaborates in their evaluation of school leadership. Ultimately, the mid-year evaluation and goal setting, followed by end of the year ratings, are discussed in a one on one meeting with the Head of School and Board of directors Chairperson.

16. Describe the school's process for success planning including identification, development, and retention of school leaders.

School Comments:

Newark Charter School participates in the DOE sponsored Equity Leadership pipeline. Not only has the professional development been valuable, but it has helped to produce new leaders at the school. For example, Newark Charter now has subject area experts taking on leadership roles in curricular areas.

In addition to the growth of teacher leaders, Newark Charter School's Board of Directors approved the hire of a School Safety Officer and a Director of Marketing and Communications. Both additions are a result of the school's unprecedented growth.

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17. Share how the board supports the school. Speak to the board's involvement in events, operations, and fundraising activities.

School Comments:

The Board of Directors is tremendously visible. Not only do members participate on important committees, they attend major events, assist in fundraising and provide guidance in their areas of expertise. They help to celebrate Newark Charter School and serve as ambassadors in the community.

3.5 STUDENTS AND SCHOOL ENVIRONMENT

18. Describe how the school solicits feedback from parents and students regarding satisfaction with the school. Provide summary data and reflect on the feedback. How does the school use this information to inform ongoing school improvement?

School Comments:

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. Several hundred different parent volunteers served the school this past year. (book fair, fundraising, annual, auction, athletic boosters, classroom volunteers, Sunshine committees and more.)

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.

3.6 TEACHER RETENTION

Is the school monitoring and minimizing teacher attrition rates and maintaining a stable teacher staff?

Note: Complete the table below.

SCHOOL YEAR	PERCENT OF TEACHERS RETAINED	NUMBER OF TEACHERS RETAINED	NUMBER OF TEACHERS ELIGIBLE
2022-23	96.2%	200	208

19. Explain successes or challenges of implementing the school's teacher retention plan.

School Comments:

Newark Charter School continues to have a high teacher retention rate. In the 21-22SY NCS experienced a large expansion, and the school was able to hire an additional 54 high quality educators and started the year full staffed with instructional staff in the classrooms. Even with this growth, NCS's retention rate increased from 95.5% in 21-22SY to 96.2% in the 22-23SY.

The school also surveys teachers 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.

20. Describe how the school's professional development plans have evolved to support teachers and leadership.

School Comments:

NCS is in 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.

During the 2022-23 school year, implementation of the Leadership Pipeline Plan began with an emphasis on teacher leadership. Teacher Leadership was integrated throughout the Leadership Pipeline plan. The leadership team participated in five professional learning days exploring various aspects of teacher leadership models with the statewide PLC. The leadership team worked collaboratively with stakeholder groups to develop a teacher leadership framework for NCS. The team determined teacher leadership development at NCS was essential to ensure the legacy of Excellence in Academics and Decorum continues by positively impacting teacher practice through: 1. Ensuring Strong Core Instruction and Curricular Fidelity, 2. Supporting and Retaining Educators, 3. Establishing Systemic Leadership Capacity & Succession planning.

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 teacher collaboration to reflect on curricular alignment, pedagogical practices and student data to inform instruction. We utilize professional development days built into the school calendar, as well as sessions conducted before and after school, and during teacher's common planning periods.

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

- Science of Reading: CKLA rollout in the Primary School
- HB 198: Cross-walking K-12 Curriculum
- DOE Statewide Equity Day
- Analyzing data derived from MAP to serve the needs of all of our students
- Differentiating Instruction
- Diversity and Inclusion Training
- Implementing Love and Logic in the Classroom
- IEP development, accommodations, modifications, instructional strategies, and classroom interventions
- Inclusive environments and co-teaching

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- Common assessments and instructional planning
 - Utilizing Schoology within the classroom
 - Incorporating Outdoor Education into the K-3 classrooms
 - Mindfulness In and Out of the Classroom
 - How to use Google Classroom and other Instructional Technology
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21. Describe how the school's completion of educator evaluations has evolved.

School Comments:

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. DTGSS 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.

IV. FINANCIAL PERFORMANCE

The Financial Performance Framework is a reporting tool that provides the Department of Education with the necessary data to assess the financial health and viability of charter schools in its portfolio for the purposes of an annual review. The framework summarizes a charter school's financial health while taking into account the school's financial trends over a period of three years.

4.1 FINANCIAL PERFORMANCE FRAMEWORK

SUMMARY AND OVERALL RATINGS

YEAR	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 & Oversight	OVERALL RATING
	1a	1b	1c	1d	2a	2b	2c	2d	3	4	
2022-23	M	M	M	M	M	AS	M	M	Not Rated	M	Meets Standard

M: Meets Standard
AS: Approaching Standard
F: Far Below Standard

4.2 FINANCIAL PERFORMANCE EXPECTATIONS

PERFORMANCE AGREEMENT

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.

22. Using the results contained in the Financial Performance Framework, describe the school's financial performance during school year 2022-23. (This section is for the school to address

any overall rating where the school has not met standard. The school will be able to address individual metrics in the sections below).

School Comments:

Newark Charter School's overall financial rating is "Meets Standard". Each year, we will be on track to demonstrate economic viability and achieve our financial performance expectations. This progress will be monitored through our annual performance review, annual audit and all compliance related financial metrics. The school has met these standards every year and financial performance is projected to remain strong in the future. Over the last year, during a major capital project, the school did not meet one criterion. The remainder of our near-term indicators met standard.

23. 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 State of Delaware, OMB, Division of accounting and school's policies and procedures.

24. Address any measure(s) where the school did not meet the standard (if applicable).

School Comments:

Newark Charter School was approaching standard this year on the Cash Flow metric. One significant financial event occurred that caused this variance; 1) the school refinanced their 2012 Bond series to build a Fitness Center, Athletic Complex and Performing Arts Center. The funds required to complete these projects exceeded the amount refinanced and the Board agreed to utilize the school's cash reserves to supplement the funding from the refinance to support the students. The Fitness Center and Athletic Complex were

completed in FY 23 and the Performing Arts Center will be completed in FY 24. The school's reserves will continue to be utilized in FY 24 to complete the Performing Arts Center thus it is expected that Cash Flow in FY 24 will also be approaching or below standard. In FY 25, Cash Flow will resume to meet standards. This was a strategic Board approved investment.

25. Describe how the schools 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 the one metric that was not met was due to the school investing in capital projects using healthy reserves and fiscal management to serve students.

V. INNOVATIVE PRACTICES

26. Describe effective systems, structures, and/or processes that have led to significant school improvement that could be replicated at other schools. Please include the data that supports the success of these practices. Areas you may want to consider, as appropriate:

- Leadership
- Professional Learning
- Instructional Transformation
- Equity
- Culture and Climate Shift
- Collaboration/Partnerships

School Comments:

The K-12 NCS Academic Council, established in the fall of 2021, is comprised of K-12 Principals, APs, Central Office administrators and building level teacher leaders continues to build momentum as a mechanism to:

Developing and Empowering Teacher Leaders to maximize student learning outcomes for all by ensuring...

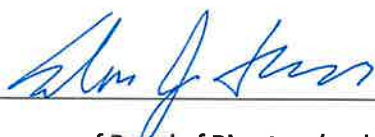
- Our curriculum, instruction and materials are aligned to our Mission, Core Knowledge, state-standards and aligned to provide a culturally responsive educational experience for all students.
- We are utilizing HQIM and evidenced-based strategies with fidelity when delivering instruction to all students.
- All students have consistent access to high-quality core instruction in a culture with high expectations that align with the NCS Vision and is supported by research.

The NCS Instructional Leadership Team, established in the fall of 2021, is comprised of principals, APs, central office administrators and Senior Team Leaders to provide a capacity building professional learning experience connected to leading calibrations of teaching and learning. Paired with on-the-job support to effectively provide feedback and coaching to positively influence teacher practice to ensure all students experience Newark Charter's legacy of excellence in academics and decorum and continue to thrive. Through this capacity building experience, it is expected that building leaders will gain the necessary tools and skills to replicate the experience for an expanded community of teacher leaders in their respective buildings resulting in an exponential impact on NCS teacher leader capacity.

VI. ANNUAL REPORT CERTIFICATION STATEMENT

Name of School:	NEWARK CHARTER SCHOOL
Location:	1089 ELKTON RD. NEWARK, DE 19711

I hereby certify that the information submitted in this annual report 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.



12/12/23

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

Date

Print/Type Name:	ED KLIMA
Title (if designated):	BOARD CHAIRMEN
Date of approval by board of directors:	12/12/23