



# ACADEMY OF DOVER CHARTER SCHOOL

## ANNUAL REPORT

**Report Date: January 15, 2025**

**Delaware Department of Education**  
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## I. OVERVIEW

### 1.1 SCHOOL PROFILE

Academy of Dover Charter School | 104 Saulsbury Road, Dover, DE 19904

<https://www.aodcharter.org/>

<b>Year Opened</b>	2003	<b>District(s) of Residence</b>	Capital School District
<b>2023-24 Enrollment</b>	415	<b>Approved Enrollment</b>	415
<b>Current Grade Span</b>	K-8	<b>Approved Grade Span</b>	K-8
<b>School Leader</b>	Dr. Michele Marinucci	<b>School Leader Phone &amp; Email</b>	(302) 674-0684 michele.marinucci@aod.k12.de.us
<b>Board President</b>	Kimeu Boynton	<b>Board President Email</b>	kwboynton@gmail.com

#### Mission Statement:

Our mission is to serve as a community pillar for lifelong learning, pride, and self-actualization. Looking to the past to prepare students for the future, the Academy will combine the beneficial rigors of a classical education with the latest technology and the best teaching and learning practices worldwide.

### 1.2 STUDENT DEMOGRAPHICS

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

	2023-2024
Total Enrollment	415
Students on Waiting List	306
% Male	51.58%
% Female	48.42%
% African American	67.47%
% American Indian	.24%
% Asian	.24%
% Hispanic/Latino	13.49%
% White	14.22%
% Multiracial	4.34%
% Native Hawaiian or Other Pacific Islander	0.24%
% Special Education	20.24%
% English Language Learners	9.64%
% Low-Income	45.78%

### 1.3 APPROVED MINOR AND MAJOR MODIFICATIONS

Date	Modification Requested	Outcome
	Not applicable	

### 1.4 SCHOOL ENROLLMENT

	Approved Enrollment	30-Sep Enrollment Count	% of Actual Enrollment
K		49	
1		64	
2		61	
3		65	
4		42	
5		42	
6		50	
7		18	
8		24	
Total	410	415	105%

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

##### School Comments:

The Academy of Dover (Academy) supported and provided academic enrichment to 415 scholars during the 2023-2024 year. During the School Choice process, we had 306 applicants placed on our waiting list. We are beyond excited to see the continued interest and growth within the Academy! Throughout the academic year, we attend and participate in various community events, in addition to obtaining strong and committed community partners. By doing so, and with our strong partnership we hold with our current families, we have captured the attention of those families interested in having their scholar become an Academy Lion!



## 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	0	
1	53	85.48%
2	49	79.03%
3	51	83.61%
4	35	81.4%
5	32	80.00%
6	48	81.36%
7	18	58.06%
8	23	85.19%
Total/Avg	309	80.26%

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

School Comments:

The Academy of Dover's (Academy) reenrollment rate has proven over the last several years to be steady and a testament to our culture and academic environment that we provide to our scholars. In addition to providing academic enrichment to our scholars, we host multiple functions throughout the year to engage and form strong partnerships with our families. Academy families are committed, as we strive to provide the skills necessary for our scholars to be success within the classrooms and their communities. As such, we continue to retain a large percentage of our scholars until they transition into 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 9<sup>th</sup> 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

Indicators	Weight	Metric Value	Points Possible	Points Earned
<b>Academic Achievement</b>	<b>30%</b>		<b>150</b>	<b>45</b> <b>Well Below Expectations</b>
Proficiency ELA (grades 3-8)	15%	36.27%	75	27
Proficiency Math (grades 3-8)	15%	24.44%	75	18
<b>Academic Progress</b>	<b>40%</b>		<b>200</b>	<b>112</b> <b>Well Below Expectations</b>
Growth in ELA (grades 4-8)	15%	57.26%	75	43
Growth in Math (grades 4-8)	15%	54.04%	75	41
Growth of lowest quartile ELA (grades 4-8)	2.50%	75.05%	12.5	9
Growth of highest quartile ELA (grades 4-8)	2.50%	44.41%	12.5	6
Growth of lowest quartile Math (grades 4-8)	2.50%	63.69%	12.5	8
Growth of highest quartile Math (grades 4-8)	2.50%	44.68%	12.5	5
<b>School Quality/Student Success</b>	<b>20%</b>		<b>75</b>	<b>40</b> <b>Well Below Expectations</b>
On Track Attendance (grade K-12)	10%	76.53%	50	38
Proficiency Science (Grades 5 and 8)	5%	9.03%	25	2
Proficiency Social Studies (Grades 4 and 7)	5%	N/A	N/A	N/A
<b>Progress toward English Language Proficiency</b>	<b>10%</b>	<b>50.58%</b>	<b>25</b>	<b>34</b> <b>Approaching Expectations</b>
<b>Total</b>	<b>100%</b>		<b>475</b>	<b>231</b>
<b>Overall Percentage / Rating</b>				<b>48.63%</b> <b>Well Below Expectations</b>



## 2.2 ACADEMIC PERFORMANCE EXPECTATIONS

### PERFORMANCE AGREEMENT

*By September 2026, 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.*

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

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#### School Comments:

At the Academy of Dover (Academy), it is our mission to make sure that we are reaching our scholars on their individual level and providing them with the tools necessary to reach their full potential and excel academically and social-emotionally. One of the key factors in achieving this mission is to maintain small class sizes—this allows for our staff to better meet the needs of each scholar and provide an opportunity for them to thrive and grow within the Academy!

Staff closely monitor and chart the academic results of our students through formative and summative assessments: Academy-created, curriculum-based, as well as academic grades, IAB's, and state assessments. We have created a standards-based pacing guide for each of our core academic areas and include the grade level standards above and below each student's actual enrolled grade. Data is analyzed in PLC team meetings each month to ensure real-time action and progress is occurring at the individual, classroom, grade, and Academy level. This is an important and crucial approach to ensure that EACH student receives the support needed to excel academically.

The Academy's top-rated curriculum is aligned with the Delaware State Standards for Math, ELA, Science and Social Studies. We use the following for each core subject:

- ELA: EL Education, Smarter Assessment tools, i-Ready, and Words Their Way
- Math: Eureka Math, Smarter Assessment tools, i-Ready, and Zearn
- Social Studies: State of Delaware recommended curriculum and supplemental materials

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- Science: Science Coalition in alignment with the State of Delaware recommended curriculum

The Academy's mentoring program has been a HUGE success. Last academic year between the mentors and mentees, we had approximately 70 participants. Our mentors include retired teachers, a local councilman, students from Polytech High School and various other professional backgrounds. Our students took field trips with their mentors to the Dover Air Force Base Museum. In addition, Polytech High School hosted our mentees and provided the opportunity to view the different trades that the school offers and allowed for various activities for our students to participate in. This program has been so beneficial for our students—providing positive support and guidance from individuals that care about the success of our students and the Academy.

Throughout the Academy, we are very focused on literacy. Each morning, after the students received their breakfast, we had a designated time for literacy...for all grade levels. We also formed small groups of students to work with their peers through literacy-based activities and games...our students enjoyed this time of learning and partnership.

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## 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.

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### School Comments:

We were excited to see the growth our students have had throughout last academic year and are happy to report the progress made in both ELA and Math through our iReady assessments. We use iReady to assess students and monitor growth from kindergarten through 8<sup>th</sup> grade in Reading and Math. We also monitor data from year to year and identify gaps or other needs by using this approach.



Grade Level	ELA (% of Students with Improved Placement)	Math (% of Students with Improved Placement)
KN	61%	45%
1st	28%	27%
2nd	33%	33%
3rd	51%	49%
4th	38%	38%
5th	36%	35%
6th	33%	27%
7th	41%	35%
8th	48%	30%

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.

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**School Comments:**

As a school dedicated to the success of its scholars, we are constantly reviewing and analyzing data to adjust, enhance upon our curriculum, and provide additional support where needed. As you can see by the iReady data noted above, we are seeing progress, but there is always room for improvement. As such, during this current academic year (2024-2025) we have added reading and math specialists on staff, in addition to the UFLI curriculum. The UFLI curriculum used over summer showed remarkable impact. We provided training to all teachers of Reading to ensure full implementation.

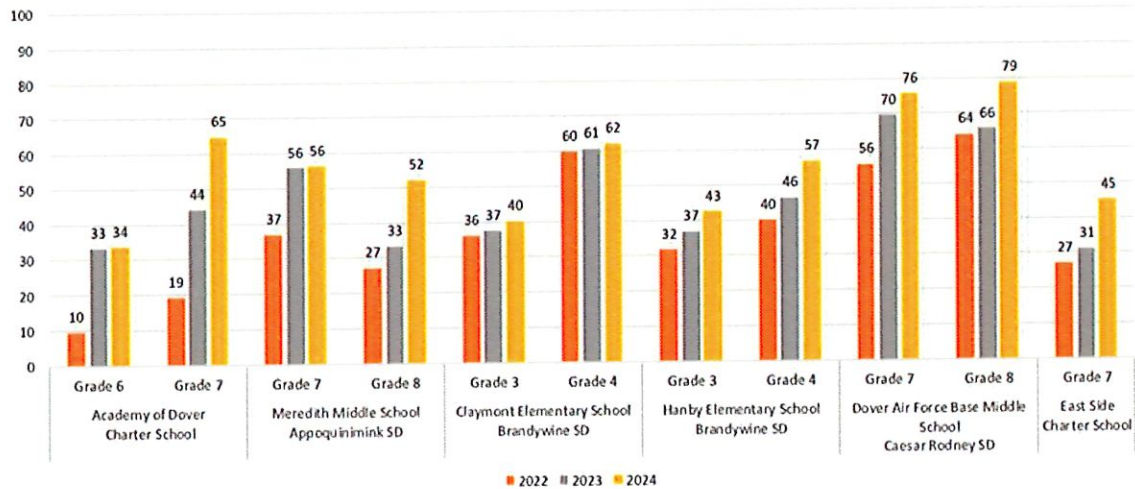
We were named as one of six elementary schools showing consistent growth in ELA on our SBAC results as noted in the chart below provided by the Delaware Department of Education.

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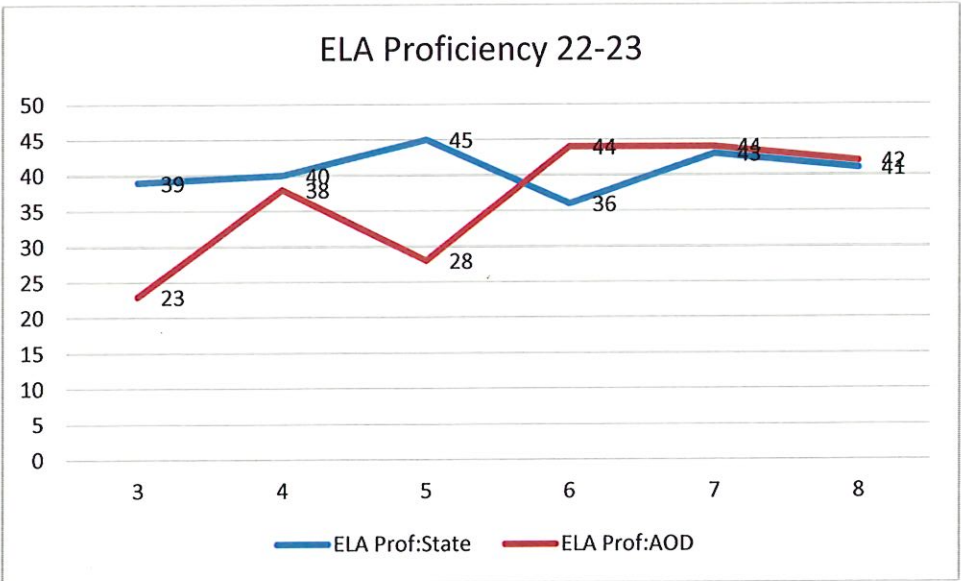
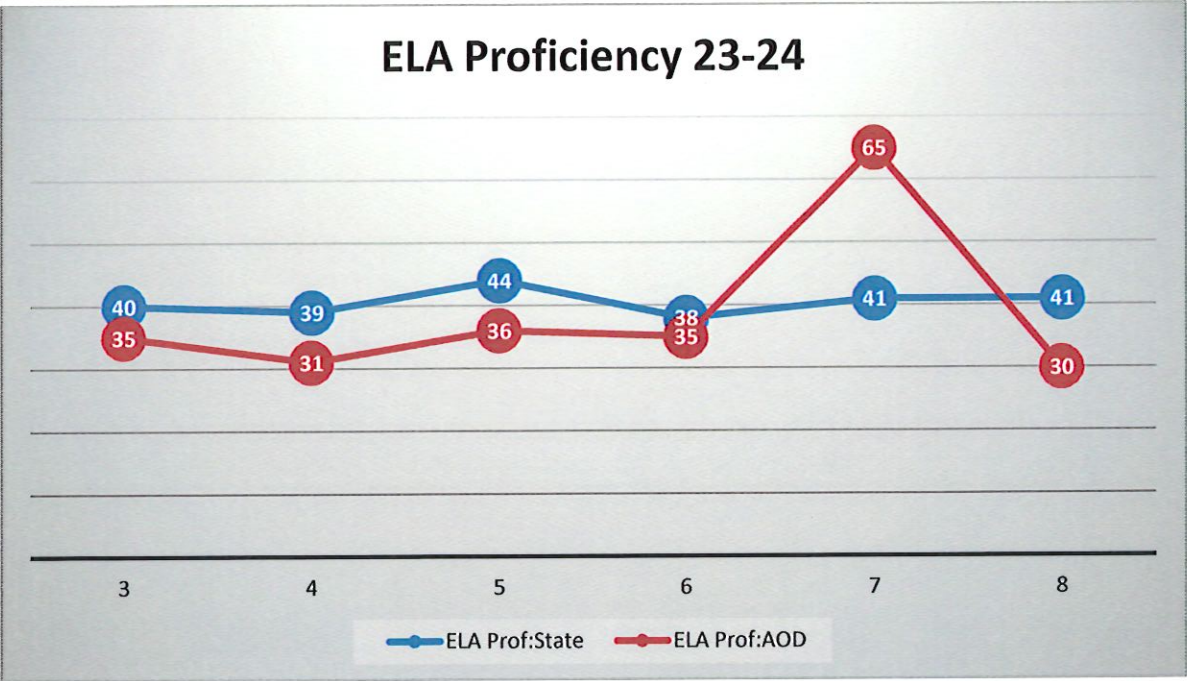


## Consistent ELA Improvement 2022-2024

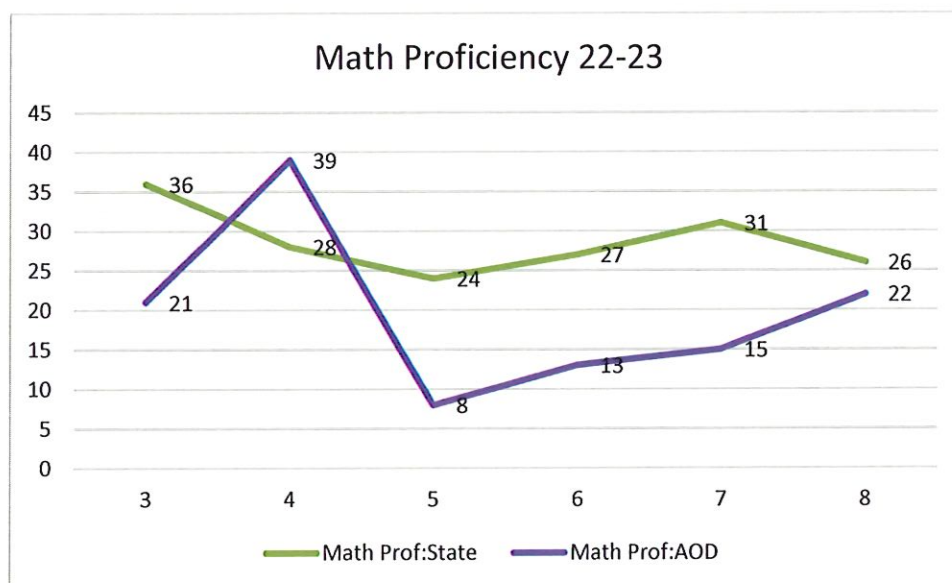
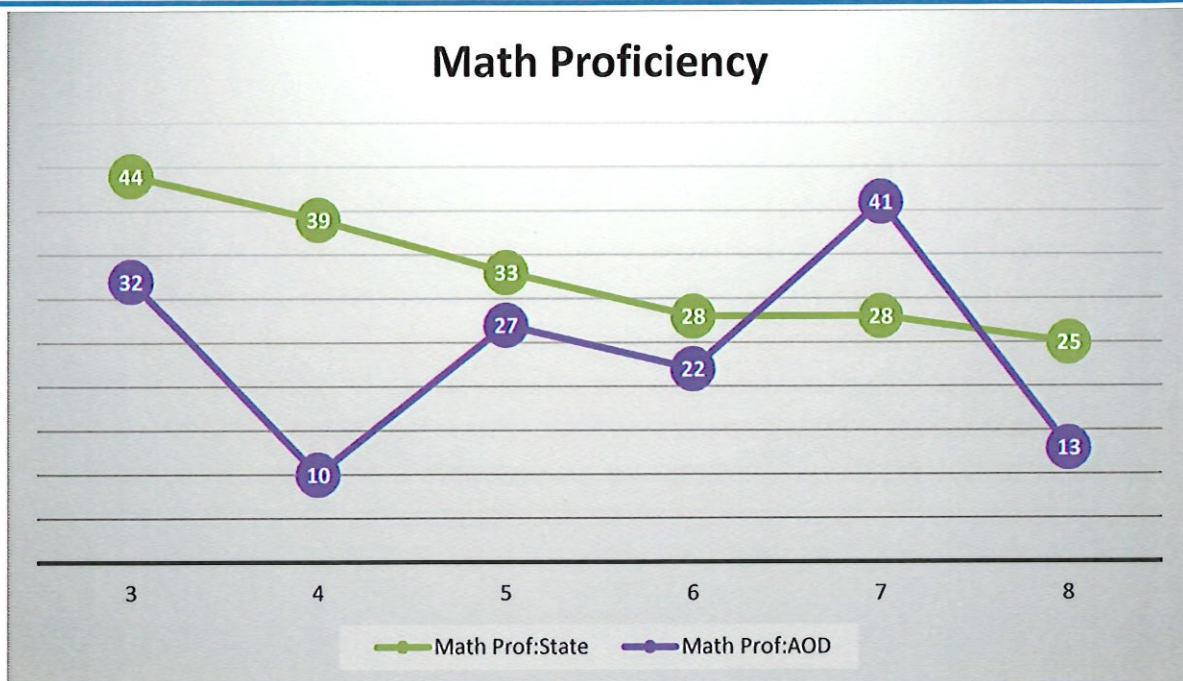
Schools With Consistent ELA Improvement  
2022-2024



Below please find charts noting the Academy of Dover’s SBAC Data for the 2023-2024 school year. The numbers within the chart show the percentage proficient by grade level.







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.

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#### School Comments:

During the 2023-2024 academic year, we were able to provide an after-school program through the Delaware School-Community Learning Program. We had approximately 75 students that participated and received additional support and enrichment in Math and ELA along with guidance and support on classwork and homework. This program was offered to all students as an expansion of their academics.

In addition to this program, we offered our annual Summer Academy. This is a voluntary extended learning program for all grade levels to participate, including our incoming kindergarteners. We provide ELA and Math curriculum along with related arts, and fun activities through our community partners. This is intended as a way to stretch our students further by offering academics and extracurricular activities in a safe and structured environment. Our students are so passionate and excited to learn, that we have had an overwhelming response for participation.

In addition, we provided screening for our incoming kindergarten students and provided specific tailored packets and training to parents for pre-entry.

The Academy's mentoring program has been a HUGE success. Last academic year between the mentors and mentees, we had approximately 70 participants. Our mentors include retired teachers, a local councilman, students from Polytech High School and various other professional backgrounds. Our students took field trips with their mentors to the Dover Air Force Base Museum. In addition, Polytech High School hosted our mentees and provided the opportunity to view the different trades that the school offers and allowed for various activities for our students to participate in. This program has been so beneficial for our students—providing positive support and guidance from individuals that care about the success of our students and the Academy.

We are a strong and committed community and will continue each and every day to make sure every student that passes through these doors has every tool possible to achieve and excel academically, socially, and emotionally...THIS is our mission!!!

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### 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	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	4a	
2023-24	M	M	F	M	M	M	M	M	M	M	Approaching Standard

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

#### 3.2 ORGANIZATIONAL PERFORMANCE EXPECTATIONS

##### PERFORMANCE AGREEMENT

*By September 2026, 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.*



7. Describe the school's organizational performance during school year 2023-24. (This section is for the school to address any overall rating where the school has not met standards. The school will be able to address individual metrics in the sections below.)

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School Comments:

The Academy of Dover's overall rating for our organizational performance is Approaching Standard. It is our goal to attain and maintain the Meets Standards rating for the next academic year. We will continue to focus on our educational programs, to include student support services for students with disabilities. We are committed to meeting the needs of all students that attend the Academy.

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8. Discuss management and operations successes and challenges during the 2023-24 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

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School Comments:

The Academy of Dover Charter School (Academy) was established in 2003 by our founder Ruby L. Coppage. Ms. Coppage had a vision that the Academy would one day serve 400 students in kindergarten through eighth grade. Ms. Coppage is a pillar in our community, and we will be forever grateful for her vision for the Academy!

In 2019, our current Head of School, Dr. Michele Marinucci joined the Academy to find that enrollment was too low with not enough staff to properly teach. In addition, the school's financial situation was not sustainable. Dr. Marinucci made it her mission to ensure that the students and staff at the Academy had a strong and thriving institution where students could flourish in both academics and extracurricular activities. We are BEYOND excited to share that with her hard work and dedication, the Academy's enrollment is at capacity with 415 students—which equates to a 105% enrollment level (approved enrollment is 410). We were recently approved by the Delaware Department of Education to again increase our enrollment in the 2024-2025 academic year to 440 students.

Our mission is to serve as a community pillar for lifelong learning, pride, and self-actualization. Looking to the past to prepare students for the future, the Academy will combine the beneficial rigors of a classical education with the

latest technology and the best teaching and learning practices worldwide.

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Academy students will cultivate and promote multicultural and global awareness. Students will be well-prepared and encouraged to be entrepreneurs, well-informed, and responsible world citizens with purpose, passion, and proficiency.

A few items to note on the overall operations as it impacts our students includes:

- The Academy offered transportation to all students throughout the academic year, to include the after-school program and Summer Academy. By offering transportation for the additional programming opportunities, it allows ALL students to participate and receive academic support and extra-curricular activities that they would otherwise not be able to participate in due to transportation needs.
  - The Academy is a participant of the Community Eligibility Provision (CEP) and allows the school to provide free breakfast and lunch to all our students. In addition, we participate in the Fresh Fruits and Vegetables Program, this allows for the school to provide a health and fresh afternoon snack to all students in addition to learning about the nutritional benefits of the snack provided.
  - We remain committed to providing our staff members with professional development opportunities throughout the academic year. These opportunities allow our staff to dive deeper into the academic curriculum, attain various tools to assist with social and emotional development, in addition to school safety protocols.
  - During the 2023-2024 academic year, we partnered with the Dover Police Department to obtain a part-time School Resource Officer. This has proven to be a beneficial partnership and falls in line with our commitment to school safety and security.
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9. Address any measure(s) where the school did not meet standard or is approaching standard (if applicable).

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School Comments:

The Academy remains committed to ensuring that we have a strong student support program that provides students with specific learning and development needs with the tools necessary to engage and learn within their academic settings. We are working with the Delaware Department of Education and Academy staff to address and meet all requirements within the framework.

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### 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.

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School Comments:

Our audits have resulted in no administrative proceedings related to at-risk students, students with disabilities, gifted and talented students, or Multilingual Learners. We are proud to partner with our families and provide a high-quality educational experience to our scholars.

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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.

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School Comments:

At the beginning of each academic year, the Academy provided an overall assessment of all entering kindergarten students. This process, in coordination with parents, allows staff to address additional support that may be needed at the beginning of the student's academic career. Through our partnerships between staff and families, we continually communicate and follow the process and guidelines should there be additional services and/or programs needed. In addition, we assess our students in kindergarten through 8<sup>th</sup> grade throughout the academic year utilizing iReady and other standardized assessments. Staff review and analyze the data to identify individual needs, trends, and adjustments needed when delivering academic instruction. We couple the assessment data with our daily interactions and lessons to ensure a whole student approach and our ability to identify any special needs as early as possible! We implement supports, assessment programs, and seek further evaluation as necessary to ensure success.

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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.

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School Comments:

At the beginning of each year, and at points throughout, students may be identified to further determine if MLL services are necessary to support academic growth. We have a full-time staff member that provides services to our identified students and ensuring that goals are being met along with academic progress. This work is done in coordination with our families to ensure that students are also receiving support at home as well.

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### 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.

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School Comments:

The Academy of Dover Board of Directors remains committed and involved with the success and growth of the school. Through regularly scheduled board meetings, updates and information are provided and discussed regarding academics, financials, rules and regulations, and Academy events and achievements. Board members are in attendance throughout the academic year during events showcasing our students' talents and academic achievements. It should be noted that our BIGGEST accomplishment, along with the Board of Directors, was the purchase of the building in January of 2023. Without the Board's guidance and support, this would not have been possible.

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14. Discuss board-related success and challenges during school year 2023-24. 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

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School Comments:

As noted above, the Board of Directors remains committed to the success of the Academy. Each member in coordination with Academy staff, ensures that board criteria is being met regarding required trainings, attendance/quorum requirements, and the follow through of all Academy projects. It should be noted that our BIGGEST accomplishment, along with the Board of Directors, was the purchase of the building in January of 2023. Without the Board's guidance and support, this would not have been possible.

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

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School Comments:

Each year, the Board of Directors reviews and evaluates the progress that the school administration is making toward the overall goals. This is a multi-step process as the Head of School provides an end of year recap at the last board meeting of the academic year. From there, the Board President will then meet with the school administration to review and discuss the year and a "look ahead" for the upcoming academic year.

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

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School Comments:

The Academy and Board of Directors understand the importance of the development and retention of school administration. We are very fortunate to have a strong and committed leader who has ensured that there is a strong succession plan in place for future years.

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

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School Comments:

As noted above, the Board of Directors is heavily involved with the Academy community! Not only are members physically present during monthly board meetings but attend school events such as school-wide concerts, Martin Luther King, Jr. Day celebrations, and end of year award ceremonies. The Academy would not be as successful as it is today if we did not have the compassion and support that we receive from our Board members.

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### 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?

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School Comments:

Throughout the academic year, the Academy sends out multiple surveys to our families and students. These surveys are to receive feedback on various areas within the Academy, such as: academics, transportation, student support, and food services. Once we receive this important feedback, we review and analyze to determine if there are areas of improvement and plan accordingly. Our partnerships with families and students are crucial and allow us to create the community we have today!

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### 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
2023-24	92%	24	26

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

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School Comments:

We remain committed to creating a culture for our staff members that allows for a sense of community along with flourishing in their professional careers. We are very competitive in our overall employment package compared to our surrounding schools. In addition, we offer tuition reimbursement to allow our staff to continue their education and grow within their educational career path.

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

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School Comments:

Professional Development is a key factor in every professional role, especially educators. It is important to provide our staff with the tools necessary for them to succeed not only in the classroom, but throughout their professional careers. With enhancing our curriculum, we want to ensure that our educators are knowledgeable and excited about what they are teaching each and every day. In addition, we also provide staff with training on how to best support our students...not only academically, but socially and emotionally, as well. Lastly, we ensure that all required state and federal trainings are provided to our staff each academic year.

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21. Describe how the school's completion of educator evaluations has evolved.

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School Comments:

Through the educator evaluation process (DTGSS), we are able to perform the required walk-throughs and evaluations for each educator within their classroom/learning environment. We also allow our educators to "shadow" or "sit-in" on another educator's learning environment to allow for new and fresh ideas that they can in turn take back and enhance upon to continue addressing the ever-changing academic environment.

All new educators also are provided a mentor and must complete the required four-year program prior to applying for and receiving their continuing license.

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## 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

	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	
YEAR	1a	1b	1c	1d	2a	2b	2c	2d	3	4	OVERALL RATING
2023-24	M	M	M	M	M	A	M	M	N/A	M	Meets Standard

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

### 4.2 FINANCIAL PERFORMANCE EXPECTATIONS

#### PERFORMANCE AGREEMENT

*By September 2026, 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.*

22. Using the results contained in the Financial Performance Framework, describe the school's financial performance during school year 2023-24. (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).

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School Comments:

The Academy of Dover continues to remain in a very strong financial position. We have remained committed to measures that were put in place to ensure that we are fiscally conservative, while creating an academic environment with many valuable resources for our staff and students. In January of 2023, the Academy was able to finally purchase the building in which we reside in. This was a HUGE accomplishment and has since allowed the Academy to save half of our previous lease payment and return that to the classrooms and remain competitive amongst educator salaries.

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23. Identify changes to financial practices that the school has implemented to improve the school's financial outcomes.

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School Comments:

As noted above, we have measures in place to ensure that we remain in a strong financial position. With the review and oversight of the Board of Directors, we are able to keep these practices at the forefront of decision making to ensure a successful and bright future for the Academy.

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

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School Comments:

We went from paying a continuing increasing rent payment to saving and putting nearly \$3 million down on a \$6 million mortgage. We have shifted from renting to being owners of our buildings—this reduced our cash on hand, but also significantly reduced our monthly expenses and gave us a real asset in real estate. Unfortunately, that reflects poorly in our score due to the significant amount of money spent in the purchase.

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

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School Comments:

Not applicable.

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## 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

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### School Comments:

School administration has worked very hard over the years, alongside staff and Board members, to create the culture that we call Lion Pride! Our staff and families know that their opinions matter. Throughout each academic year, we distribute multiple surveys to ensure that needs are being met and concerns are being heard. Leadership holds regular meetings and an end of year retreat to review school achievements and needs in both academics and operations, complete and end of year recap, and prepare for the upcoming year. All staff participate in professional development opportunities throughout the year that focus on the following: culture and climate, academics, health and well-being of ourselves and students. In addition, educators participate in weekly PLC meetings to discuss academics, student needs, and current and future curriculum needs. We hold curriculum nights and other family-friendly events to allow for our parents to participate in their child's academic growth. This a community that is truly invested in the success of our staff and students, and we remain committed to ensuring that EVERYONE has all the tools and resources necessary to be successful within the Academy and surrounding communities.

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## VI. ANNUAL REPORT CERTIFICATION STATEMENT

<b>Name of School:</b>	Academy of Dover
<b>Location:</b>	104 Salsbury Rd Dover DE 19904

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.



1/16/2025

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

Date

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