

DAPSS



DELAWARE ACADEMY OF PUBLIC SAFETY AND SECURITY 2014 CHARTER RENEWAL APPLICATION

Submitted on: September 29, 2014
By: Charles Hughes, Head of School

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I. Overview

1.1 Provide the following information requested.

a) Fill in the following chart with the school's basic information:

| BASIC INFORMATION | |
|---|--|
| Name of School | Delaware Academy of Public Safety and Security |
| Year School Opened | 2011 |
| Grade Level(s) in 2012-2013 and additional grade levels approved to be served in the next charter cycle | 2011 -2012 = grade 9 2012-13= grade 9 & 10 2013-14 = grades 9,10 & 11 2014-15 = grades 9,10, 11, 12 |
| Current Enrollment | 370 |
| Approved Enrollment | 480 |
| Current Waiting List by Grade | |
| School Address(es) | 801 North DuPont Highway New Castle, De 19720 |
| District(s) / Region of Residence | Colonial/New Castle |
| Website Address | www.dapsscharterschool.org |
| Name of School Leader | Charles Hughes |
| School Leader Email and Phone Number | charles.hughes@dapss.k12.de.us 302-322-6050 |
| Name of Board President | Charlie Copeland |
| Board President Email and Phone Number | ccopeland@associatesinternational.com |

b) Fill in the following chart with the school's demographics at the time of submission (all information must be verifiable through state reporting tools):

| CURRENT YEAR ENROLLMENT & DEMOGRAPHIC INFORMATION | | |
|--|-----|-----|
| Total Enrollment | 370 | |
| # of Students on Waiting List | 0 | |
| Gender | | |
| # Male | 203 | |
| # Female | 167 | |
| Ethnicity/Race | | |
| # White | 222 | 60% |
| # Black | 75 | 27% |
| # Hispanic | 60 | 16% |
| # Asian | 7 | 2% |
| # Other | 7 | 2% |
| # Multiracial | | |
| Special Populations | | |
| # Students with disabilities | 85 | 23% |
| # English Language Learners | 2 | |
| # Low-Income | 40% | |

I. Academic Framework

1.1 Is the academic program a success?

- a) Discuss the school’s academic achievement results over the last three or four years. How has the school performed with regard to student growth and proficiency measures over the last charter term? In the absence of expected achievement, identify proposed changes to instructional practices that your school will implement to improve the school’s academic performance and student outcomes.

The Delaware Academy of Public Safety and Security community has, in less than 36 months, created a high school learning environment, which is proudly preparing graduates for both college

and careers. Our improvement trends, diligent attention to cadet needs and our dual focus on academic growth and public safety training, all point to successful learning trends. These positive trends, over time, will become successful patterns and ultimately achievement traditions which will define our Academy.

Our academic program is our most important work, and demands regular adjustments and revisions to better meet cadet needs, and the statewide commitment toward higher academic standards. Our initial academic efforts have many positive elements yet also reflect many obstacles and challenges which are yet to be overcome.

The cadets who join our Academy performing at adequate academic levels have continued to grow academically and those cadets, who enroll with a history of lower academic performance, have made important growth. During the 2013-14 school year, just 32% of our 9th grade cadets began the year performing at or above the state standard in English Language Arts and only 27% of cadets performed at or above the state standard in Mathematics. Proudly, the 2014 Spring DCAS results produced a significant achievement reversal, including over 62% of cadets scoring proficient or higher in English Language Arts and 65% meeting standards on the mathematics portions. These “double digit gain” results support our claims of success, but also shed light on the unfinished work of raising achievement even higher.

The charting of our academic performance is displayed in our annual reports, the performance frameworks and in the shared performance comparisons. This is a 36-month view of our efforts plus a snapshot of our cadet’s performance in comparison to the feeder schools our cadets would otherwise attend. The results can be used to tell important stories of the Academy’s success and of course areas which need more attention. We believe, in reviewing our charter, this data tells a very important story about the character and culture of our Academy and the first responders we represent.

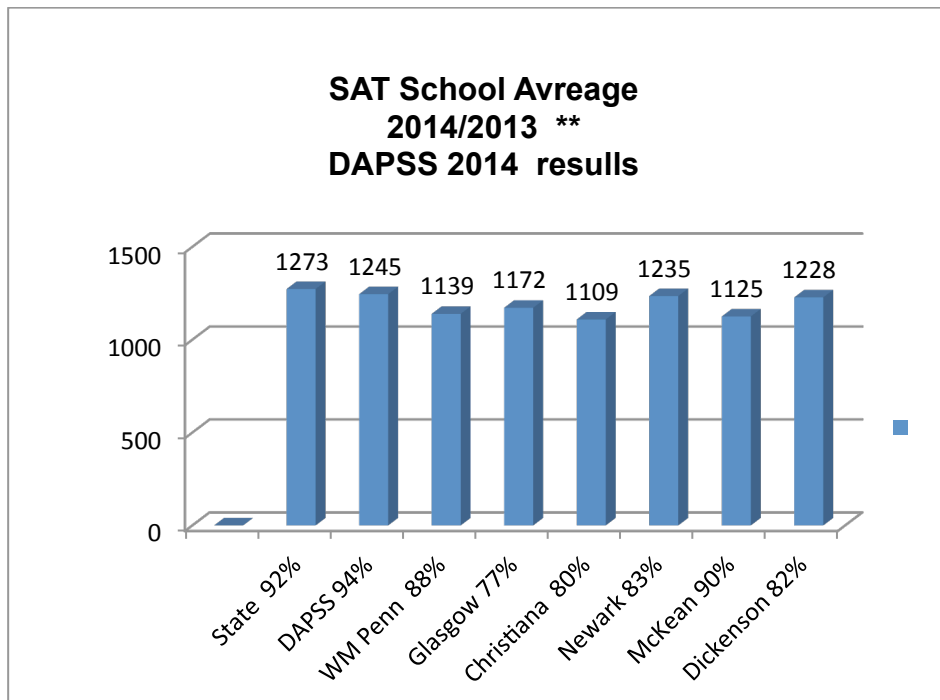
**DCAS Overview
2011-14
Percent Proficient**

| Reading / ELA | Grade 9 Percent Proficient | Grade 10 Percent Proficient | Math | Grade 9 Percent Proficient | Grade 10 Percent Proficient |
|----------------------|----------------------------------|-----------------------------------|-------------|----------------------------------|-----------------------------------|
| 2011-12 | 66 | x | 2011-12 | 61 | x |
| 2012-13 | 53 | 62 | 2012-13 | 40 | 57 |
| 2013-14 | 63 | 66 | 2013-14 | 66 | 57 |

Our Academy trains young people to become “first responders”. We teach and embrace a culture that demands learning how to successfully respond to events as they unfold. Scrutinizing the 36 months of academic data shows high points such as our cadets outperforming local district peers and sub-groups on many DCAS measures, but they also show slippages and rebounds. Importantly, in almost every case, when a data point has slipped or declined, action was taken and

improvement has been evident. Like every professional “first responder”, when help is required, we step forward and take action. For example, as we detected academic slippage in 9th grade mathematics, positive steps were taken and improved results followed. In 2012-13, only 40% of our 9th grade cadets were proficient on the DCAS mathematics exam. Following intervention actions by our staff, the 2014 9th grade math proficiency increased to 66%. The improved statistical growth of over 25% had critical impact on individual cadets. But the significant increase is also evidence of our Academy’s focused attention to areas of need and our response commitment. The increased Mathematics test results are an example of our response, action and results action plans. It is a pattern repeated continuously since our opening in 2011.

Delaware Academy, by design, expanded a grade level annually over the past 4 years. During the 2013-14 year, we had 94% our 11th graders participate in the state offered administration of the SAT. Although this is just one year of performance data, DAPSS scores reflect a positive foundation. Our cadets’ average scores were not at the state average; however our results and percent of participation outpaced local traditional public feeder high schools.



The achievement view at Delaware Academy faces systemic obstacles that we embrace and resist using as an excuse for deficits in academic growth. In a review of all the major public middle schools from which we enroll cadets, each school listed a 95% or higher pass rate from the 8th grade. Unfortunately, when grade level performance is compared to DCAS proficiency the near perfect passing rate is not equal to the rigors of our 9th grade course work and expectations.

Faced with this disconnect between performance and expectation, our Academy has responded in our promised pattern. Following our first year of operation, we have systematically increased our targeted attention to entering 9th graders. We began by encouraging all interested cadets to shadow another cadet so that they can experience firsthand our school’s culture and expectation. We now have all 9th grade cadets participate in a regular Freshman Seminar class that addresses typical adolescent stumbling blocks like organization and time management. Also, by incorporating a mid-day elective time slot, 9th grade cadets can be easily targeted for remedial help if required. Although 9th grade success and pass rates are not where we desire, we believe our actions will produce improved results.

Over the course of our school’s growth and expansion we have continued to serve a diverse population of families. Review of our cadets’ performance, desegregated in to sub-groups, adds credence to our claim that our cadets are outperforming their traditional high school peers. (See Appendix A. Academic Progress DCAS Overview)

Based on 2014 DCAS data, our cadets from lower economic households outperform surrounding school districts and in some areas, outperform statewide averages.

**Low Income 2014
DCAS % Proficient**

| Math Grade 9 | % Proficient |
|----------------------|---------------------|
| State | 53% |
| DAPSS | 65% |
| CSD | 33% |
| Red Clay | 33% |
| Colonial | 38% |
| Math Grade 10 | % Proficient |
| State | 53% |
| DAPSS | 48% |
| CSD | 39% |
| Red Clay | 45% |
| Colonial | 41% |

| ELA Grade 9 | % Proficient |
|---------------------|---------------------|
| State | 50% |
| DAPSS | 62% |
| CSD | 37% |
| Red Clay | 39% |
| Colonial | 40% |
| ELA Grade 10 | % Proficient |
| State | 61% |
| DAPSS | 50% |
| CSD | 44% |
| Red Clay | 53% |
| Colonial | 48% |

Moving into the future, our Academy (like all Delaware schools) will be facing the rigorous demands of fully embracing and implementing the Common Core Standards. Preparing our cadets to learn and apply new skills will demand a school-wide approach. As our Academy has inherent proven strengths, such as a unity of purpose in the areas of career preparation and core values which address equally scholarship and diligence, we are in a strong position to embrace and implement the systematic reforms required by the adoption of Common Core Standards by our state.

Our staff and cadets’ journey forward will demand increased professional development attention, as well as cadet assimilation to these new challenges and assessments. Our annual plans and reports to the Department of Education will document these efforts and progress. We anticipate our positive improvement trajectory to continue upward over the course of our next charter renewal cycle.

2.2 Is the school meeting its mission?

- a) State the mission of the school as it appears in your charter application. How does your school measure and track mission accomplishment?

The original mission submitted December 2008:

“The mission of the Delaware Academy of Public Safety and Security is to provide an optimum setting for both typical and at risk students that equally supports academics and personal growth and will result in increased graduation rates. The school will prepare ninth grade through twelfth grade young men and women to qualify for positions with Delaware’s public safety and security industry upon graduation and to pursue secondary education opportunities that lead to higher levels of public safety and security positions.”

The growth and history of our Academy includes challenges faced by many start-up charter schools. Delaware Academy was granted a charter in 2009, but due to facility and leadership obstacles elected not to open to cadets until August of 2011. As noted in all communication with the Department of Education, whether it was modifying our charter to meet facility needs or adjusting enrollment to better meet market trends, we have worked openly and in compliance with the Department of Education.

Insuring that the Delaware Academy of Public Safety and Security continues to be a mission-focused and driven organization has included regular reviews and updates to our 2008 submission. Over the past 6 years, as expected, we have sharpened and updated our mission to be responsive to culture and change.

Our current school mission and vision are shared below:

Mission

The Delaware Academy of Public Safety and Security (DAPSS) is a charter high school dedicated to providing cadets a rigorous academic curriculum that meets State of DE Standards as well as providing cadets practical career training in the Public Safety field.

Vision

As a model of excellence in the Public Safety field, DAPSS will strive to earn the trust, confidence, and respect of the community. DAPSS will develop discipline and responsive individuals that will become the trusted and preferred choice of our public safety organization and/or post-secondary institutions. DAPSS graduates will exhibit the core values of fidelity to others, diligence to succeed, and scholarship in the classroom.

Key components both in 2008 and currently remain our Academy’s focus on our cadets graduating both career and college ready.

Our growth history, adding a grade level per year, does not provide statistical data on graduation rates, because our first graduation class will not be celebrated until June 2015. Additionally our vision for our cadets becoming the trusted and preferred choice of public safety and security

employers remains a future goal. Nevertheless, over the growth of our Academy we have looked at important benchmarks that we believe signal the accomplishment of our mission. (See Appendix B Public Safety Certificate Training)

In the areas of academic readiness for college, our Academy has expand SAT and PSAT prep programs available to all cadets by adding both elective and support class time utilizing both staff and online support. Our core classes have expanded to include dual enrollment courses with Wilmington University (Military History) and increasing options for advance placement classes (AP Calculus plus a host of online options). As we now operate fully staffed for a 9-12 program, the 2014-15 being our first, the expansion of dual enrollment options and advanced placement will remain a high priority.

Our Academy's defining and differentiating feature involves our commitment to preparing and training young people for careers in public safety and security. Benchmarking our progress in this area includes multiple trends that point to our cadets becoming leaders in this growing career field.

Over the past 36 months, our cadets have been trained and received certifications in several key areas determined by our community support agencies as critical skill components. It remains too early to project how many of our cadets will follow careers or post-secondary programs in the public safety and career field; however we have some strong positive indicators.

Appendix B reflects some of the certificated trainings we are challenging our cadets to complete. It is important to note that our Academy is a unique venture, as many certification exams have never been administered at a high school level. We are meeting success, but we are also continuing to improve and enhance our credential offerings. For example, we added Dispatch 1 to our 10th grade curriculum to enhance cadet experiences in law enforcement.

Since 2011, when our school opened, more than 25 cadets have utilized emergency training learned at our Academy to intervene or help in real time emergencies. During the 2013-14 school year we instituted a Life Saving Award, which we use to recognize cadets who used skills to intervene in life saving events. In 2013-14 we were proud to bestow 7 cadets' awards. Their "lifesaving" experiences ranged from performing CPR in a crowded auditorium, to providing advanced first aid which prevented the amputation of a young person's fingers. Importantly and realistically, not all cadets earning our award actually saved lives, we also elected to honor two cadets whose effort were not able to prevent an ultimate fatality, a reality for all public safety employees.

Serving the public and helping in organization and management of civic events are demands of the public safety field. Our Academy features a select group of top academic and career-committed cadets called the Tactical Operations Unit (Tac Ops). This group of 25-30 cadets has provided support to such events as Special Olympics, mud-runs and community parades and marathons. They have acted as support ranging from parking monitoring, barricade placement, safety table stations, hall security, to direction and information experts. The TacOps unit is proud to have recorded more than 20 hours of community work all three Delaware counties. The success of this group, and community organizers demands for their return to help at events, includes a current commitment schedule of over 65 events for the 2014-15 school year.

As our Academy grows and our history includes graduation rates and future employment statistics, we will continue to build on our mission by tracking data and information. At this early point, (just 36 months of data) our mission specific trends are providing us with both guidance and positive assurances.

II. Organizational Framework

3.1 Is the school organizationally sound?

- a) Discuss the school’s organizational performance over the last three or four years. How has the school performed with regard to organizational measures over the last charter term? In the absence of expected achievement, identify proposed changes to organizational practices that your school will implement to improve the school’s organizational outcomes.

Available data from the Department of Education in the area of Organizational Performance rates our Academy as “meets the standard” for both the 2011-12 and 2013-14 school years.

The Academy as noted, in the discussion of academics in the earlier section, has a strong organizational framework allowing it to respond to the needs of our diverse student population. Annually our Academy has reviewed performance data and made organization adjustments including but not limited to, new staff, scheduled interventions - such as the addition of a Freshman Seminar, improved student support services, addition of academic and behavior support teams. The results of these organizations improvements have been reflected by positive results shared in the academic sections of this report.

(See file: DAPSS2014 Framework.pdf)

3.2 Is the school implementing the essential terms of the charter’s education program as defined in the current charter, and complying with applicable state and federal requirements?

- a) Provide specific examples of how your educational program is in compliance with instructional days/minutes requirements, the use of state assessments, Delaware content standards requirements, and providing an education and accommodations for at-risk students.

Delaware Academy of Public Safety and Security compliance with instructional days/minutes

| | Delaware Academy | Delaware Requirements |
|---------------------|------------------|-----------------------|
| Days of Attendance | 180 | 172 |
| Instructional Hours | 1125 | 1062 |

Evidence of Delaware Academy use of the state assessments

| Grades | DCAS Participation Rates |
|--------------------------------|--------------------------|
| 9 th grade ELA | 97% |
| 9 th grade Math | 97% |
| 10 th grade ELA | 99% |
| 10 th grade Math | 99% |
| 10 th grade Science | 98% |

Evidence of Delaware Academy providing an education and accommodations for at-risk students.

When using a definition which defines “at-risk student” as, cadets who represent traditional racial sub-groups and/or economic status which historically underperform academically. Our Academy has strong evidence of serving ‘at-risk” student populations more successfully than traditional public high school options. For example, across the state on DCAS proficiency in grades 9 and 10 lower socio-economic students hovers around 50% proficiency, while at our Academy our trend is higher than 60% proficient.

Please note appendix as sample lessons from core content areas. Our Academy is a member of the Science Coalition and is active in Next Generation Science Standards work. (See file: DAPSS2014ELA.pdf) and (DAPSS2014Math.pdf)

3.3 Is the school protecting the rights of students with disabilities and English language learners?

- a) Describe the process by which students with special needs are identified and evidence that the school is effective in providing the right resources and services for students with disabilities.

The school 2013-14 performance framework recognizes that our Academy meets all requirements in the area of service to students with disabilities. Please refer to (Appendix C DAPSS Continuum of Service) to view the entire continuum of services provided by DAPSS to insure effective services to all cadets.

- b) Describe the process by which students with English language learners are identified and evidence that the school is effective in providing the right resources and services for these students.

Delaware Academy utilizes past school records and initial school application to target and support English Language Learners. As high school students, we also work closely with each cadet to intervene if language acquisition is a root barrier to learning. Our school’s demographic state report in 2012-13 noted only 2.1% of our cadets were classified as ELL and in 2013-14 3.9% of cadets were so classified. Our program and support, includes individual follow up and lesson adjustments to help overall assimilation, a plan which has successfully help these cadets grow in academic success and language development.

3.4 Is the school monitoring and minimizing attrition rates and maintaining enrollment stability?

a) Fill in the following chart with the appropriate enrollment information over the last 4 years (3 years if this is the school’s first renewal):

| | 2011-2012 | | 2012-2013 | | 2013-2014 | | |
|--------------|---------------------|--------------------------|---------------------|--------------------------|---------------------|--------------------------|--|
| | Approved Enrollment | Sept 30 Enrollment Count | Approved Enrollment | Sept 30 Enrollment Count | Approved Enrollment | Sept 30 Enrollment Count | Current Waitlist for the 2014-2015 school year |
| Grade 9 | 120 | 117 | 120 | 101 | 120 | 147 | 0 |
| Grade 10 | | | 120 | 105 | 120 | 97 | 0 |
| Grade 11 | | | | | 120 | 86 | 0 |
| Grade 12 | | | | | | | 0 |
| Total | | 117 | | 206 | | 330 | |

b) Provide information regarding the school’s attrition rate over the last 4 years (3 years if this is the school’s first renewal). Using data starting with the number of students enrolled September 30, what number and percentage of students transferred out of the school by the end of the school year?

Based on eSchool data over the past 3 school years, information on cadets transferring prior to the end of the school year is shared below:

| Year | September 30 enrollment | #of transfers | Attrition rate % |
|---------|-------------------------|---------------|------------------|
| 2011-12 | 117 | 19 | 16% |
| 2012-13 | 192 | 30 | 15% |
| 2013-14 | 330 | 19 | 5% |

c) How does the school both monitor and plan to minimize attrition rates? (*Attrition rate is calculated by the number of students leaving the school during the school year over number of students enrolled in the school on September 30.*) Provide a summary of why students left your school.

Our school carefully monitors enrollment, aware of the multi-faceted impact student seat count has on our operating budget, school culture and mission success. Our school is only this year (2014-15) operating as a full 9th -12th grade high school.

As our school grows and expands, we have addressed challenges of building community awareness of our Academy. We are better defining and communicating our dual mission focus toward both academic achievement and public safety, the cultural expectations associated with this career field (i.e. uniform code, chain of command experiences), transportation access and the limitations of a smaller school environment (i.e. limited varsity sports), all areas which if not understood can become obstacles. These challenges continue, but have not hindered our mission progress.

Prior to opening our Academy in 2011, we requested, and later received, a modification of our enrollment projections. In 2011, we attempted to predict (projected) an overall enrollment figures based on initial interest. We have now planned and operated our Academy successfully on using our listed enrollment projections but budgeting on a much narrower scope.

Our enrollment is growing. The rapid increase during the 2013-14 school year appears to be followed by a shortfall for the 2014-15 year. Although we hope to at one point to report a robust waiting list, we are not able to do so school wide. We believe that as our full grade 9-12 program is in operation, and we have recognized, successful graduates; enrollments will build and stabilize. We remain committed to our mission and vision and resist efforts to adjust that vision to simply “fill seats”. Our slow and gradual growth, we contend, is allowing us to best meet our promises to young people.

Exit interviews and anecdotal information from families electing not to return to our Academy include mission misalignment, which means cadets were unclear of the required academic and career training expectations our Academy would support, location of our campus, the limited sports offerings, and most recently concerns for safety due to last year’s arrest of a staff member for inappropriate contact with a cadet.

In our annual reports we have chronicled our growth process and the enrollment challenges we encounter. As we continue to sharpen our mission and vision, as we continue to grow at our new facility and as we now, just this year, offer a full complement of grades 9-12, we anticipate a future featuring a more consistent enrollment pattern.

It is important to note that our Academy, in seeking families and cadets to enroll, are seeking a partnership with our school mission. We are proud that our student body is inclusive of all cadets. Our demographic data is similar to surrounding tradition public high schools. Over 20% of our student body qualifies for special education support and over 40% of our cadets represent racial minorities. Our mission invites cadets and families to our school; we remain clear and commitment to our goals and believe all committed cadets can be successful.

3.5 Is the school complying with governance and reporting requirements?

- a) Provide a current organizational chart, which includes the Board of Trustees. See Appendix D Board Names and file: DAPSS2014orgchart.pdf

3.6 Is the school complying with closure requirements?

- a) Describe the school's plan for procedures it will follow in the event of the closure or dissolution of the school, including a plan to set aside sufficient funds to cover the salaries owed to those employees who are paid over a 12-month period.

In the event of closure or dissolution of the school, Delaware Academy of Public Safety and Security has reserve funds set aside to assure that all employees are paid according to their contractual agreements with the school. All cash and cash equivalents will be distributed first to satisfy outstanding payroll obligations for employees of the school, then to the remaining creditors of the school. The school's Board will annually review its fund balances and financial projections to ensure that its reserve balances would cover such a contingency.

4. Financial Framework

4.1 Is the school financially viable?

- a) Provide an analysis of the results of your Financial Performance Reports over the last three years (2010-11, 2011-12, 2012-13). Where applicable, provide explanations for areas where standards were not met, including plans and strategies for improving the individual measures and overall ratings.

The overall financial viability for DAPSS is promising despite the loss of federal start-up funds and Title 1 Funds in 2012, resulting in a net loss of nearly \$400,000 in revenue for the first two years of operations. The school has been able to meet all financial obligations including State required 2% contingency. In doing so, DAPSS at the close of business June 30, 2014, had over \$160,000 in funds available to carryover. DAPSS most recent financial performance measures show a positive trend as movement from a rating 2011-2012 that indicated "falls far below" to a, "does not meet standard" in 2012-2013. Current ratio and enrollment variances improved over that time frame. The school was able to maintain at least 30 days cash minimum as required. The debt measures ratios show a decline as school repays a line of credit taken in second year of operation to offset loss of federal funding. The school has accomplished relocation, classroom expansion and payment of two rental lease agreements. DAPSS has been able to meet all financial obligations on a cash basis despite these challenges.

- b) Provide a summary of findings from independent audits and, where applicable, how the school developed and implemented a corrective action plan in response to audit findings. (If necessary, evidence may be attached as clearly labeled documents in the Appendix.)

DAPSS audit revealed two non-material audit findings that the school has responded to and addressed. An outside account established for the yearbook committee had not been reconciled. The School rectified this problem with group leader presenting a monthly reconciliation to Business Manager for verification and approval.

The second finding suggested the school adopt a more effective system to track staff absences and leave accrual. As the schools administrative staff grew, DAPSS was able to develop a protocol that allows schools Office Manager to effectively record all absences. The absence form and leave accrual reports are maintained by the Office Manager and reviewed by the Business Manager and Head of School.

c) See other fiscal documents in files

- Final Fiscal Year 2014 Revenue & Expenditure Budget Report: **DAPSS2014Expenditures.pdf**
- Approved preliminary Fiscal Year 2015 Budget: **DAPSS2014Budget.pdf**
- Fiscal Year 2014 Audited Financial Statements: **DAPSS2014AF.pdf**

5. Five-Year Planning

5.1 Projected Enrollment

a) Provide a five-year enrollment chart by grade level, in the prescribed format below. Ensure that the chart allows for the natural progression of students from year-to-year.

| Projected Enrollment | | | | | |
|----------------------|-----------|-----------|-----------|-----------|-----------|
| | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 |
| Grade 9 | 106 | 120 | 135 | 135 | 135 |
| Grade 10 | 104 | 110 | 125 | 125 | 125 |
| Grade 11 | 75 | 100 | 115 | 115 | 115 |
| Grade 12 | 80 | 90 | 105 | 105 | 105 |
| TOTAL | 365 | 420 | 480 | 480 | 480 |

5.2 What are the school's plans for the next five years of the charter?

a) Describe what changes and improvements the school will undertake in the next five years based on the school's examination of student performance outcomes.

Delaware Academy enters our 4th year of operation anticipating a very positive future for our school.

During the 2014-15 school year our Board of Directors will be conducting a through strategic planning process, which at its conclusion will formally point the way for our growth and development. Based on current dialogue and in the absence of the conclusion of the 2014-15 strategic planning work, we can share several improvements that will be included but not limited to:

Enculturation of an Academy wide focus on implementation of Common Core Standards

Increase dual enrollment course offerings

Increase AP programs in every content area

Expand mission focused elective offerings

Expand computer science offering to a 4-year track

Feature DAPSS Tactical Operations similar to ROTC programs

Extend PSAT & SAT preparation including online support and guidance

Expand Credit recovery options and programs

Public Safety Curriculum and Training Certifications updated and expanded

Varsity Sports program inclusion in local DIAA conferences

- b) Provide goals and performance outcomes, including assessment tools and measures to be used. Provide a rationale for the identified goals and assessment measures.

Delaware Academy of Public Safety and Security will continue to utilize the support of the Delaware Department of Education to establish broad reaching and impactful goals.

The use of the Charter School Framework, which targets all critical school areas, is a goal centric document, which our Academy will continue to embrace for goals (to meet or exceed standards) and outcome evaluations. *The change in framework measures in the absence of DCAS information once agreed to will form critical data points and outcome measures.

- c) Provide detailed information on the school's plan for any changes or improvements to its facility for the five years of the next charter renewal term. The plan should include an adequate and detailed financial arrangement and timeline for the proposed facility improvements.

Our Academy moved to a new location for the start of the 2013-14 school year. This year we have expanded on that same location by renovating and adding 4 new classroom spaces. We anticipate, in the next 5-year building expanding our presence to include added auditorium, office and meeting spaces.

The specific budgeting for such expansion will be accomplished by utilizing fundraising and gained efficiencies during upcoming budget cycles. Our Board will carefully monitor all expansion plans to insure the Academy's financial framework status is not jeopardized and that our future expansion do not negatively impact our academic growth and development.

- d) Provide information regarding how the Board of Trustees effectively evaluates the school administration.

The Head of School, an officer of the Board, serves at the pleasure of the Board of Directors. The Board of Directors holds Head of School fully responsible for the evaluation and effectiveness of all areas of school operation.

The Board of Directors, on a monthly basis is provided evidence on which to base evaluation determination on the Head of School's performance in the following areas: Academic Performance, Operations, Fiscal Status, School Mission and Vision.

The regular discussion and dialogue allow board to set guidelines for school development. The implementation of those guidelines and practices become benchmark areas for over all evaluation decisions

- e) What policies and procedures are in place to evaluate the school leader on an annual basis?

The current Board By-laws state, "The Board Chair shall serve as the principal executive officer if the Corporation. The Chair shall see that all orders and resolutions of the Board and Executive Committee or other committees of the Board are carried into effect. The Chair shall also have general supervision and direction of the officers and shall see that their duties and those assigned to assigned to others are properly performed".

On an annual bases the Chair of the Board of Directors offers the Head of School a recommendation or not for the continuation of service to the school.

- f) Identify the school's plan to ensure the effectiveness of its Board of Trustees, including governance training and new member induction.

The current Board bylaws were adopted in 2008. As we enter the 2014-15 school year, along with a formal strategic plan the Board has elected to formally revisit and review and amend bylaws to best meet the evolving need of the Academy.

The record of the Delaware Academy Board of Directors includes all members current and past participating in required board training, for example Department of Education training on school finances.

Currently Article III of our existing charter covers board governance which includes but is not limited to : Number, Eligibility, Election Terms & Removal of Board Member.

- g) Describe the school's process for succession planning including identification, development and retention of school leaders.

The Board of Directors of Delaware Academy of Public Safety and Security fully understands the key roles school leadership plays at our Academy. The growth and expansion of our Academy included succession planning via the growth of additional leadership level staff positions. As our Academy has grown the leadership of the school has expanded to include key lead teachers appointed to serve on a school wide leadership team, an assistant Head of School as well as both a business manager and office manager.

This growth and expansion has helped to insure that in the absence of a key leader, the impact to overall site capacity is not as dramatic. In the event that the Board of Directors requires new leadership, the current process will allow the Board the ability to find in-house replacements or the capacity to embrace leadership from outside of the current team.