

ACADEMY OF DOVER

ANNUAL REPORT

2016-2017



104 Saulsbury Road
Dover, DE 19904
Phone: (302) 674-0684

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	Academy of Dover
Year School Opened	2003
Enrollment 2016-2017 ¹	247
Approved Enrollment	300
School Address	104 Saulsbury Road , Dover,DE 19904
District(s) of Residence	Capital School District
Website Address	http://www.aodcharter.org/
Name of School Leader	Cheri Marshall
School Leader Email and Phone Number	cheri.marshall@aod.k12.de.us (302) 674-0684
Name of Board President	Kimeu Boynton
<p>Mission Statement: At the Academy of Dover Charter School each child is a valued and unique individual. The educational process is student centered and achieved by partnerships involving students, parents, and staff where each child embraces the love, joy, and value of education.</p> <p>Our Beliefs-</p> <ul style="list-style-type: none"> • Each child can develop the confidence, skills and interests to become lifelong learners. • Education is student centered and provides each child with the opportunity to maximize his/her potential by being provided with quality instruction. • We provide a school that is positive, safe, purposeful, and productive. 	

1.2 School Demographic Data:

Please review the following table for accuracy and complete the second row (“# of Students on Waiting List”) for 2016-2017. (Note: The remaining sections of the table will be completed by the Charter School Office. **Any changes identified by the team must be highlighted in red prior to submitting the report. Only changes highlighted in red will be reviewed by the Charter School Office. Should there be no highlighted changes, the data will appear as presented in this draft.**)

ENROLLMENT & DEMOGRAPHIC INFORMATION	
	2016-2017 ¹
Total Enrollment	247
# of Students on Waiting List	
Gender	
% Male	44.53%
% Female	55.47%
Ethnicity/Race	
% African American	73.28%
% American Indian	
% Asian	0.40%
% Hispanic/Latino	12.55%
% White	9.72%
% Multiracial	4.05%
Special Populations	
%Special Education ²	6.88%
% English Language Learners	6.07%
% Low-Income	68.02%

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

1.3 Approved Minor and Major Modifications:

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

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

Date	Modification Requested	Outcome
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Schools are invited but not required to comment on any aspect of the demographic 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>		
	2016-2017	
	Approved Enrollment	30-Sep Enrollment Count
K	68	39
Grade 1	66	47
Grade 2	53	47
Grade 3	53	39
Grade 4	40	42
Grade 5	20	33
Grade 6		
Grade 7		
Grade 8		
Grade 9		
Grade 10		
Grade 11		
Grade 12		
Total	300	247

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

1.5 Reenrollment:

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

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

School Reenrollment Trends		
Cells highlighted in grey were grade levels not serviced by this school		
	Academy of Dover	
	Number of Students Reenrolled Count	Percentage of Students Reenrolled %
K	1	
Grade 1	39	70.91%
Grade 2	38	67.86%
Grade 3	31	65.96%
Grade 4	35	70.00%
Grade 5	27	69.23%
Grade 6		
Grade 7		
Grade 8		
Grade 9		
Grade 10		
Grade 11		
Grade 12		
Total/Avg	171	69.23%

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

Academy of Dover monitors attendance daily through E-School. Policies are put in place to address excessive tardiness and absences. AOD receives immediate notice of student withdrawals and requests the reason for withdrawal on our student withdrawal form. AOD students typically leave due to family re-location, siblings graduating the 5th grade, or transportation issues. During 2017, a recruitment committee was formed which works to recruit more students within the community. With the help of the committee, more students have enrolled for the 2017-18 school year.

II. ACADEMIC PERFORMANCE

2.1 Delaware School Success Framework

Overall Academic Ratings

Metrics	Delaware School Success Framework (DSSF)
	2016-2017
Academic Achievement	3 Stars (87/150pts) Approaching
Growth	3 Stars (115/200pts) Approaching
On Track to Graduation	5 Stars (48/50pts) Exceeds
College and Career Preparation	3 Stars (54/100pts) Approaching

Note: Please utilize the hyperlinks in this sentence for more information about the [Academic Performance Framework](#) or the [Delaware School Success Framework \(DSSF\)](#)

- a) Based on the table above discuss the school's:
- overall academic achievement results,
 - major challenges,
 - and accomplishments over the course of the school year.

AOD went up in ratings from the 2016 school year to 2017 in all areas except On Track to Graduation, where AOD remained at the Exceeds rating. In academic achievement, the school went from Needs Improvement to Approaching. This was the same for Academic Growth as well. For the area of College and Career Preparation, AOD went up from Far below to Approaching. This was a big jump from one year to the next. Some of the contributions to this increase is the addition of a new Math Inventory, as well as a new rigorous reading curriculum during the 2017 school year. Teachers were trained in each of these components of the instructional program and were able to implement it in the classrooms. The school expects to see a continuous increase in those areas as the year's progress. One of the challenges that AOD faces is the enrollment of new students coming in at a lower level to begin with. Our students are gaining proficiency in the areas of reading and math but many are still slightly under grade level. AOD recognizes that this is a concern. Teachers are working to determine why students are still receiving a 1 or 2 on the SBAC and what they can do in the classrooms to help close these gaps in their education. AOD is proud of the accomplishments over the last 2 years and will work to continue moving the students in a positive direction.

Performance Agreement

Academic Performance Expectations

Academy of Dover Charter School's 2015-16 overall academic ratings are:

- Academic Achievement: Approaching Standard
- Growth: Approaching Standard
- On Track to Graduation: Exceeds Standard
- College and Career: Approaching Standard

By September 2021, our expectation is to achieve overall ratings of "Meets" or "Exceeds" standard as measured by the Delaware School Success Framework. Each year, we will show growth within our overall rating putting us on track to achieve our academic performance expectations. This progress will be monitored through our annual performance review.

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

Based on the data provided, AOD is moving towards meeting this agreement. Within 1 year the school has shown an increase in all areas of the academic performance, by going up in their overall ratings. The school is proud of the recent accomplishments and knows there is still a lot to do to get the students where they should be academically. Proper steps are in place to help the students meet their proficiency goals, and to provide support for the teachers in order to help make this happen.

2.2 Academic Achievement/Proficiency Data

Academic Achievement	Delaware School Success Framework (DSSF)	
	2016-2017	
Rating	3 Stars (87/150pts) Approaching	
	School	State
ELA	61.08 %	56.63%
Math	55.57%	45.13%
Science	50.12%	47.45%
Social Studies	n/a	n/a

Note: Please utilize the hyperlinks in this sentence for more information about the [Academic Performance Framework](#) or the [Delaware School Success Framework \(DSSF\)](#).

The table above lists the school's available DSSF Academic Achievement ratings.

Respond to the following questions.

a) Based on the school's Academic Achievement ratings over the course of the charter term, discuss the school's current performance and provide explanations/root causes (positive and negative) for the results. Please include local assessment data if applicable.

In looking at the data provided above, AOD students outperformed the state in all testing grades. However, when looking at disaggregated data, third grade took a slight decline in proficiency scores. (See chart of Disaggregated SBAC data for a two year comparison in Appendix 1). Some causes that may contribute to this are the implementation of new reading curriculum and math inventory during the 2017 school year. AOD recognizes that there is still a lot of room to grow and will work to increase the proficiency rate by looking at the student data to determine the individual weak areas and provide additional support to address those areas of concern.

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

Teachers at AOD meet bi-weekly in their grade level PLC to go over student data. At this time, teachers collaborate together and look closely at their classroom data, as well as RTI data to make quality decisions in their instruction. Also, each spring students in grades 3-5 participate in an after school Enrichment Program that is geared towards providing extra practice to specific skills. Prior to the program, the teachers meet to determine how to plan based on the needs of their students in the class. In the past two years, there have been about 60 students participate in the program. With this extra support, the goal is to continue to increase our proficiency each year and working to meet this standard.

c) Describe how you will measure progress to determine whether you are on track to meet your expected Academic Achievement outcomes?

Teachers will continue to meet to track data regularly. This will drive their instruction in the classroom. Over the past two years AOD has increased their proficiency and is headed in an upward trend. The goals is to continue this upward climb by reviewing data regularly and making changes to the instructional program where needed.

2.3 Growth Data

Note: Please utilize the hyperlinks in this sentence for more information about the [Academic Performance Framework](#) or the [Delaware School Success Framework \(DSSF\)](#).

Academic Achievement	Delaware School Success Framework (DSSF)	
	2016-2017	
Rating	3 Stars (115/200pts) Approaching	
	School	State
ELA	64.00 %	50.00 %
Math	50.50 %	50.00 %

The table above lists the school's available DSSF Growth ratings.

Respond to the following questions.

- a) Based on the school's Growth ratings for all students over the course of the school year, discuss the school's current performance and provide at least three explanations/root causes for the results (Note: We invite the school to provide information about all students including those below, at and above proficiency.)

In the spring of 2017, AOD students participated in the Smarter Balanced statewide assessment. The data above represents the academic performance of students at AOD on the SBAC for grades 3-5 in ELA and Math. When comparing data from 2016 to 2017, both 4th and 5th grades went up in proficiency scores over the last two years, however, in 3rd grade the scores were slightly lower than the previous year for both ELA and Math. When teachers looked at the data closely it was determined that the 3rd graders scored low in Reading and Math RTI during their second grade year. In addition to the already lower performing scores in those subjects, the students were introduced to a new reading series as well as the newly adopted Math Inventory. When tracking the data from one grade to the next, many students went up in their proficiency level but still did not meet their assigned growth target. Another factor to consider is that both the 4th grade teachers were new to the testing grade and were administering the assessment for the first time. Those teachers have remained in the same grade and the school plans to work closely with them to ensure that the number of growth targets met increases.

- b) Looking ahead, what are your expected outcomes for Growth for all students and what steps will you take to achieve them?

Teachers are provided SBAC data that details where students were weaker on the state assessment. The teachers take this data and work to provide additional support for those students in their areas of

need. The goal is to increase the number of students meeting their growth target in the upcoming school year.

c) Describe how you will measure progress to determine whether you are on track to meet your expected Growth outcomes for all students.

Teachers will continue to meet to track data regularly. This will drive their instruction in the classroom. Over the past two years AOD has increased their proficiency and is headed in an upward trend. The goal is to continue this upward climb by reviewing data regularly and making changes to the instructional program as needed.

2.4 On Track to Graduation Data

Note: Please utilize the hyperlinks in this sentence for more information about the [Academic Performance Framework](#) or the [Delaware School Success Framework \(DSSF\)](#).

On Track to Graduation	Delaware School Success Framework (DSSF)	
	2016-2017	
Rating	5 Stars (48/50pts) Exceeds	
	School	State
Attendance	96.20 %	94.75 %
On-Track in the 9th grade	**	89.45 %
4-year Cohort Graduation Rate ³	**	84.66 %
5-year Cohort Graduation Rate	**	85.60 %
6-year Cohort Graduation Rate	**	*Not calculated at the state level

**The school did not service students in the grade levels assessed by this metric.

The table above lists the school's available DSSF On Track to Graduation ratings.

Respond to the following questions.

a) Based on the school's On Track to Graduation ratings over the course of the charter term, discuss the school's current performance and provide explanations/root causes (positive and negative) for the results.

Academy of Dover monitors attendance daily through E-School. Policies are put in place to address excessive tardiness and absences in an ongoing effort to keep the students in school. During the 2016-17 school year, there were no truancy issues that resulted in taking families to truancy court as done in past years. Teachers call home after a student has been absent for a period of 2 consecutive days to check on the student.

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

Because of the school's efforts to keep students in school, AOD expects to continue meeting the attendance requirement.

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

The school will continue to track student attendance. Each marking period the school runs a report to see which students, if any, are at or near the 10 days of absences. Once a student hits 10 days, the school issues a warning letter to the parents. The parents are then asked to speak with the Head of School to determine a plan of action. If the days continue to add up, the school then follows truancy paperwork. Students that miss 20 unexcused absences or more are subject to mandatory retention according to school policy.

2.5 College & Career Preparation Data

Note: Please utilize the hyperlinks in this sentence for more information about the [Academic Performance Framework](#) or the [Delaware School Success Framework \(DSSF\)](#).

Academic Achievement	Delaware School Success Framework (DSSF)	
	2016-2017	
Rating	3 Stars (54/100pts) Approaching	
	School	State
Growth to Proficiency ELA	70.59 %	59.19 %
Growth to Proficiency Math	38.24 %	35.41 %
College & Career Preparation	n/a	49.64 %

The table above lists the school's available DSSF College and Career Preparation ratings.

Respond to the following questions.

a) Based on your College and Career Preparation ratings over the course of the school year, discuss the school's current performance and provide explanations/root causes for the results. Please include local assessment data if applicable.

While AOD is showing growth in ELA and Math, many students are not meeting their individual growth targets. AOD hopes to close this gap over the next few years by enhancing the RTI program within the building and ensuring that RTI is being done with fidelity. Recently, the Reading and Math interventionists have been participating in grade level PLC's on a quarterly basis to not only present teachers with their student data but to provide suggestions and ideas to help them meet their student's needs. The Instructional Support Team (IST) which includes teachers, special education team, interventionists, and administrators meet monthly to monitor RTI data and to make other plans for students not showing gains in their RTI process. If the student continues to not make gains and has completed the required time in the tiers, then the team will refer the student for special education services.

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

Our expected outcome is to increase in growth to proficiency points each year and maintain, at a minimum, the “approaching” status. Students will be tracked from year to year to monitor their growth.

c) Describe how you will measure progress to determine whether you are on track to meet your expected College and Career Preparation outcomes.

Since the DSSF is still fairly new, AOD will continue to monitor each year after the state assessment is monitored to check growth and to see if the students that are making proficiency gains are actually closing the gap to reaching their grade level.

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?

Essential Question Indicator 1a. Is the school faithful to its mission as defined in its current charter, including approved mission-specific academic goals if applicable				
Staff				
Measure	Definition of Rating	Data Source	Data Collection Process	Measure
School Climate	AOD is working to expand its activities and initiatives for the Positive Behavior Support Program in order to provide a more safe and secure school environment. AOD is beginning the process of working towards "Star School" status through PBS.	PBS/Referral data		
	Meets Standard: AOD will decrease the number of discipline referrals by 35% or greater when comparing data from 2015-16 to 2016-17.		PDF Upload and entry into system by DOE.	1a1
	Approaching Standard: AOD will decrease the number of discipline referrals by 25% to 34% when comparing data from 2015-16 to 2016-17.			
	Far Below Standard: AOD will decrease the number of discipline referrals by less than 25% when comparing data from 2015-16 to 2016-17.			

a) Rate the school’s performance according to the criteria established by the school for its 2016-2017 mission specific goal(s).

AOD went from having 235 referrals during the course of the 15-16 school year, to having 130 over the 16-17 school year. This is a decrease of referrals by 45%. Therefore, AOD “Meets Standard” with their Mission Specific Goal. See comparison data in Appendix 2.

b) Provide as **Appendix 2** 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

Academy of Dover

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		
2016-2017	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.)

AOD received a Meets Standard in all areas of the Organizational Framework.

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

For the last two years AOD has received a Meets Standard in all areas of the Organizational Framework. The Head of School works with the Board to ensure that all Board members and CBOC members are properly trained by DOE and works diligently to ensure that all deadlines are adhered to and reports are turned in on time. The school webpage remains up to date and the school receives a meets standard each month from the DOE. AOD continues to provide a safe and nurturing environment and remains compliant in the Omnibus School Safety Act.

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

Performance Agreement

Organizational Performance Expectations

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

Academy of Dover Charter School's 2015-16 overall organizational rating is Meets Standard. By September 2021, 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 those organizational 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).

For the last two years, AOD has received a meets standard on all measures in the Organizational Framework. The Head of School works diligently to ensure that the school meets the criteria established in this agreement, and will continue to work hard to ensure that school remains at that same rating for years to come.

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*
Kimeu	Boynton	2014		President	3/19/2014	8/2015
Beverly	Davis	2012		Treasurer	9/15/2015	8/2015
Charles	Fletcher	2015		Member	9/15/2015	8/2015
John	Leone			Member	9/15/2015	TBD
Tracy	McCarthy	8/2017		Teacher Representative	2/2/2017	TBD
Amander	Lee	10/2017		Parent Representative	10/31/2017	TBD
Nancy	Wagner	2011		Vice President	9/15/2015	8/2015
Phyllis	Robinson	2017		Member	10/24/2017	TBD

*Please list only the most recent training date.

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

Certificates for the four members that completed the Governance Training are attached (**Appendix 3**). AOD will be up for a training in August 2018. The school is working to partner with another school to set up the training and share the cost.

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 three ((3) months of subsequent 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
Kim	Aigle	1/2017	1/2020	Community Member	2/2/2017
Bill	Bentz			Financial Manager	1/11/2011
Patricia	Scheers	8/2017	8/2020	Teacher Representative	10/12/2017
Beverly	Davis	8/2015		Treasurer	9/15/2015
TBD				Parent Representative	

The CBOC members have been trained in the Finance Training. AOD is looking for a new parent representative for the 2018 school year. The parent representative that agreed to be on the committee during the spring of 2017 has not been coming to any meetings. Therefore, leaves us in the position to replace them.

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

2016-2017		
% of Teachers RETAINED	# of Teachers RETAINED	# of Teachers ELIGIBLE
64.7	11	17

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.

AOD recruits and hires highly qualified teachers. For the last two years, there have been 100% of staff meeting this HQ status. One way we work to retain teachers is by offering a bonus pay based on job performance. AOD uses specific criteria to determine which teachers would qualify for the incentive. They also receive a retention bonus for returning each year in September. The longer the teacher has been at AOD the higher the bonus (up to \$1,000). A majority of the teachers that leave share that it is due to salary. Many of the teachers leave the charter and go to the district for more money.

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

Each year teachers are given a survey to identify their areas of need. This information is used to drive professional development the following year. AOD uses their PD time according to the needs of the teachers. This is based on the needs survey as well as teacher observations. School leaders participate in all PD opportunities provided to the teachers.

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	Near Term Indicators				Sustainability Indicators				Financial Management and Oversight	Overall Rating
	Current Ratio	Days Cash	Enrollment Variance	Default, Loan Covenants, & Debt Service Payments	Total Margin	Debt Asset Ratio	Cash Flow	Debt Service Coverage Ratio		
Year	1a	1b	1c	1d	2a	2b	2c	2d	3	
2016-2017	AS	AS	AS	M	AS	F	F	AS	M	Approaching 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.)

AOD is meeting or approaching 7 of the 9 measures. The 2 measures where AOD did not meet standard for the 2017 school year are detailed below.

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

Since enrollment is our biggest source of income, AOD has worked with a recruitment committee to help with the recruitment efforts. Recruiting has been done at local daycares/preschools as well as community housing developments. Brochures were also placed in the community and in the local church bulletins.

c) Address any measure where school did not meet standard or is approaching standard. See below for AOD's response to the Measures.

Measure 1a. Current Ratio:

Current Assets divided by Current Liabilities

2016-2017
0.91

The current ratio measures a school's ability to pay its obligations over the next twelve months. The preferred result is more than 1.0, which indicates that the school's current assets exceed its current liabilities.

School Response To Rating:

AOD is capable of paying its obligation over the next twelve months which is the 2018 fiscal year. A budget has been approved for the 2018 fiscal year end at the end of October 2017. AOD is staying within its budget.

Measure 1b. Days Cash:

Cash divided by (Total Expenses / 365)

2016-2017
30

The days cash on hand ratio indicates how many days a school can pay its expenses without another inflow of cash. The preferred result is more than 60 days cash.

School Response To Rating:

Our main sources of revenue are from the state and local school districts and this revenue is based entirely on enrollment. Since our enrollment decreased from 284 students in 2016 to 247 in 2017 it was necessary to use some of the cash reserves to operate the school which adversely affected this financial framework.

Measure 1c. Enrollment Variance:

Actual Enrollment as of September 30 divided by Authorized Enrollment

2016-2017
82%

The enrollment variance depicts actual versus authorized enrollment. A school budgets based on projected enrollment but is funded based on actual enrollment; therefore, a school that fails to meet its enrollment targets may not be able to meet its budgeted expenses. The preferred result is more than 95%.

School Response To Rating:

AOD's enrollment decreased from 284 pupils in 2016 to 247 in 2017. A major goal was to increase enrollment for the 2018 fiscal year. The enrollment increased to 270 which is 90% of our authorized enrollment.

Measure 2a. Total Margin:

Net Income divided by Total Revenue

2016-2017
1 YR: -6.61%
3 YR: 5.13%

Total margin measures the deficit or surplus a school yields out of its total revenues; in other words, whether or not the school is living within its available resources. The preferred result is a positive margin for the past year and the past 3 years.

School Response To Rating:

AOD was not able to operate within its current revenue for the 2017 fiscal year because our enrollment decreased. The 2017 revenue was supplemented with reserve funds from various appropriations to balance the budget.

Measure 2b. Debt to Asset Ratio:

Total Liabilities divided by Total Assets

2016-2017
1.01

The debt to asset ratio compares the school's liabilities to its assets, or what a school owes against what it owns. The preferred result is less than 0.90.

School Response To Rating:

AOD was required to utilize some of our cash revenues to balance the budget for the 2017 fiscal year. State and local school district funds based on student enrollment are our main source of revenue. In the future, we must increase our enrollment so we are able to stay within current revenues and increase our cash reserves.

Measure 2c. Cash Flow

2016-2017
1 YR: \$-213639

3 YR: \$-219540

Cash flow indicates the trend in the school's cash balance over a period of time. This measure is similar to days cash on hand, but indicates long-term stability versus near-term. Since cash flow fluctuations from year-to-year can have a long-term impact on a school's financial health, this metric assesses both three-year cumulative cash flow and annual cash flow. The preferred result is greater than zero.

School Response To Rating:

AOD cash flow has been negatively affected by two factors: the settlement of the Mosaica lawsuit and the theft of funds from the former head of school. The Mosaica settlement resulted in the repayment of \$550,000.00 from our cash reserves since June 2015. The adverse publicity from the theft of school funds has affected our student enrollment each year. Our enrollment was 290 in 2015, 284 in 2016, and 247 in 2017. Since our enrollment has decreased and large payments were made to Mosaica, our cash reserves were reduced to operate the school year.

Measure 2d. Debt Service Coverage Ratio:

(Net Income + Depreciation + Interest Expense) / (Principal and Interest Payments)

2016-2017
-3.68

The debt service coverage ratio indicates a school's ability to cover its debt obligations in the current year.

School Response To Rating:

AOD made a \$50,000.00 payment to Mosaica during the 2017 fiscal year. This payment was made in July 2017 so our total outstanding debt has been reduced to \$50,000.00 and it is scheduled for payment in July 2018.

3. FINANCIAL MANAGEMENT AND OVERSIGHT

2016-2017
M

This measure assesses the timeliness of reporting, the implementation of the Citizen Budget Oversight Committee, and the adherence to the policies and procedures of the First State Financial Management System.

DOE Rating Information:

The FY17 independent audit identified an instance of noncompliance (Finding #2017-001 Employment Contract and Evaluation for Head of School). This finding is not considered a material exception, so it does not affect the rating for this measure. However, the school should take action to address the instance of noncompliance identified in the audit.

School Response To Rating:

The Head of School has been given a new three year contract as well as the required annual evaluation.

Performance Agreement

Financial Performance Expectations

Academy of Dover Charter School's 2015-16 overall financial rating is Meets Standard. By September 2021, our expectation is to achieve the overall rating of "Meets" standard as measured by the Financial Performance Framework. Each year, we will be on track to demonstrate economic viability and achieve our financial performance expectation. This progress will be monitored through our annual performance review.

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

During the 2017 fiscal year we reduced our debt to Mosaica by \$50,000.00. Since June 2015, we have reduced our debt by \$550,000.00. By July 2018, our debt to Mosaica will be gone. We continue to reduce expenditures with a \$90,000.00 reduction in our annual rent payment. Our student enrollment decreased the major portion of our income. Our enrollment decreased to 247 pupils in fixed year 2017, but new enrollment increased to 270 pupils in the 2018 fiscal year which is a positive trend.

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

The only audit finding for the 2017 fiscal year involved the contract and evaluation for the Head of School, which has been resolved.

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).

AOD has a great process for Response to Intervention (RTI) that proves to be effective. Currently AOD uses DIBELS for reading RTI and Math Inventory for math RTI. Our schedule allows a 30 minute block for both reading and math RTI during the day in addition to the regular ELA and Math blocks. This allows AOD students to spend about 3 hours per day in small groups with the classroom teacher and the math and reading interventionists. Students are tested 3 times per year in these areas and benchmarked either weekly or bi-weekly depending on their tier. Also, for math students practice on IXL daily for the additional math practice at their grade level. The interventionists meet with classroom teachers and observe RTI times to ensure that our program is implemented with fidelity. Attached is RTI data for the 2017 school year which shows Beginning, Middle and End of year (**Appendix 4**). Keeping in mind this was the first year with the Math Inventory, many students went up in tiers. However, we continue to analyze data and make changes to positively affect the process and student outcomes.

VII. ANNUAL REPORT CERTIFICATION STATEMENT

Name of School:	Academy of Dover
Location:	104 Saulsbury Rd. Dover, DE 19904

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.


11/30/17
 Signature: Chairperson of Board of Directors (or designated signatory authority) Date

Print/Type Name:	Kimeu Boynton
Title (if designated):	Board President
Date of approval by board of directors:	November 30, 2017

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.