

**REACH ACADEMY FOR GIRLS CHARTER SCHOOL
ANNUAL REPORT 2013 -2014**

CHARTER SCHOOL INFORMATION

Charter School Name: Reach Academy for Girls Charter School

Mailing Address: 170 Lukens Drive
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Tara Allen

Head of School

September 18, 2014

Date

Head of School

Date

Lloyd Cannon Casson

Board President

September 18, 2014

Date

SUBMISSION DEADLINE: December 1st (September 30th for renewing charter schools)

**All schools submit one (1) signed copy (PDF via email preferred) to the
DDOE Charter School Office**

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ABSTRACT

Reach Academy for Girls is a K-8 charter school located at 170 Lukens Dr. New Castle, DE. 19703. Reach Academy for Girls currently has a population of 380 students. Of those 380 students, more than 50% of the students attending Reach Academy for Girls are academically, economically, socially or emotionally disadvantaged.

We offer a rigorous, standards based curriculum in a single-gender learning environment where self respect and respect for others are experienced, and differences in culture, physical ability are respected and valued. Girls are challenged to raise their levels of personal achievement and leadership while becoming curious, active, and responsible learners in the classroom. The Reach Academy for Girls empowers young ladies to be their very best. The sole desire of the teachers, staff, and administration at Reach Academy for Girls has been to develop a rigorous and safe school environment for girls that would eventually become one of the top performing charter schools in Delaware. Although this lofty goal has not yet become a reality, Reach Academy for Girls has shown drastic improvement academically and continues to be financially and organizationally stable. The 2013-2014 school year has put us on the right path. State test scores saw double digit gains in proficiency rates in both Math and Reading from the previous year. Attendance rates and participation rates on the state test also increased during the 2013-2014 school year.

Mission

Reach Academy for Girls is a school that will provide a rigorous core curriculum based on scientifically based research strategies, and globally recognized best practices. Our goal is to help all students in collaboration with the family and community reach their highest potential and become leaders in their school, family, and community.

Vision

Reach Academy for Girls will ensure that all students reach their fullest potential by providing the highest quality instruction and interventions that matches the needs of the individual students. We will use tools designed for frequent progress monitoring, we will make data driven decisions regarding changes necessary to our instructional and/or academic goals.

Enrollment Demographics

Grade	# of students	Grade	# of students
K	73	5	25
1	62	6	45
2	60	7	50
3	59	8	42
4	52		

ACADEMIC PERFORMANCE:

WHAT ARE THE SCHOOL'S ACADEMIC PERFORMANCE OUTCOMES THAT WILL DEMONSTRATE STUDENT GROWTH, PROFICIENCY, AND COLLEGE AND CAREER READINESS LEVELS AS MEASURED BY THE PERFORMANCE FRAMEWORK? PROVIDE AN ANALYSIS OF STRENGTHS, CHALLENGES, AND OPPORTUNITIES FOR GROWTH IN THESE AREAS.

Strengths

Reach Academy for Girls, its families and its stakeholders, have reciprocal relationships in which families and other stakeholders contribute to the school and the school's values. Parents of Reach Academy for Girls students understand the school's mission as described in the school's brochure and website and formalize their commitment to that concept when their children are accepted.

It is the vision of Reach Academy for Girls to provide a quality education to all students by providing safe and secure environment where students are taught to be respectful, cooperative, and life-long learners. A high quality, caring, patient staff educates students by making learning enjoyable in a non- threatening atmosphere. The whole child is addressed through teaching, inquiring, modeling, and utilizing research based educational techniques. While striving to form a strong partnership between school, home, and community, Reach Academy for Girls produces students of good character who accept diversity, responsibility and are successful contributors to an ever-expanding world.

Reach Academy for Girls is a designated Title I school and parent involvement plays a key role in the resources allocated. Reach Academy for Girls has a back to school night, parent / teacher conferences quarterly, reading and math night, and parent liaison meetings with the administration throughout the school year. A recently formed PTO also provides parents and teachers the opportunity to collaborate. The PTO meets once a month. A teacher representative from each grade level as well as an administrator are required to attend each meeting to assist with parents questions and help establish opportunities that continue to allow the Reach Academy for Girls community to flourish.

Volunteering is essential to a community, school, and families. Many parents chaperone class trips, assist in the classrooms, cafeteria, and other school events where an extra hand is needed. Reach Academy for Girls hosts a variety of events that are parent and community oriented. Parents play a key role in the school by participating on the Board and sitting on numerous and various committees. During the 2014-2015 school year, we plan on surveying our parents during every event in which they participate. This will allow us to improve the quality of our events and provide us with ideas for the future. As part of the Common Ground for Common Core we want to continue to supply evidence that shows our alignment to the initiative.

In its charter application, Reach Academy for Girls outlined its goals and benchmarks over an initial five-year period of operation. These are based on the Authentic Teaching, Learning, and Assessment for all students' models. Essential questions, "I can" statements, and common grade level assessments are shared throughout the school and drive the curriculum.

Prior to the 2013-2014 school year, grade level teams worked to produce models of authentic teaching practices. These models are aligned to the Common Core State Standards and provide the increased rigor needed to ensure student achievement. Our new curriculum in 2013-14 includes newly developed curriculum maps built upon state common core standards, which leaves ample room for instructors to rely on creative hands-on authentic learning and instruction while still including much needed skills. To ensure that student gains continued teachers and instructional leaders once again collaborated prior to 2014-2015. A few changes were made in lesson delivery, vocabulary, and management; however new assessment tools were added. More information on these tools will follow.

Teaching takes place in a learning environment that is personalized for all students. Instructors strive to acknowledge and accommodate different learning styles through differentiated instruction and Response to Intervention. Curriculum materials are drawn from the evidence based materials listed in the common core curriculum to make certain this takes place. As Reach Academy for Girls moves toward its goals, the instructional leaders of the school moved to an independent learning environment where the student is the learner and the teacher acts as more of a facilitator. Working within a curriculum that is based on college and career readiness, Reach Academy for Girls teachers' will address student needs by skill level, not grade level. By the adopting of a coherent K-12 curriculum, aligned vertically and horizontally across grades and content area and aligned with the common core state standards, students have the opportunity to learn at their own rate and ability level. Teachers continue to be trained to identify and teach different learning styles and to use knowledge of multiple intelligences in creating a positive and differentiated learning environment.

Grade group teams and cross-grade professional learning communities (PLC's) continue to focus their action plans on student needs, as identified by the assessment of available data. Previously, the school has used DCAS, SRI/SMI, student work and authentic assessment instruments to gather evidence of changes in student performance. Teachers are aided by a series of benchmark tests including, but not limited to: DIBELS and Fountas & Pinnell. Armed with this data, instructors are able to tailor lessons and instructions to specific identifiable goals. For students not meeting specific goals, a variety of interventions are used through the school's Targeted Response to Intervention and Instruction Plan. Likewise, a variety of professional development opportunities are provided, including on and off-site training. Finally, because Reach Academy for Girls incorporates assessment into all facets of the school's program, its goal is to employ a wide range of recognized and appropriate standards from performance-based measures such as exhibitions of Reach Academy for Girls for Girl, portfolios, and community-based projects to standardized tests.

To ensure that the school continues to grow academically and student performance trends continue to have an upward trajectory Reach Academy for Girls instructional leaders continue to use innovative research-based tools. During the 2014-2015 school year Reach Academy for Girls will add Aimsweb and Testwiz to its toolbox of assessment strategies. Aimsweb is a curriculum based tool that is used for progress monitoring. This tool will give staff and administration an accurate prediction of student achievement in both Reading and Math. Based off this data Reach Academy for Girls will form a “watch list” and be able to give students the proper RTI services. This assessment will be administered to all grades K-8 at least three times a year.

Testwiz will also track student achievement; however this tool will be used by teachers to form common assessments for each grade level. These assessments will be used frequently and will provide more rigorous questions that will be reflective of the questions that will be seen on the Smarter Balance Assessment.

Challenges and Opportunities for Growth

Reach Academy for Girls is currently facing many of the challenges that schools are facing across the country as we proceed into the next phase of our existence in the 21st Century. The first major challenge is getting all students to Advanced and Proficient within the confines of the Smarter Balanced Assessment. During the 2013-2014 school year, Reach Academy for Girls met adequate yearly progress (AYP) for the first time in the schools existence. To meet this mark, the school showed growth in attendance rates, state test participation rates, and proficiency rates on the DCAS. Figure 1 below shows Reach Academy for Girls's increases in proficiency rates in both Reading and Math from 2012-2013 school year to the present.

Figure 1- N/A indicates that there was not comparable data from the previous year.

READING DCAS			
Grade:	Spring 2012-2013	Spring 2013-2014	Increase / Decrease from Spring 2012-2013 to Spring 2013-2014
3rd	19%	44%	Plus 25%
4th	N/A	57%	N/A
5th	28%	40%	Plus 12%
6th	54%	46%	Minus 8%
7th	52%	58%	Plus 6%
8th	50%	50%	-

MATH DCAS

Grade:	Spring 2012-2013	Spring 2013-2014	Increase / Decrease from Spring 2012-2013 to Spring 2013-2014
3rd	19%	33%	Plus 14%
4th	N/A	35%	N/A
5th	14%	28%	Plus 14%
6th	27%	36%	Plus 9%
7th	29%	38%	Plus 11%
8th	32%	27%	Minus 5%

Our interim assessment data also shows growth. Figure 2 shows growth by grade level in both Scholastic Math Inventory (SMI) and Scholastic Reading Inventory (SRI) during the 2013-2014 school year. See figure 2 below.

Figure 2- Grade 1 does not appear because they are only tested once per year.

Scholastic Math Inventory

Grade:	Percent Proficient or Advanced in the Fall	Percent Proficient of Advanced in the Spring	Percentage gains from Fall to Spring
2 nd	20%	68%	Plus 48%
3 rd	14%	44%	Plus 30%
4 th	17%	56%	Plus 39%
5 th	0%	34%	Plus 34%
6 th	12%	26%	Plus 14%
7 th	2%	15%	Plus 13%
8 th	0%	5%	Plus 5%

Scholastic Reading Inventory

Grade:	Percent Proficient or Advanced in the Fall	Percent Proficient of Advanced in the Spring	Percentage gains from Fall to Spring
2 nd	14%	19%	Plus 5%
3 rd	19%	28%	Plus 9%
4 th	33%	33%	-----
5 th	17%	33%	Plus 16%
6 th	19%	24%	Plus 6%
7 th	29%	38%	Plus 9%
8 th	34%	40%	Plus 6%

Although the charts above show a tremendous amount of growth in Reading and Math in most grades we were disappointed to show a decrease in 6th grade reading and 8th grade math on the state assessment. We would have also liked to see larger gains in SMI and SRI in the middle school. In an effort to achieve these goals in the future we improved staffing in middle school ELA and Math. We also added an additional instructional coach to support teachers and model best practices. Additionally, we separated middle school students by ability level for Math and ELA in all middle school

classes to allow students to work more closely with their peers who are on the same ability level. Furthermore, the addition of Aimsweb and Testwiz that were addressed previously should also help improve student achievement

During this past summer a summer school program was implemented for those students who need additional support. These students were determined by their SMI / SRI and DCAS Math and Reading scores. This program will continue to be used based off assessment data; however changes in cost and transportation ensure that more students participate in the program. Reach Academy for Girls summer school teachers will keep student achievement data to track students in the program and show their growth during the summer. Reach Academy for Girls also offers a tutoring program for Math and Reading being in October each year for grades K-8. Each teacher is able to recommend 3-5 students quarterly for tutoring services. Tutoring services are after school from 4-5pm Monday and Wednesday. There is no charge for the program.

Achievement Goals

Goals :	Tools:	Rationale:
Increase the number of students meeting reading growth targets by 10% each year for the next three years.	Reading DCAS scores grades 3-8 Scholastic Reading Inventory, grades 1-8	Based on the 2013 Academic Performance Framework report, 36.4% of the girls met fall to spring growth targets for reading. In 2014, we increased the amount of students who met their growth target by 3.4% to 39.8%. We also increased proficiency rates with students in the lowest quartile from 34% to 50%. By increasing the percentage of girls meeting growth targets by 10% each year, in three years, fall to spring growth measures will fall within the Meets Standard criteria in the Performance Framework. SRI is able to provide forecasted growth toward the grade-level state assessment. Individual growth targets for reading and will be set for each student and monitored through quarterly
Increase students meeting math growth targets by 10% each year for the next three years.	Math DCAS, grades 3-8 Scholastic Math Inventory, grades 1-8	Based on the 2013 Academic Performance Framework report, 26.8% of the girls met fall to spring growth targets for math. In 2014, 36.6% of students met growth targets, which is an overall increase of 9.8%. We also increased proficiency rates with students in the lowest quartile from 35.8% to 53%. By increasing the percentage of girls meeting growth targets by 10% each year, in three years, fall to spring growth measures will fall within the Meets Standard criteria in the Performance Framework. The SMI is able to provide forecasted growth toward the grade-level state assessment. Individual growth targets for math will be set for each student

<p>Increase the number of students meeting or exceeding reading standards on the state test by 10% each year for three years.</p>	<p>Reading DCAS scores, grades 3-8</p> <p>Scholastic Reading Inventory, grades 1-8</p>	<p>Based on the 2013 Academic Performance Framework report, 42.5% of the girls achieved proficiency in reading. In 2014, 49% of students achieved proficiency in Reading, which is an increase of 6.5% from the previous year. By increasing the percentage of girls meeting reading standards by 10% each year, in three years the percentage of girls meeting or exceeding standards will fall within the Meets Standard criteria for student achievement in the Performance Framework.</p> <p>SRI provides immediate, actionable data on students' reading levels so that teachers can differentiate instruction and plan meaningful intervention strategies. Through quarterly benchmarking assessments, students, teachers, and the school leader can monitor whether or not a student is on track to meet or exceed standards by the school year's end and adjust classroom</p>
<p>Increase the number of students meeting or exceeding math standards by 10% each year for three years.</p>	<p>Math DCAS scores, grades 3-8</p> <p>Scholastic Math Inventory, grades 1-8</p>	<p>Based on the 2013 Academic Performance Framework report, 25.2% of the girls achieved proficiency in math. In 2014, 32.5% of students were proficient in Math which is an increase of 7.4% from the previous year. By increasing the percentage of girls meeting standards by 10% each year, in three years the percentages of girls meeting or exceeding standards will fall within the Meets Standard criteria for student achievement in the Performance Framework.</p> <p>SMI provides immediate, actionable data on students' reading levels so that teachers can differentiate instruction and plan meaningful intervention strategies. Through quarterly benchmarking assessments, students, teachers, and the school leader can monitor whether or not a student is on track to meet or exceed standards by the school year's end and adjust classroom</p>

FINANCIAL PERFORMANCE:

WHAT ARE THE SCHOOL'S FINANCIAL PERFORMANCE EXPECTATIONS THAT WILL DEMONSTRATE VIABILITY AND SUSTAINABILITY AS MEASURED BY THE PERFORMANCE FRAMEWORK? PROVIDE AN ANALYSIS OF STRENGTHS, CHALLENGES, AND OPPORTUNITIES FOR GROWTH IN THESE AREAS.

Strengths

Reach Academy for Girls complies with applicable laws, roles, regulations, and provisions of financial reporting requirements by:

- Maintaining a budget oversight committee
- Providing monthly financial reporting
- Conducting an annual audit
- Posting the check register on the webpage
- Completing an annual report

FY 2013-2014 had no current year findings from the annual audit (See attachment).

Reach Academy for Girls maintains monthly financial reports, which are publicly posted and presented at each board meeting. All finances are in good standing, and while there is no Delaware Financial Performance Framework to report based on the criteria from previous years, Reach Academy for Girls is on target to receive a rating of "Meets Standard".

Documents

FY2014 APPROVED BUDGET – ENROLLMENT 468

Approved budget:

Estimated receipts totaling \$6,273,408 for all funds; State, Local, Federal and Other Funds

Projected operation expenditure totaling \$6,064,567 for all funds: State, Local Federal and Other Funds

An unallocated balance of \$61,455 supports the estimated summer pay obligation for a total of \$434,054.

A separate summer pay contingency was established during the FY2013. The balance in the account at June 30, 2014 is was \$450,000.

The school administration and board have established a practice for setting aside sufficient funds to meet the summer pay obligation.

Expense category ratios are provided as a means to quickly assess fund use.

FY 2014 CASHFLOW

- Provides a comparison of the funds budgeted versus actual receipts
- Provides expenditures by category with a remaining balance at year-end per the Daily Validity Report as of June 30, 2014:

State and Local:

• APPR 05195	\$ 9.52
• APPR 05213	\$77,652.79
• 98000 Encumbrance	\$161.36
• APPR 98000	\$431,678.21
• APPR 98079	\$12,279.18
	<hr/>
	\$521,781.06

Federal

• Unencumbered Balance	\$72,681.06
• Encumbrance	<u>0.00</u>
Total	\$72,681.06

Other

• Cafeteria	\$22.60
• Before & After Care	\$65,594.96
• Fundraising	<u>\$32,049.30</u>
Total	\$97,666.86

Summer Pay Contingency (Note to Budget)

• APPR 98079	\$434,054.00
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WEB REPORT

- ✓ Meeting the requirement per Delaware Code, Title 14, and Section 122(b) (11) For the monthly posting of a financial report.
- ✓ For the Year ending June 30, 2014
 - 100% of the budget receipts for all funds were received
 - 92% of the approved budget was encumbered/ expenditures

(See Appendix A for approved budget FY 2014)

Challenges / Opportunities for Growth

Reach Academy for Girls was stable financially in 2014 and is currently stable today; however the leadership would like to establish more partnerships with outside resources in the community. By establishing these relationships, we may be able to receive resources or establish other opportunities to ensure that we remain stable financially. Furthermore, Reach Academy for Girls wants to establish additional fund raising opportunities yearly. A growing sports program is just one example of how our fund raising can continue to grow. Fund raising plays a large role in acquiring and being able to afford the resources we need to build a well-rounded school environment.

Organizational Performance

WHAT ARE THE SCHOOL'S PERFORMANCE EXPECTATIONS IN MEETING ITS ORGANIZATIONAL RESPONSIBILITIES INCLUDING, BUT NOT LIMITED TO, ADMINISTRATIVE OPERATIONS, REPORTING, AND LEGAL RESPONSIBILITIES AS MEASURED BY THE PERFORMANCE FRAMEWORK? PROVIDE AN ANALYSIS OF STRENGTHS, CHALLENGES AND OPPORTUNITIES FOR GROWTH IN THESE AREAS.

Strengths

The school year at Reach Academy for Girls was 181 days during 2013-2014. Students begin arriving to school at 8:15 and the educational process begins at 8:45. Dismissal begins at 3:45 and all students are on the bus by 4pm daily. Throughout the 2013-2014 school year Reach Academy for Girls had 1,402 instructional hours which is greater than the 1060 hours that are required by the Delaware statute.

Academically, Reach Academy for Girls is complying with all state and Federal requirements. All incoming Kindergarten students take the Early Learning Survey within the first 30 days of school, all DCAS tested grades were tested at a 95% participation rate or higher. Students in grades K-2 are assessed using DIBLES, while all students in grades 1-8 participated in SMI and SRI interim assessments. Reach Academy for Girls also uses the Response to intervention (RTI) process with all students. This is a three tier process that carefully monitors student's progress to determine intervention strategies and accommodations. Once a student reaches the third tier of the RTI process an evaluation will take place by a certified school psychologist. To receive this evaluation parent permission must be given. Once the results have been received the Instructional Support Team (IST) will meet with the psychologist, parent, and student to discuss next steps or a possible Individualized Education Plan (IEP). To determine language barriers Reach Academy for Girls uses The Home Language Survey. This survey is part of the application process to determine if any incoming student would be considered an English Language Learner (ELL). If another language is listed on the application, the student will be given the WIDA ACCESS placement test (W-APT) within 25 days of enrollment. All students in grades K-8 that score below a 5.0 on the exam will receive ELL support.

The 2014 Organizational Framework Review indicated that Reach Academy for Girls met standards in regards to school transportation, facilities, health, and safety. Reach Academy for Girls employs First Student Bus Company to provide transportation for our students. In 2014 there were 12 buses that traveled throughout New Castle County, ranging from Claymont to Middletown. To assist with transportation during the 2013-2014 year the Transportation Supervisor works directly with First students and parents to ensure that buses are safe and efficient for all students and parents. Furthermore the Transportation Supervisor coordinates with DDOE and the vendor to ensure compliance with regulations, which includes but is not limited to Delaware Code 14 Title 14 Sections 1100:

- Insurance requirements (2904)

- Safety requirement for public school buses (2907)
- Renewal of transportation contracts (2908)
- School bus drivers; drug and alcohol testing (2910)
- License qualification (2707)
- School bus driver qualification (2708)

Currently, Reach Academy for Girls has an updated Certificate of Occupancy for its facility which ensures the facility has met all building, safety, and land use codes, while also successfully passing a fire inspection. Fire drills, lock-down drills, and bus evacuation drills are done on a monthly basis and are documented. Reach Academy for Girls updates all emergency plans yearly, and all documentation met the safety requirements associated with ERIP. Reach Academy for Girls also employs a full-time registered nurse who provides medical services for various medical conditions and screenings. The nurse provides the necessary medical services to all Reach students, while also ensuring compliance with school health regulations. The Federal Free and Reduced Lunch Program is overseen by the business manager. The Reach Academy for Girls contracts with Linton Food Services for the student's meals. The contract is monitored regularly for compliance with Federal school nutrition regulations. Both free and reduced breakfast and lunch are provided daily.

The Board of Directors contracted with the Claremont Consulting Group during the 2014 school year to do a complete review of the school. The two consultants that came to Reach Academy for Girls have assisted charter school boards and leaders throughout the east coast with helping define deficiencies in the school and giving recommendations on how to fix the issues. (See attached the biographies for John Tarvin and Kirsten Olsen). During their stay at Reach, both consultants observed classrooms, interviewed leaders and teachers, and had open conversations with board members and parents to obtain perspectives from all stakeholders. Based on the recommendations from this group, the Board of Directors accepted the constructive criticism and began making some changes. A teacher pay scale was adopted that allowed for all teachers to be paid based off their experience and degree level. More individuals with educational backgrounds became part of the board, which expanded the expertise of the board. Lastly, the leadership of the school was given the guidance and support recommended from the Board of Directors.

The additional guidance and support led to an improved working relationship with the board and leadership, while also increasing the accountability from both parties. In addition to the recommendations from the Claremont Consulting Group, the Board of Directors continues to abide by all governance policies that allow the school to operate efficiently, effectively, and in accordance with the school's charter, mission, vision, and contracted performance goals. The communication between the Board and Leadership at Reach remains strong. The transparency is formalized through monthly reports from the School Leader covering administrative, operational, and academic matters that are subject to Board review and recommendation for action, if required.

The hiring process remained consistent during the past school year. It is the intent of Reach Academy for Girls to hire only teachers and paraprofessionals who are considered highly qualified. When a highly qualified candidate is not available we refer to the Alternative Route to Certification (ARTC) to recommend candidates for the position.

Reach Academy for Girls will not go over the state regulation allowance of 35% for uncertified staff. Any uncertified teacher will complete a detailed plan that includes deadlines and to become certified. A highly qualified mentor teacher is assigned to each uncertified staff member to guide the newly hired staff member in the process of becoming certified. School administration will closely monitor this plan to make certain it is carried out with fidelity. If the teacher does not follow the outlined plan termination could result. Reach Academy for Girls has certainly made each potential employee undergo a national background check for criminal activity and also be checked against the Child Abuse Registry.

STATUS OF CONDITIONS PLACED UPON THE CHARTER:

Reach Academy for Girls did not have any conditions to its charter during the 2013-2014 school year; however expectations were set during the litigation between Reach Academy for Girls and Delaware Department of Education. The expectations are as follows:

- Complete required DCAS testing for all eligible students by March 14, 2014
- Submit a Data Analysis Report and Action Plan, in a format determined by the Department of education, no later than March 28. The report will include an analysis of DCAS testing results and specific steps the school intends to take to address low performance.
- Allow ongoing monitoring and implementation for all strategic planning initiatives outlined in Reach Academy for Girls renewal application.

Reach Academy for Girls met all the requirements above by the dates determined in the letter sent to the Board President on January 31, 2014

STUDENT RETENTION GOALS AND TARGETS:

Challenges

RE-ENROLLMENT

Reach Academy for Girls had 255 of the 447 (57%) students re-enroll from the 2013-2014 school year. We understand that this is not the percentage that any school would like to have, but the possibility of closure at the conclusion of last school year drastically impacted the amount of students who re-enrolled. Our unit count indicated 468 students on September 30th which was 98.5% of our goal enrollment. We ended the year with 447 students. Of the 21 students that left prior to the grade configuration many of the families left because they moved out of state or wanted their child in a more stable environment that did not have the potential to close.

Student Retention

The average daily attendance was 98.6% for the 2013-2014 school year. The table below shows number of students retained per grade and grade level promotion rates.

Grade:	Number of Students Retained	Percentage of Students Promoted
KN	3	95.8%
1 st	2	96.7%
2 nd	0	100%
3 rd	1	98%
4 th	0	100%
5 th	1	96%
6 th	1	97.7%
7 th	1	98%
8 th	1	97.6%

Plan to improve student retention and average daily attendance

Parents will be given a parent survey to determine parent satisfaction, areas of improvement, etc.

Reach Academy for Girls's attendance goal for 2013-2014 was to increase the daily attendance rate to 97%. Reach Academy for Girls exceeded that goal in 2014. Our goal for grade level promotion will always be 100% for each grade level, but we abide strictly to our attendance policy and academic policy in regards to promotion. If a student does not meet the necessary requirements for promotion, that student will be retained. Our guidance counselor monitors attendance daily and will file truancy charges if needed.

INNOVATION:

Increased Focus on Student Data and the State Test

Teachers will participate in weekly 90 minute professional learning communities with the instructional coaches and the mathematics interventionist to ensure that they are using student data effectively, identifying patterns and trends in student work, determining root causes, using high-yield strategies for teaching, creating an action plan for re-teaching, and assessing the results in alignment with Common Core State Standards. Secondly, teachers will use common assessments and performance tasks to familiarize their students with what they will see on the state test. An enormous amount of emphasis was added to the 2014 DCAS assessment. All testing norms from the past were re-evaluated and new strategies were introduced. The testing schedule was changed to only test students in the morning. A DCAS pep-rally took place to get students motivated to take the test. During this time student incentives were introduced to add even more meaning to the exam. One on one student and staff conferences took place to inform the students of what their DCAS goal would be and strategies that would be implemented to help them hit their target. As a result, Reach Academy for Girls students took pride in their DCAS performance and test scores began to increase.

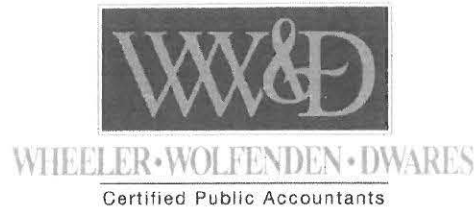
School Culture and Climate

Student achievement comes from not only a rigorous curriculum and exceptional teachers, but also from a positive and safe school climate. During the 2014 school year, Reach Academy for Girls had over 100 less suspensions than it did the previous year. The suspension rate dropped to 12% which is less than the state average. Teachers and staff members attended DE PBS trainings and collaborated monthly during PBS committee meetings to help improve and add more meaning to the current PBS plan. Discipline data and trends were discussed by the PBS team and strategies were implemented to help combat these trends. A bullying audit was conducted by the Department of Education which showed that Reach Academy for Girls did extremely well with all aspects of bullying regulations. Student achievement will continue to be the main focus of any school; however Reach Academy for Girls has evidence to show that a positive and safe school climate plays a large role in achievement. Reach Academy for Girls will continue to make the changes and implement innovative strategies to make sure this trend continues. It is the goal of Reach Academy for Girls to continue to decrease the number of suspensions by 10% yearly.

Professional Development

The instructional coaches at Reach established a summer institute for all teachers that focused on rigor, technology, and the daily five. Many of the teachers took advantage of these opportunities and have begun implementing what they have learned into their teaching. Throughout the school year we also had monthly in-house professional developments that focused on topics chosen by the teachers. At the conclusion of each school year school administration surveys the teachers to get their input on the different areas in which they feel they may need professional development. We also survey staff members at the conclusion of each professional development opportunity to determine if the learning opportunity was beneficial. With 21st Century learning professional development will continue to be a revolving door; however we want to make sure the educators at Reach Academy for Girls are provided the professional growth needed to be outstanding teachers.

Appendices



INDEPENDENT AUDITORS' REPORT

Board of Directors
Reach Academy for Girls, Inc.
Wilmington, Delaware

We have audited the accompanying financial statements of the governmental activities, each major fund and the aggregate remaining fund information of Reach Academy for Girls, Inc. (the Academy), a component unit of the State of Delaware, as of and for the years ended June 30, 2013 and 2012, and the related notes to the financial statements, which collectively comprise the Academy's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditors' Responsibility

Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence amount the amounts and disclosures in the financial statements. The procedures selected depend on the auditors' judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant

Board of Directors
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accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, each major fund, and the aggregate remaining fund information of the Academy as of June 30, 2013 and 2012, and the respective changes in financial position and, where applicable, cash flows thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

As discussed in NOTE A, the financial statements present only the Academy. These financial statements do not purport to, and do not, present fairly the financial position of the State of Delaware as of June 30, 2013 and 2012, and the changes in its financial position for the years then ended in conformity with accounting principles generally accepted in the United States of America.

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the budgetary comparison information on page 22 be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements and other knowledge we obtained during our audits of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Management has omitted the management discussion and analysis that accounting principles generally accepted in the United States of America require to be presented to supplement the basic financial statements. Such missing information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of the financial reporting for placing the basic financial statements in an appropriate operational, economic or historical context. Our opinion on the basic financial statements is not affected by this missing information.

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Other Information

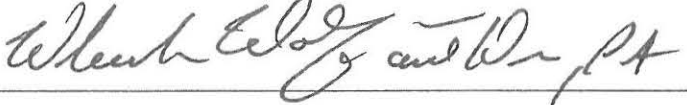
Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise Reach Academy For Girls, Inc.'s basic financial statements. The combined balance sheet, combined schedule of revenue, expenditures and changes in fund balances, and schedules of expenditures by natural classification are presented for purposes of additional analysis and are not a required part of the basic financial statements.

These schedules are the responsibility of management and were derived from and relate directly to the underlying accounting and other records used to prepare the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the combined balance sheet, combined schedule of revenue, expenditures and changes in fund balances, and schedules of expenditures by natural classification are fairly stated, in all material respects, in relation to the basic financial statements taken as a whole.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated September 13, 2013 on our consideration of the Academy's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of this report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be considered in assessing the results of our audits.

The 2012 financial statements have been restated as presented in NOTE G.



September 13, 2013
Wilmington, Delaware

[illegible]

REVENUE BUDGET					
REACH ACADEMY					
For the Month Ending June 30, 2014					
	2014 Approved		Anticipated		
STATE FUNDS	Budget	Receipt To Date	Remaining	% Received	
1 Operations (05213)	3,101,116.59	3,115,424.00	-14,307.41	100.5%	
2 Education Acctab (05215)	1,404.00	1,404.00	0.00	100.0%	
3 Educational Sustainment Funds (05289)	82,253.00	82,253.00	0.00	100.0%	
4 Technology Block Grant (05235)	6,748.00	6,748.00	0.00	100.0%	
5 MCI/State (50022)	48,556.00	48,556.00	0.00	100.0%	
6 MCI/State (91198/05213)--Continuing	284,588.09	284,588.09	0.00	100.0%	
Total State Funds	3,524,665.68	3,538,973.09	-14,307.41	100.4%	
LOCAL AND OTHER FUNDS					
1 Current Year	1,993,694.46	1,983,103.86	10,590.60	99.5%	
2 Continuing	472,602.68	466,109.98	6,492.70	98.6%	
Total Local Funds	2,466,297.14	2,449,213.84	17,083.30	99.3%	
FEDERAL FUNDS					
1 Current Year	210,743.00	210,743.00	0.00	100.0%	
2 Continuing	71,702.23	71,702.23	0.00	100.0%	
Total Federal Funds	282,445.23	282,445.23	0.00	100.0%	
ALL FUNDS TOTAL	6,273,408.05	6,270,632.16	2,775.89	100.0%	
EXPENDITURE BUDGET					
For the Month Ending June 30, 2014					
	2014 Approved			Balance	
Operating Budget	Budget	Encumbrance	Expenditures	Remaining	% Obligated
1 Salaries and OEC	2,473,370.08		2,479,538.94	-6,168.86	100.2% (1)
2 Facility Lease	897,976.00		973,883.42	-75,907.42	108.5% (2)
3 Facility Maintenance	198,314.33		173,355.62	24,958.71	87.4%
4 Utilities	180,937.62		185,955.29	-5,017.67	102.8% (3)
5 Instructional	613,078.47	161.36	484,104.93	128,812.18	79.0%
6 Other Expenses	572,416.52		379,038.00	193,378.52	66.2%
7 Transportation	411,699.00		381,853.00	29,846.00	92.8%
8 Food Service	65,000.00		26,528.81	38,471.19	40.8%
9 Management Company	0.00		0.00	0.00	
10 Contingency	111,719.34		0.00	111,719.34	0.0%
Total Operating Budget	5,524,511.36	161.36	5,084,258.01	440,091.99	92.0%
FEDERAL	231,542.89	0.00	209,764.17	21,778.72	90.6%
OTHER	308,512.60	0.00	284,481.54	24,031.06	92.2%
ALL FUNDS TOTAL	6,064,566.85	161.36	5,578,503.72	485,901.76	92.0%
Footnotes:					
(1) Salary Policy was approved after the final budget was adopted					
(2) Reflects additional expenditures relating to Modular Classroom removal and rent contract payouts					
(3) Reflects impact of utility cost due to extreme weather for multiple sites					



John Tarvin, the principal of Claremont Consulting, a national firm, believes that all organizations and individuals have the capacity for continuous growth. Skilled at improving personal and collective effectiveness, John approaches each of his consulting assignments with a practiced approach to problem solving, grounded in his own extensive experiences as a president, executive director, COO, CFO, and chief development officer of a highly diverse set of nonprofit and for-profit organizations. As a result, he is able to quickly and accurately understand the organizational and personal challenges of his clients.

Prior to Claremont Consulting, John was the founding Executive Director of the Massachusetts Center for Charter Public School Excellence (MCCPSE), the statewide resource center for all of Massachusetts' charter public schools. At MCCPSE, he:

- Provided targeted training programs to leaders, CFOs, principals, teachers, board members, and development specialists, and
- Consulted with charter schools on a wide variety of institutional and leadership concerns, such as strategic planning, governance and accountability, conflict resolution, organizational and programmatic restructuring, change management, and leadership coaching.

Before starting MCCPSE, John was President of Jumpstart, a \$15 million, national AmeriCorps program, and previously served as Senior Vice President and CFO.

- As president, he guided the organization as it launched its first national public relations and fundraising campaign, "Read for the Record®," which was featured on *The Today Show*, and oversaw the creation of a new brand identity for Jumpstart.
- As senior vice president, John managed the organization's national fundraising efforts, successfully launching a \$1 million national partnership with Sodexo, and secured a \$1.25 million foundation grant to expand Jumpstart's program in Washington, D.C.
- John also served as the CFO, managing the organization's financial operations.

In addition to K-12 education and community service, John's nonprofit management experience extends to two other sectors – early education and museums – where he was:

- CFO of Stars, a provider of comprehensive, early childcare programs.
- CFO and Acting President (on several occasions) at Historic New England, a museum of cultural history, where he stewarded the organization's \$85 million endowment; managed the finance, technology, and human resources departments; and expanded earned income opportunities.
- Board of Trustees member and treasurer of the Nichols House Museum.

Prior to becoming a nonprofit leader, John had a significant career in the for-profit sector:

- Finance manager for Fidelity Investments, where he directed a team of budget analysts who developed and tracked Fidelity Systems Company's \$100 million budget.
- Systems analyst and accountant at Millipore Corp. and Prudential Insurance.

A certified professional coach through the International Coach Federation and a certified management accountant through the Institute of Management Accountants, John holds a:

- BS in business administration from Boston University
- MS in computer information systems from Bentley University

John has served on numerous boards and committees and as an evaluator for the following:

- Mass Development Charter School Facility Fund Advisory Board member,
- Nichols House Museum,
- New York State Education Department charter school evaluator,
- Echoing Green fellowship reader/evaluator,
- Town of Milton, Mass. warrant committee member, and
- Milton Public Schools' long-range planning committee member.

Kirsten Olson, Ed.D., PCC is principal of Old Sow Consulting and Coaching in Brookline, MA. She is a certified Professional Coach (International Coaching Federation) and adjunct faculty at the Georgetown University Institute for Transformational Leadership. She holds a doctorate from the Harvard Graduate School of Education, where she focused on large-scale instructional improvement and educational culture, and has been coaching and consulting for almost 20 years. Her clients include Kennedy School at Harvard University, the Massachusetts Center for Charter Public School Excellence, New York Department of Education, Oxfam America, and dozens of large and smaller educational leadership teams and educational leaders. She is a co-founder of the Institute for Democratic Education in America (IDEA), a national not-for-profit.