



DEPARTMENT OF EDUCATION

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January 24, 2020

Mr. Andre' Boggerty
Board Chair, Destiny Education Leadership Academy (DELA)
630 W. Division Street, Suite G
Dover, DE 19904

Re: Application for a New Charter School

Dear Mr. Boggerty:

Thank you for submitting an application for a new charter school. This letter is a follow up to our conversation on January 17, 2020. We appreciate the time and effort that you and your team committed to the application. In accordance with the charter law, the Delaware Department of Education makes an initial review of all new charter school applications it receives in order to assess the completeness and quality of each application based on the application submission criteria pursuant to 14 *Del. C. Ch. 5*.

After completing the initial review of the DELA application submitted to the Charter School Office on January 2, 2020, the application was deemed incomplete and insufficient to warrant a full review. One page 9 of the application, the instructions note that, "Late submissions will not be accepted." However, on January 10, 2020, the Charter School Office received an additional binder with revised charter application documents. As we discussed, the materials were not eligible for review because we received the submission after the January 2, 2020 deadline. Listed below are the identified areas of insufficiency that disqualified the application from further consideration:

| Application Section | Comments |
|---|---|
| Executive Summary | |
| 6. Business Plan | Business plan is missing Transportation, Prospective Partners, and Financial Resources |
| d. Provide, as Attachment 1 (Founding Group Résumés and Biographies). | The founding group's membership lacked the requisite expertise in the following areas: research based curricula and instructional strategies; Delaware financial and accounting systems and funding procedures for Delaware Charter Schools, School operations; Experience in the design and operation of a charter school; Additionally, there was not no evidence of success by H.A.R.K Educational Services. |
| 1.2 Principal/Founding Group, School Leader, and School Leadership Team | |
| Founding Group Membership Identify key members. | Missing resumes for Sonya McCray and Anthony Wallace. Resume included for Reshid Xavier Walker who is not listed as a Founding Member. Resumes submitted: <ul style="list-style-type: none"> - G. Dodge - Andre Boggerty - Natalie Cherry - Ethel Donaldson - Esther Graham - La Mar Gunn - Sharon Sade Truiett - Reshid Walker |

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| | Board Member information forms note that criminal background checks were completed but the Secretary of Education did not receive any documents by the Jan. 2 nd deadline. |
| <p>a. Explain the Founding Group’s collective qualifications for establishing a high-quality charter school in Delaware and in assuming stewardship of public funds. Address the following in your response.</p> <ul style="list-style-type: none"> • Experience and/or involvement in K -12 public education system; • Experience in the design and operation of a charter school (if the school has closed or is slated for closure, non-renewal, or dissolution, describe the circumstances that led to such closure, non-renewal, or dissolution); | <p>The application lists the following statement on Page 2.5-11 in reference to H.A.R.K. Educational Services, Inc.:</p> <p>“This is start-up management company. It has no operating history or financial assets. Attached is a copy of the Resume of the lead company representatives.”</p> <p>Resume of Dr. David E. Clark, Jr. Resume of Ozie L. Hall</p> <p>Page 2.5-7 notes that “H.A.R.K. will provide in-kind start-up services” but the management agreement includes charges for \$150K in pre-charter services.</p> <p>Chester Community Charter School (led by Dr. Clark) is a low performing school (see attached Future Ready PA Index). In school year 2018-19, 16.3% of CCCS students demonstrated proficiency in reading (Statewide average: 62.1%). In math, 6.4% of students demonstrated proficiency (Statewide average: 45.2%).</p> <p>Mr. Hall did not disclose the failed charter school he led in North Carolina (Kinston Charter Academy). While HARK Educational Services is not currently involved in any litigation, the State of NC filed suit against Mr. Hall and his wife for allegedly misusing money.</p> <p>(www.wecharter.org) no information listed about its principals nor staff.</p> <p>Advanced Education Systems, LLC The Charter School Services company. No information available online.</p> <p>The selection of H.A.R.K. as DELA’s charter management company reflects poorly on the Founding Board for not conducting a more thorough due diligence process.</p> |
| 4. Describe the responsibilities and qualifications of leadership team Attachment 3 (qualifications, résumés, and professional biographies) | The school leader position description is very thin, vague and does not speak to the unique qualifications required to lead DELA, a school with a specific mission. |
| 1.3 Education Plan, Curriculum and Instructional Design | |
| 1. Provide a synopsis of the proposed educational program | The application states that the school will develop a database of approved content materials but does not specify curriculum. This section has numerous “Will do” and “Will be” statements that leave the reader wondering what will be unique about this school and differentiate it from traditional schools besides having a different name. |
| 3. Provide an overview of the planned curriculum, including, as Attachment 4 , scope and sequence per content area per grade band (K-2, 3-5, 6-8, 9-12) the school plans to serve | <p>Scope and sequence information for all instructional areas were vague and general without timelines and content standards. Sample instructional units from Colorado are provided, but it is unclear if this will be the proposed curriculum.</p> <p>The curriculum documentation did not include or identify pacing or pacing benchmarks.</p> <p>The curriculum documentation did not identify standards nor identify how those standards are being developed.</p> |

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| | The application required scope and sequence in all content areas Curricula for Physical Education was not included. |
| 4. Provide, as Attachment 5, 1 Mathematics unit with corresponding summative | Contains Sample ELA and math units. A Summative Assessment was not included. |
| 7. Provide a synopsis of plans for additional academic support for at-risk students | There is no description of how the school plans to implement procedures to determine whether a student responds to interventions. There was no reference to Multi-tiered instructional systems. There are no specific assessments identified to determine whether or not interventions are effective only “professional judgement”. |
| Student Performance | |
| 1. Describe the student performance standards | The application references that the school will set measurable goals but none are identified. There are no performance goals identified. |
| 2. In addition to the State’s mandatory assessments, | MAP assessments are identified but there is no explanation as to how this aligns to the school’s curriculum, performance goals or Delaware Content Standards. |
| Supplemental Programming | |
| 2. Describe the school’s programs or strategies to address student mental, | The school states that it will partner with outside vendors but none are identified. There are no in-house options listed. |
| 4. <i>For schools offering summer school.</i> Describe the extra- or co-curricular activities | Applications states that the Board will develop a program but no detail is provided. |
| Special Populations and At-Risk Students | |
| 1. At-Risk Students | |
| 1b. Describe how the school will implement Response to Intervention | Response to Intervention (RTI) section is incomplete. It does not identify instructional strategies, intervention strategies, intermediate assessments or data collection methods. |
| 2. Students with Disabilities | |
| A. Identification | |
| b. Describe the multi-tiers of evidenced-based | Tiers of RTI are not fully developed |
| B. Program Plan | |
| a. Describe the school’s plan for ensuring compliance with state and federal statutes and regulations | Strategies are not listed for identification, evaluation, or eligibility, or educational program. |
| b. Describe how the school will provide a continuum of educational placements | This section was not completed. |
| d. Describe how the school will provide multi-tiers of academic and behavioral supports | No specifics are listed |
| e. Explain how the school will ensure parent participation in the IEP process | The application references “all required outreach” however there are no specifics listed. |
| g. Describe how the school will ensure that IEP services, supports, and accommodations are implemented by all staff working with students with disabilities | There is no reference to all staff, only the SWD Director |
| h. For students with disabilities who are age 14 or older | No specifics are listed |
| C. Monitoring and Accountability | |
| b. Describe how the school will ensure that required participants, including parents, will attend IEP meetings. | No specifics are listed |

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| D. Staffing and Professional Development | |
| a. Describe how the school will employ qualified special education staff | There is no plan for OT, PT, Speech, School Psychologist, Special Education staff (outside of the coordinator) |
| b. Describe how the school will ensure that all staff (including but not limited to administrators, | A professional development plan is referenced but not included. |
| 4. Gifted Students: Explain how the school will identify and meet the needs of gifted students, including: | |
| a. The specific research-based instructional programs | Nothing specific identified |
| Student Recruitment and Enrollment | |
| 4. Describe the ongoing student recruitment work that you will do once your school has opened. | The application references developing a strategic plan, however, one is not provided. |
| 1.4 Performance Management | |
| 4. Describe how state data systems will be used and monitored to support informed decision-making in the areas of academic performance, organizational management, and financial viability. | Application states that the service provider will be used for this but there are no specifics. |
| 5. Describe how the School Leadership Team will oversee and monitor compliance with statutory requirements as measured by the Organizational Framework. | The response lacks specific information (e.g. accountable staff, types of reports) |
| 1.5 Staffing | |
| 1.5.a. Year 1 positions with position descriptions, including those for administrative, instructional, and non-instructional personnel; | Descriptions are not listed for contracted positions. |
| 1.5.b. The number of classroom educators, Paraprofessionals, any specialty educators, and contracted professional services, such as Speech Therapists, Physical Therapists, etc.; | Number of positions are not listed. |
| 1.5.c. Operational and support staff; | Numbers needed are not listed |
| 1.5.d. The educator-student ratio, as well as the ratio of adults to students for the school. | Ratios not mentioned. |
| Staffing Plans, Management, and Evaluation | |
| 2. Outline the proposed school's salary ranges and employment benefits for all employees, as well as any incentives or reward structures | There are no ranges provided. There are no specifics provided. Non-monetary incentives are referenced, but none are included. |
| 4. Outline the school's procedures for hiring and dismissing school personnel | The development of a personnel policy is referenced but none is provided. |
| 5. Describe how the School Leadership Team will use the Delaware Performance Appraisal System (DPAS) as required by Delaware Code and regulations or propose an alternative system. | No response |

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| Professional Development | |
| e. An explanation of the school’s system for providing coaching and professional development for the School Leader. | Vague response, no specifics given. |
| 1.6 Governance and Management | |
| Governing Board | |
| 5. As Attachment 12 , provide a completed and signed Charter School Board Member Disclosures Form for each proposed Board member. | Disclosure forms are not signed. |
| 7. School Oversight | |
| b. Describe the financial policies and procedures that the Board and administration will implement and follow in order to ensure that the school remains fiscally solvent | States that the Board will adopt an Internal Control Policy, but no policy was provided. |
| d. Identify the enrollment threshold that would compel the Board to delay opening | 120 students enrolled of 264 is far too low. |
| f. Describe the School Leader contract. Identify whether there will be performance targets in that contract and, if so, what they are. | The question was not answered. The response states that the contract will be developed. |
| 9. Board Continuity. Describe how, and on what timeline, new Board members will be recruited and added. | The question was not answered. |
| 10. Ethics and Conflicts of Interest. Describe the Board’s ethical standards and procedures for identifying and addressing conflicts of interest and compliance with the State Code of Conduct. | The conflict of interest policy simply states that Board members will not engage in conflicts of interest. |
| 1.8 Start-Up and Operations | |
| 2. Describe what you anticipate will be the challenges of starting a new school and how you expect to address these challenges | The only item budgeted in Year 0 is \$150k in management company fees. Not realistic and also, there is no mention of where the \$150k is coming from. The revenue is budgeted under “Miscellaneous Receipts” and there is no information in the narrative that explains the source of funds. |
| 3. Complete the Start-Up (Year 0) Budget in the Budget Sheets. Complete all pages in the Budget Sheets, and provide as Attachment 16 (see link in Section 1.10 Budget and Finance). | Insufficient response. Budgeted amount is nowhere near accurate. They have budgeted \$125k for year one. AOD (a school of similar size) spends nearly double that in one year. Completely unrealistic plan. Budget as presented cannot support an increase in this line item. |
| 4. Transportation. Describe how students will be transported to the school pursuant to | The only item budgeted in Year 0 is \$150k in management company fees. Not realistic and also, there is no mention of where the \$150k is coming from. The revenue is budgeted under “Miscellaneous Receipts” and there is no information in the narrative that explains the source of funds. |
| 6. Lunch/Breakfast. Describe the plan for providing meals to students, including homeless students and others students eligible for free or reduced price meals. | The response is too brief and does not provide a plan. |

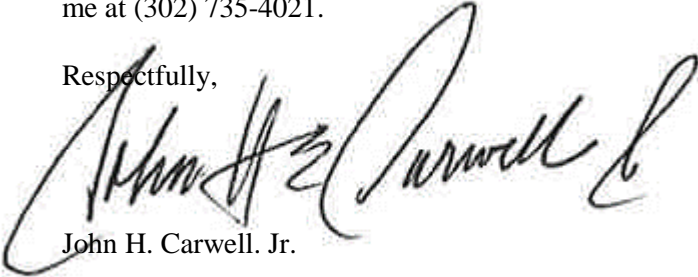
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| <p>9. Student Records. Describe the plan for the timely transfer of student and school data and records to the Department of Education</p> | <p>The response is too brief and does not provide a plan.</p> |
| <p>1.9 Facilities</p> | |
| <p>1. Discuss the school’s facility needs based on the educational program and projected enrollment.</p> | <p>A number of needs are identified in this paragraph. It is not entirely clear whether the proposed facility meets all of those needs. For example, the applicant states that the school will need a server, internet access, cabling, routers, switches, etc. Is this facility already equipped with all of that equipment? If not, how will these items be paid for during the planning year? It is unreasonable to state that these items will be taken care of beginning in July of their first year of operation- they will not have sufficient time to prepare the building before school begins.</p> |
| <p>2. If the applicants have identified a facility, state where the school will be located (including county location and any other location specifics) and, as Attachment 18, provide floor plans of the school that identifies each room and whether the building will be new construction or an existing building. Include a detailed description of the facility that includes the number of acres.</p> | <p>This facility was previously used as a private religious-based school. Will any modification be necessary to comply with state rules around using buildings with religious artifacts?</p> |
| <p>a. If the site has been identified, list the detailed terms and/or conditions for the use of the facility. If not, describe the plans to identify a suitable facility.</p> | <p>A copy of the lease is included. The lease states that the tenant will be responsible for all maintenance and repairs of the building (roof, windows, plumbing, HVAC, etc.). What is the current condition of the building? When were these major items last replaced? The school has only budgeted between \$10k-\$20k per year for maintenance/repairs (\$10k-\$16k in the 80% budget; \$15k-\$21k in the 100% budget). Those amounts are insufficient if a major repair is needed. Without knowing the current age/condition of the facility and when items were last repaired/replaced, it is impossible to know if the school can actually afford this facility.</p> |
| <p>1.10 Budget and Finance</p> | |
| <p>1. Revenue Estimates. Complete and submit the “New Charter School Estimated State and Local Fund Calculations” spreadsheets as Attachment 19.</p> | <p>Applicant only provided the local revenue worksheets; the state pages are missing for all years in both the 80% and 100% scenarios.</p> |
| <p>a. A budget based on the targeted enrollment; and</p> | <p>The Year 1 budget does not meet the 2% contingency check.</p> |
| <p>3. Budget Narrative (Provide as Attachment 20)</p> | <p>Budget narrative does not clearly explain assumptions. It is not detailed and no explanation is given for any of the amounts appearing in the budget. The applicant was expected to provide a narrative that identifies the assumptions and details of each budget LINE ITEM. They have only provided generic language around the major budget categories- not the line items. It is impossible to know whether they have adequately captured all expected costs because there are no details provided.</p> <p>The applicant states the following in the narrative under “Payroll”:</p> <p>“The board has not yet determined health insurance and other benefits. Sufficient fund balance is available to cover the same.”</p> |

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| | Major issues with this statement. First, the school will be REQUIRED to participate in the group health plan. The revenue worksheets include health insurance funding; however, the applicant has budgeted \$0 in each year in both the 80% and 100% scenarios. They state that the fund balance can cover this cost, which is untrue in most of the years. They already do not meet the 2% contingency reserve in Year 1 of the 100% budget. |
| 4. Business Plan (Provide as Attachment 21) | |
| a. Expected Funding Sources. Indicate the amount and sources of funds, property, or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated and include evidence of firm commitments, where applicable. Describe the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than the estimated budget. | Loans mentioned earlier but not here. |
| d. Audits. Describe the financial controls that the school will have in place, including the annual audit of the financial and administrative operations of the school. Include evidence that the school will adhere to the accounting, auditing, and reporting procedures and requirements that apply to public schools operating in Delaware in accordance with the State Budget and Accounting Manual and 29 Del. C. Ch. 69. | Could not find any amounts budgeted for annual independent audit. Not mentioned anywhere in the budget narrative. |
| 2.4 Charter School Board Member Information Form. To be completed individually by each proposed charter school board member. | Only two forms were included in the application for Andre' Boggerty (missing signature page), La Mar Gunn (not signed). |
| 2.5 Charter Board Member Disclosures Form | The application included unsigned forms for Natalie Cherry, Gary Dodge; Ethel Donaldson, Esther Graham, Sonya McCray, Sharon Sade' Truiett, and Anthony Wallace. In addition, an unsigned form was included for Walker (not listed as founded board member). |
| 2.5 Charter Management Company and Highly Success Charter School Operator Supplement | The application lists the following statement on Page 2.5-11 in reference to H.A.R.K. Educational Services, Inc.: "This is start-up management company. It has no operating history or financial assets. Attached is a copy of the Resume of the lead company representatives." Resume of Dr. David E. Clark, Jr. Resume of Ozie L. Hall Page 2.5-7 notes that "H.A.R.K. will provide in-kind start-up services" but the management agreement includes charges for \$150K in pre-charter services. Chester Community Charter School (led by Dr. Clark) is a low performing school (see attached Future Ready PA Index). In school year 2018-19, 16.3% |

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| | <p>of CCCS students demonstrated proficiency in reading (Statewide average: 62.1%). In math, 6.4% of students demonstrated proficiency (Statewide average: 45.2%).</p> <p>Mr. Hall did not disclose the failed charter school he led in North Carolina (Kinston Charter Academy). While HARK Educational Services is not currently involved in any litigation, the State of NC filed suit against Mr. Hall and his wife for allegedly misusing money.</p> <p>(www.wecharter.org) no information listed about its principals nor staff.</p> <p>Advanced Education Systems, LLC The Charter School Services company. No information available online.</p> <p>The selection of H.A.R.K. as DELA's charter management company reflects poorly on the Founding Board for not conducting a more thorough due diligence process.</p> |
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Again, thank you for your interest in establishing a charter school. We suggest that you and your team review some of the previous charter school applications that are posted on our website (e.g. Sussex Montessori School, Mapleton Charter School). I hope the feedback provided here is helpful. If you have any questions, please contact me at (302) 735-4021.

Respectfully,



John H. Carwell, Jr.



Progress Towards Goal/Standard

- ● ● Meets or Exceeds Statewide Goal
- ● ○ Meets or Exceeds Interim Target
- ○ ● Not Meeting Statewide Goal/ Interim Target

Current and Previous Performance Comparison

- ↑ Increase in Performance from the Previous Year
- Maintained the Same Performance from the Previous Year
- ↓ Decrease in Performance from the Previous Year

IS- Insufficient Sample NA- Not Applicable
 Color coding and arrows provide information about school progress.

Chester Community CS

State Assessment Measures

Proficient or Advanced on Pennsylvania State Assessments



English Language Arts/Literature

All Student Group Did Not Meet Interim Goal/Improvement Target

| | |
|--------------------------------|--------------|
| Percent Proficient or Advanced | 16.3% |
| Statewide Average | 62.1% |
| Statewide 2030 Goal | 81.1% |

Student Group Breakdown

| | | |
|--------------------------------|--------------|---|
| All Student Group | 16.3% | ○ ○ ● |
| American Indian/Alaskan Native | IS | ○ ○ ○ |
| Asian | IS | ○ ○ ○ |
| Hawaiian/Pacific Islander | IS | ○ ○ ○ |
| Black | 15.6% | ○ ○ ↓ |
| Hispanic | 15.8% | ○ ○ ↑ |
| White | 38.2% | ○ ↑ ○ |
| 2 or More Races | 29.2% | ○ ○ ↓ |
| Economically Disadvantaged | 16.5% | ○ ○ ● |
| English Learner | 6.9% | ○ ○ ↓ |
| Student with Disabilities | 5.8% | ○ ○ ↓ |



Mathematics/Algebra

All Student Group Did Not Meet Interim Goal/Improvement Target

| | |
|--------------------------------|--------------|
| Percent Proficient or Advanced | 6.4% |
| Statewide Average | 45.2% |
| Statewide 2030 Goal | 71.8% |

Student Group Breakdown

| | | |
|--------------------------------|--------------|---|
| All Student Group | 6.4% | ○ ○ ● |
| American Indian/Alaskan Native | IS | ○ ○ ○ |
| Asian | IS | ○ ○ ○ |
| Hawaiian/Pacific Islander | IS | ○ ○ ○ |
| Black | 5.9% | ○ ○ ↓ |
| Hispanic | 6.6% | ○ ○ ● |
| White | 31.3% | ○ ↑ ○ |
| 2 or More Races | 9.2% | ○ ○ ↓ |
| Economically Disadvantaged | 6.6% | ○ ○ ● |
| English Learner | 3.0% | ○ ○ ● |
| Student with Disabilities | 2.9% | ○ ○ ↓ |



Science/Biology

All Student Group Did Not Meet Interim Goal/Improvement Target

| | |
|--------------------------------|-------|
| Percent Proficient or Advanced | 22.8% |
| Statewide Average | 66.0% |
| Statewide 2030 Goal | 83.0% |

Student Group Breakdown

| | | | |
|--------------------------------|-------|--|--|
| All Student Group | 22.8% | | |
| American Indian/Alaskan Native | IS | | |
| Asian | IS | | |
| Hawaiian/Pacific Islander | IS | | |
| Black | 23.1% | | |
| Hispanic | 19.5% | | |
| White | IS | | |
| 2 or More Races | IS | | |
| Economically Disadvantaged | 23.0% | | |
| English Learner | 11.6% | | |
| Student with Disabilities | 11.1% | | |

Meeting Annual Academic Growth Expectations (PVAAS)



English Language Arts/Literature

All Student Group Did Not Meet the Standard Demonstrating Growth

| | |
|-----------------------------------|------|
| Academic Growth Score | 63.0 |
| Statewide Average Growth Score | 75.0 |
| Meeting Statewide Growth Standard | 70.0 |

Student Group Breakdown

| | | | |
|--------------------------------|------|--|--|
| All Student Group | 63.0 | | |
| American Indian/Alaskan Native | IS | | |
| Asian | IS | | |
| Hawaiian/Pacific Islander | IS | | |
| Black | 62.0 | | |
| Hispanic | 78.0 | | |
| White | IS | | |
| 2 or More Races | 76.0 | | |
| Economically Disadvantaged | 67.0 | | |
| English Learner | 65.0 | | |
| Student with Disabilities | 70.0 | | |



Mathematics/Algebra

All Student Group Meets the Standard Demonstrating Growth

| | |
|-----------------------------------|------|
| Academic Growth Score | 78.0 |
| Statewide Average Growth Score | 75.3 |
| Meeting Statewide Growth Standard | 70.0 |

Student Group Breakdown

| | | | |
|--------------------------------|------|--|--|
| All Student Group | 78.0 | | |
| American Indian/Alaskan Native | IS | | |
| Asian | IS | | |
| Hawaiian/Pacific Islander | IS | | |
| Black | 76.0 | | |
| Hispanic | 94.0 | | |
| White | IS | | |
| 2 or More Races | 50.0 | | |
| Economically Disadvantaged | 78.0 | | |
| English Learner | 94.0 | | |
| Student with Disabilities | 81.0 | | |



Science/Biology

All Student Group Did Not Meet the Standard Demonstrating Growth

| | |
|-----------------------------------|-------------|
| Academic Growth Score | 50.0 |
| Statewide Average Growth Score | 75.1 |
| Meeting Statewide Growth Standard | 70.0 |

Student Group Breakdown

| | | | | |
|--------------------------------|------|--|--|--|
| All Student Group | 50.0 | | | |
| American Indian/Alaskan Native | IS | | | |
| Asian | IS | | | |
| Hawaiian/Pacific Islander | IS | | | |
| Black | 50.0 | | | |
| Hispanic | 54.5 | | | |
| White | IS | | | |
| 2 or More Races | IS | | | |
| Economically Disadvantaged | 50.0 | | | |
| English Learner | 72.0 | | | |
| Student with Disabilities | 57.0 | | | |

Advanced on Pennsylvania State Assessments



English Language Arts/Literature

| | |
|--------------------------|--------------|
| All Student Group | |
| Percent Advanced | 1.2% |
| Statewide Average | 17.8% |

Student Group Breakdown

| | |
|--------------------------------|------|
| All Student Group | 1.2% |
| American Indian/Alaskan Native | IS |
| Asian | IS |
| Hawaiian/Pacific Islander | IS |
| Black | 1.1% |
| Hispanic | 0.0% |
| White | 5.9% |
| 2 or More Races | 4.6% |
| Economically Disadvantaged | 1.1% |
| English Learner | .8% |
| Student with Disabilities | .9% |



Mathematics/Algebra

| | |
|--------------------------|--------------|
| All Student Group | |
| Percent Advanced | 1.0% |
| Statewide Average | 17.8% |

Student Group Breakdown

| | |
|--------------------------------|------|
| All Student Group | 1.0% |
| American Indian/Alaskan Native | IS |
| Asian | IS |
| Hawaiian/Pacific Islander | IS |
| Black | .9% |
| Hispanic | 1.8% |
| White | 0.0% |
| 2 or More Races | 1.5% |
| Economically Disadvantaged | 1.0% |
| English Learner | 1.5% |
| Student with Disabilities | .6% |



Science/Biology

All Student Group

Percent Advanced

2.8%

Statewide Average

28.9%

Student Group Breakdown

| | |
|--------------------------------|-------------|
| All Student Group | 2.8% |
| American Indian/Alaskan Native | IS |
| Asian | IS |
| Hawaiian/Pacific Islander | IS |
| Black | 3.1% |
| Hispanic | 0.0% |
| White | IS |
| 2 or More Races | IS |
| Economically Disadvantaged | 2.8% |
| English Learner | 2.3% |
| Student with Disabilities | .5% |

On-Track Measures

English Language Growth and Attainment



English Language Growth and Attainment

All Student Group Did Not Meet Interim Goal/Improvement Target

| | |
|--|--------------|
| Percent English Language Growth and Attainment | 22.9% |
| Statewide Average | 31.2% |
| Statewide 2030 Goal | 70.3% |

Student Group Breakdown

| | | |
|--------------------------------|-------|--|
| All Student Group | 22.9% | |
| American Indian/Alaskan Native | IS | |
| Asian | IS | |
| Hawaiian/Pacific Islander | IS | |
| Black | 31.8% | |
| Hispanic | 21.3% | |
| White | IS | |
| 2 or More Races | IS | |
| Economically Disadvantaged | 21.1% | |
| English Learner | 23.0% | |
| Student with Disabilities | 16.7% | |

Regular Attendance



Regular Attendance

All Student Group Did Not Meet Performance Standard

| | |
|----------------------------|--------------|
| Percent Regular Attendance | 48.7% |
| Statewide Average | 85.8% |
| Statewide 2030 Goal | 94.1% |

Student Group Breakdown

| | | |
|--------------------------------|-------|--|
| All Student Group | 48.7% | |
| American Indian/Alaskan Native | IS | |
| Asian | IS | |
| Hawaiian/Pacific Islander | IS | |
| Black | 48.4% | |
| Hispanic | 50.3% | |
| White | 53.7% | |
| 2 or More Races | 48.6% | |
| Economically Disadvantaged | 49.3% | |
| English Learner | 53.2% | |
| Student with Disabilities | 41.4% | |

Early Indicators of Success



Grade 3 Reading

All Student Group

Percent Grade 3 Reading

14.5%

Student Group Breakdown

| | |
|--------------------------------|--------------|
| All Student Group | 14.5% |
| American Indian/Alaskan Native | IS |
| Asian | IS |
| Hawaiian/Pacific Islander | IS |
| Black | 13.3% |
| Hispanic | 13.7% |
| White | IS |
| 2 or More Races | IS |
| Economically Disadvantaged | 14.9% |
| English Learner | 13.6% |
| Student with Disabilities | 5.5% |



Grade 7 Mathematics

All Student Group

Percent Grade 7 Mathematics

6.0%

Student Group Breakdown

| | |
|--------------------------------|-------------|
| All Student Group | 6.0% |
| American Indian/Alaskan Native | IS |
| Asian | IS |
| Hawaiian/Pacific Islander | IS |
| Black | 5.5% |
| Hispanic | 3.8% |
| White | IS |
| 2 or More Races | IS |
| Economically Disadvantaged | 6.3% |
| English Learner | IS |
| Student with Disabilities | 6.1% |

College and Career Measures

Career Standards Benchmark



Career Standards Benchmark

All Student Group Exceeds Performance Standard

| | |
|------------------------------------|--------------|
| Percent Career Standards Benchmark | 99.2% |
| Statewide Average | 89.8% |
| Statewide 2030 Goal | 98.0% |

Student Group Breakdown

| | | |
|--------------------------------|---------------|--|
| All Student Group | 99.2% | |
| American Indian/Alaskan Native | IS | |
| Asian | IS | |
| Hawaiian/Pacific Islander | IS | |
| Black | 99.1% | |
| Hispanic | 100.0% | |
| White | IS | |
| 2 or More Races | IS | |
| Economically Disadvantaged | 99.3% | |
| English Learner | 100.0% | |
| Student with Disabilities | 98.3% | |

High School Graduation Rate



Four-Year Cohort

All Student Group

| | |
|----------------------------------|----------------------------|
| Percent Graduation 4-Year Cohort | Data Does Not Apply |
| Statewide Average | 85.8% |
| Statewide 2030 Goal | 92.4% |

Student Group Breakdown

| | |
|--------------------------------|----------------------------|
| All Student Group | Data Does Not Apply |
| American Indian/Alaskan Native | Data Does Not Apply |
| Asian | Data Does Not Apply |
| Hawaiian/Pacific Islander | Data Does Not Apply |
| Black | Data Does Not Apply |
| Hispanic | Data Does Not Apply |
| White | Data Does Not Apply |
| 2 or More Races | Data Does Not Apply |
| Economically Disadvantaged | Data Does Not Apply |
| English Learner | Data Does Not Apply |
| Student with Disabilities | Data Does Not Apply |



5-Year Cohort

All Student Group

| | |
|----------------------------------|----------------------------|
| Percent Graduation 5-Year Cohort | Data Does Not Apply |
| Statewide Average | 88.5% |

Student Group Breakdown

| | |
|--------------------------------|----------------------------|
| All Student Group | Data Does Not Apply |
| American Indian/Alaskan Native | Data Does Not Apply |
| Asian | Data Does Not Apply |
| Hawaiian/Pacific Islander | Data Does Not Apply |
| Black | Data Does Not Apply |
| Hispanic | Data Does Not Apply |
| White | Data Does Not Apply |
| 2 or More Races | Data Does Not Apply |
| Economically Disadvantaged | Data Does Not Apply |
| English Learner | Data Does Not Apply |
| Student with Disabilities | Data Does Not Apply |

Industry Based Learning



Industry-Based Learning

All Student Group

| | |
|---------------------------------|----------------------------|
| Percent Industry-Based Learning | Data Does Not Apply |
| Statewide Average | 29.1% |
| Statewide Performance Standard | 30.7% |

Components of Indicator

| | |
|---|----|
| Percent Scoring Competent or Advanced on NOCTI/NIMS | NA |
| Percent Earned Industry-Recognized Credential | NA |
| Percent Completed Work-Based Learning Experience | NA |

Student Group Breakdown

| | |
|--------------------------------|---------------------|
| All Student Group | Data Does Not Apply |
| American Indian/Alaskan Native | Data Does Not Apply |
| Asian | Data Does Not Apply |
| Hawaiian/Pacific Islander | Data Does Not Apply |
| Black | Data Does Not Apply |
| Hispanic | Data Does Not Apply |
| White | Data Does Not Apply |
| 2 or More Races | Data Does Not Apply |
| Economically Disadvantaged | Data Does Not Apply |
| English Learner | Data Does Not Apply |
| Student with Disabilities | Data Does Not Apply |



Advanced on Industry-Based Competency Assessment

All Student Group

| | |
|-------------------|----------------------------|
| Percent Advanced | Data Does Not Apply |
| Statewide Average | 5.8% |

Student Group Breakdown

| | |
|--------------------------------|---------------------|
| All Student Group | Data Does Not Apply |
| American Indian/Alaskan Native | Data Does Not Apply |
| Asian | Data Does Not Apply |
| Hawaiian/Pacific Islander | Data Does Not Apply |
| Black | Data Does Not Apply |
| Hispanic | Data Does Not Apply |
| White | Data Does Not Apply |
| 2 or More Races | Data Does Not Apply |
| Economically Disadvantaged | Data Does Not Apply |
| English Learner | Data Does Not Apply |
| Student with Disabilities | Data Does Not Apply |

Rigorous Courses of Study



Rigorous Courses of Study

All Student Group

| | |
|-----------------------------------|----------------------------|
| Percent Rigorous Courses of Study | Data Does Not Apply |
| Statewide Average | 57.5% |
| Statewide Performance Standard | Coming Soon |

Components of Indicator

| | |
|--|-----------|
| Percent AP/IB Participation | NA |
| Percent College Course Enrollment | NA |
| Percent CTE Program of Study Concentration | NA |
| • Provided by CTC | NA |
| • Provided within LEA | NA |
| Number Unique Rigorous Courses | NA |

Student Group Breakdown

| | |
|--------------------------------|---------------------|
| All Student Group | Data Does Not Apply |
| American Indian/Alaskan Native | Data Does Not Apply |
| Asian | Data Does Not Apply |
| Hawaiian/Pacific Islander | Data Does Not Apply |
| Black | Data Does Not Apply |
| Hispanic | Data Does Not Apply |
| White | Data Does Not Apply |
| 2 or More Races | Data Does Not Apply |
| Economically Disadvantaged | Data Does Not Apply |
| English Learner | Data Does Not Apply |
| Student with Disabilities | Data Does Not Apply |

Post Secondary Transition to School, Military, or Work



Post Secondary Transition

All Student Group

Percent Graduates

Data Does Not
Apply

Statewide Average

82.8%

Components of Indicator

| | |
|--------------------------|----|
| Post Secondary Education | NA |
| Enlisted Military | NA |
| Entered PA Workforce | NA |

Student Group Breakdown (Post Secondary Education)

| | |
|--------------------------------|----|
| All Student Group | NA |
| American Indian/Alaskan Native | NA |
| Asian | NA |
| Hawaiian/Pacific Islander | NA |
| Black | NA |
| Hispanic | NA |
| White | NA |
| 2 or More Races | NA |
| Economically Disadvantaged | NA |
| English Learner | NA |
| Student with Disabilities | NA |

Student Group Breakdown (Enlisted Military)

| | |
|--------------------------------|----|
| All Student Group | NA |
| American Indian/Alaskan Native | NA |
| Asian | NA |
| Hawaiian/Pacific Islander | NA |
| Black | NA |
| Hispanic | NA |
| White | NA |
| 2 or More Races | NA |
| Economically Disadvantaged | NA |
| English Learner | NA |
| Student with Disabilities | NA |

Student Group Breakdown (Entered PA Workforce)

| | |
|--------------------------------|----|
| All Student Group | NA |
| American Indian/Alaskan Native | NA |
| Asian | NA |
| Hawaiian/Pacific Islander | NA |
| Black | NA |
| Hispanic | NA |
| White | NA |
| 2 or More Races | NA |
| Economically Disadvantaged | NA |
| English Learner | NA |
| Student with Disabilities | NA |