

# **THOMAS A. EDISON**

**ANNUAL REPORT**

**2020-2021**



**THOMAS EDISON**  
**CHARTER SCHOOL**

[www.thomasedison.charter.k12.de.us](http://www.thomasedison.charter.k12.de.us)

**2200 N. Locust Street  
Wilmington, DE 19802**

**Phone: (302) 778-1101**

## I. OVERVIEW

### 1.1 School Overview:

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

BASIC INFORMATION	
Name of School	Thomas A. Edison
Year School Opened	2000
Enrollment 2020-2021 <sup>1</sup>	701
Approved Enrollment	745
School Address	2200 N. Locust Street, Wilmington, DE 19802
District(s) of Residence	Brandywine School District
Website Address	<a href="http://thomasedison.charter.k12.de.us/">http://thomasedison.charter.k12.de.us/</a>
Name of School Leader	Salome Thomas-EL
School Leader Email and Phone Number	<a href="mailto:salome.thomas-el@tecs.k12.de.us">salome.thomas-el@tecs.k12.de.us</a> (302) 778-1101
Name of Board President	Mikkel Christie
<p><b>Mission Statement:</b> The mission of the Thomas A. Edison Charter School is to provide a world-class education to students despite race, gender, and socio-economic status. In compliance with 14 Del. C., §501, Thomas Edison Charter School intends “to improve student learning; encourage the use of different and innovative or proven school environments and teaching and learning methods; provide parents and students with measures of improved school and student performance and greater opportunities in choosing public schools within and outside their school districts; and to provide for a well-educated community.”</p>	

## 1.2 School Demographic Data:

Please review the following table for accuracy and complete the second row (“# of Students on Waiting List”) for 2020-2021. (Note: The remaining sections of the table will be completed by the Charter School Office. **Any changes identified by the team must be highlighted in red prior to submitting the report. Only changes highlighted in red will be reviewed by the Charter School Office. Should there be no highlighted changes, the data will appear as presented in this draft.**)

ENROLLMENT & DEMOGRAPHIC INFORMATION	
	2020-2021 <sup>1</sup>
Total Enrollment	701
# of Students on Waiting List	0
Gender	
% Male	47.50%
% Female	52.50%
Ethnicity/Race	
% African American	97.00%
% American Indian	0.14%
% Asian	
% Hispanic/Latino	1.28%
% White	1.00%
% Multiracial	0.57%
Special Populations	
%Special Education <sup>2</sup>	6.42%
% English Language Learners	0.86%
% Low-Income	68.33%

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

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### 1.3 Approved Minor and Major Modifications:

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

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

Date	Modification Requested	Outcome
Aug 2013	Minor - educator evaluation process	Approved

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Schools are invited but not required to comment on any aspect of the modification data above in table 1.3

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**1.4 School Enrollment:**

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

School Enrollment Trends		
<i>Cells highlighted in grey were grade levels not serviced by this school</i>		
	2020-2021	
	Approved Enrollment	30-Sep Enrollment Count
K	100	66
Grade 1	100	87
Grade 2	100	86
Grade 3	100	81
Grade 4	80	88
Grade 5	75	87
Grade 6	70	75
Grade 7	60	67
Grade 8	60	64
Grade 9		
Grade 10		
Grade 11		
Grade 12		
<b>Total</b>	<b>745</b>	<b>701</b>

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

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### 1.5 Reenrollment:

Reenrollment Rate<sup>2</sup> is the % of students continuously enrolled in the school from one year to the next.

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

School Reenrollment Trends		
<i>Cells highlighted in grey were grade levels not serviced by this school</i>		
	Thomas A. Edison	
	Number of Students Reenrolled Count	Percentage of Students Reenrolled %
K		
Grade 1	87	91.58%
Grade 2	86	92.47%
Grade 3	81	93.10%
Grade 4	88	93.62%
Grade 5	87	96.67%
Grade 6	75	91.46%
Grade 7	67	94.37%
Grade 8	64	96.97%
Grade 9		
Grade 10		
Grade 11		
Grade 12		
<b>Total/Avg</b>	635	93.66%

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

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Describe the school's plans to monitor and minimize attrition rates. Provide information about why students are choosing to enroll in different schools.

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## II. ACADEMIC PERFORMANCE

### 2.1 Delaware School Success Framework

#### Overall Academic Ratings

**Due to the impact of COVID-19 on learning and learning environments, accountability for SY 20/21 has been waived. The school's assessment data for SY20/21 is available at:**  
[Charter School Report Card Link](#)

a) Based on the data available on the Delaware Schools Report Card website and data compiled by the school discuss:

- overall academic achievement,
- major challenges,
- and accomplishments over the course of the school year.
- You may also use this space to share the results of school-based data.

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#### School Comments:

The Covid-19 pandemic posed many challenges during the 2020-2021 school year and required teachers and administrators to rethink how we educate our students. When we began remote learning, we were aware that students had issues connecting to the internet and accessing technology, so our attendance and engagement were not where we wanted. We serve a very high needs population, and we expected some issues in these areas, but worked to provide internet access through mifi devices and vouchers for families in need. Overall, we saw steady progress with student attendance and engagement online. Our goal was to enhance student-teacher relationships, focus on academics and creativity, and social emotional learning. We structured our online program to mirror our in-person instruction and saw better results. In May of 2021, we began bringing small groups of students into the school building for in-person instruction. Many families opted to stay home and continue with learning remotely. Due to the majority of our students opting to stay home during the entire 2020/2021 school year, our student participation in the state assessments was very minimal. The mental health and well-being of our students was a priority, and we were able to continue to provide services through our counselor, Family Crisis Therapist, Behavioral Health Consultant, and Delaware Guidance.

#### Lessons Learned and Implemented for 2020-2021:

- We needed a structured Zoom schedule, which would mimic a more-normal school day.
- We implemented Remind school-wide as a communication tool for teachers and parents.

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- All students in grades K-8 were given a lap top computer (full school one-to-one).
  - Schoology and Clever were adopted as our Learning Management Systems.
  - Students submit work through Schoology and receive grades.
  - AimsWeb assessments have been administered virtually to provide some data for teachers.
  - We provided WiFi devices to any family struggling to connect to internet.
  - Teachers provide office hours after school to students for extra help and tutoring.

We are providing additional professional development to our teachers and staff on effective virtual teaching strategies. Teachers participate in our Coach's Corner Schoology group and PLC meeting, where they develop a monthly focus to implement in their classrooms

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## Performance Agreement

### Academic Performance Expectations

Thomas A. Edison's 2016-17 overall academic ratings are: **Approaching Standard**

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

By September 2022, our expectation is to achieve overall ratings of "Meets" or "Exceeds" standard as measured by the Delaware School Success Framework. Each year, we will show growth within our overall rating putting us on track to achieve our academic performance expectations. This progress will be monitored through our annual performance review.

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

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### School Comments

Due to the impact of COVID-19 on learning and learning environments, accountability for SY 20/21 has been waived.

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### III. ORGANIZATIONAL PERFORMANCE

The Organizational Performance Framework reflects expectations the charter school is required to meet through state and federal law and the charter performance agreement, and seeks to provide information regarding these key questions:

- Is the school organizationally sound and well operated?
- Is the school fulfilling its legal obligations and sound public stewardship?
- Is the school meeting its obligations and expectations for appropriate access, education, support services, and outcomes for students with disabilities?

#### 3.1 Mission Specific Goal(s)

Is the school faithful to its mission as defined in its current charter, including approved mission-specific academic goals if applicable?

Due to the COVID-19 pandemic and the closure of school for the majority of school year 2020-2021, we were unable to complete our benchmark and end of year testing.

a) Rate the school's performance according to the criteria established by the school for its 2020-2021 mission specific goal(s).

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#### School Comments

Due to the COVID-19 pandemic and the closure of school for the majority of school year 2020-2021, we were unable to complete our benchmark and end of year testing.

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b) Provide as **Appendix 1** the results (data source) of the school's mission specific goal(s). Remember not to include any personally identifiable information (PII).

### 3.2 Organizational Performance

Note: Please utilize the hyperlink in this sentence for more information about the [Organizational Performance Framework](#).

The following tables will be completed by the Charter School Office. Please review for accuracy.

#### SUMMARY AND OVERALL RATING

##### Thomas A. Edison

Year	Education Program				Governance & Reporting			Students & Staff		Facilities, Transportation, Health & Safety	OVERALL RATING
	Mission Fidelity	Applicable State & Federal Requirements	Students with Disabilities	English learners	Governance & Public Stewardship	Oversight of School Management	Reporting Requirements	Students Rights	Req. on Teacher Certification & Hiring Staff		
	1a	1b	1c	1d	2a	2b	2c	3a	3b		
2020-2021	M	M	AS	M	M	M	M	M	M	M	Meets Standard

a) Describe the school’s organizational performance over the current school year (This section is for the school to address any overall rating where the school has not met standards. The school will be able to address individual metrics in the sections below.)

School Comments:

We are engaged in a Corrective Action Plan with DDOE.

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

School Comments:

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

## 1. EDUCATION PROGRAM

### Measure 1c.

**Is the school fulfilling legal responsibilities for students with disabilities (SWDs)?**

**DOE Rating Information:**

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Charter has been identified as noncompliant for IDEA Indicator 11 and is engaged in a Corrective Action Plan.

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**School Response To Rating:**

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We are engaged in a Corrective Action Plan with DDOE.

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## **Performance Agreement**

### **Organizational Performance Expectations**

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

**Thomas A. Edison's 2016-17 overall Organizational ratings are: Approaching Standard**

**By September 2022, our expectation is to achieve the overall rating of "Meets Standard," as measured by the Financial Performance Framework. Each year, we will be on track to demonstrate economic viability and achieve our financial performance expectation. This progress will be monitored through our annual performance review.**

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

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TECS has met the standard in every area under Governance and Reporting.

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### 3.3 Board Financial and Governance Members and Training

a) Please complete the chart below with the necessary information. In accordance with Del. 14 §512 (15), the school shall have a satisfactory plan to ensure the effectiveness of its board of trustees, including governance trainings conducted for any new board members and at a minimum of once every 3 years.

#### Board Financial and Governance Training

First Name	Last Name	Role/Title	Financial Training Date	Governance Training Date
Halvin	Blocksom	Secretary	7/1/2009	
Emile	Brown	Vice President	1/24/2011	
Mikkel	Christi	President	1/24/2011	
Wayne	Cooper	Treasurer	10/24/2017	
Erica	Dorsett	Parent Member	3/6/2018	
Vera	Holmes	Resigned	2/17/2011	
Nicole	Huffner	Teacher Member	2/22/2018	
Aaron	Moore	Resigned	7/1/2009	
Ron	Pinkett	Member	7/1/2009	
Gwendel	Robinson	Resigned	1/24/2011	
Joseph	Till	Teacher Member	7/25/2017	
Jerry	Valazquez	Member	7/1/2009	
Valarie	Waters	Parent Member	7/25/2017	

\*Please list only the most recent training date.

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

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School Comments:

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b) Please complete the chart below with the necessary information. Pursuant to [14 Del. Admin. Code 736 6.1](#) Each member of a Citizen Budget Oversight Committee shall attend and receive a Certificate of Completion for the Citizen Budget Oversight Committee training within the allotted timeframe of his/her appointment to a Citizen Budget Oversight Committee. Provided further, additional training may be required from time to time as determined by the Department.

**Citizen Budget Oversight Committee Membership & Trainings**

First Name	Last Name	Role/Title	Financial Training Date
Christopher	Belcher	Teacher Representative	1/24/2011
Mikkel	Christi	Board Chair	1/24/2011
Wayne	Cooper	Board Member	10/24/2017
Tanyell	Howard	Parent Representative	1/24/2011
Ron	Pinkett	Board Member	7/1/2009
Gwendel	Robinson	Member	1/24/2011
Valarie	Waters	Parent Representative	7/25/2017
Richard	Riggs	DOE Representative	11/30/2015
Patricia	Winder	Business Manager	7/1/2009

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School Comments:

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

2020-2021		
% of Teachers RETAINED	# of Teachers RETAINED	# of Teachers ELIGIBLE
86	37	43

Review the table above with the school’s teacher retention trends and answer the following questions.

a) Describe the school’s plans to monitor and minimize teacher attrition rates. Provide information about why teachers leave the school.

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School Comments:

After analyzing our teacher attrition rates, we have found that the majority of our teachers that leave relocate to other states or to higher paying school districts. We will continue to conduct our yearly summer new teacher induction trainings, participate in the DDOE New Teacher Induction/Mentoring program and provide support through lead teachers and administration.

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

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School Comments:

After analyzing our teacher attrition rates, we have found that the majority of our teachers that leave relocate to other states or to higher paying school districts. We will continue to conduct our yearly summer new teacher induction trainings, participate in the DDOE New Teacher Induction/Mentoring program and provide support through lead teachers and administration.

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## IV. FINANCIAL PERFORMANCE

### 4.1 Financial Performance

Note: Please utilize the hyperlink in this sentence for more information about the [Financial Performance Framework](#).

The following tables will be completed by the Charter School Office. Please review for accuracy.

Financial Performance Framework Ratings	Near Term Indicators				Sustainability Indicators				Financial Management and Oversight	Overall Rating
	Current Ratio	Days Cash	Enrollment Variance	Default, Loan Covenants, & Debt Service Payments	Total Margin	Debt Asset Ratio	Cash Flow	Debt Service Coverage Ratio		
Year	1a	1b	1c	1d	2a	2b	2c	2d	3	
2020-2021	M	M	AS	M	M	M	M	M	M	Meets Standard

a) Describe the school’s Financial performance over the current school year (This section is for the school to address any overall rating where the school has not met standards. The school will be able to address individual metrics in the sections below.)

School Comments:

TECS has consistently achieved a “Meets Standard” overall rating since 2014. We are confident in our business practices and will continue to utilize best practices to ensure this continued positive trend.

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

School Comments:

TECS’s Financial Framework overall rating was Meets Standard for 2020-2021. Thomas Edison’s external audit for 2020-2021 was performed by Whisman Giordano & Associates. As in all previous years, an unqualified / unmodified opinion was received. No material weaknesses or significant deficiencies were identified.

c) Address any measure where school did not meet standard or is approaching standard

**Measure 1c. Enrollment Variance:**

*Actual Enrollment as of September 30 divided by Authorized Enrollment*

2020-2021
94%

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

**School Response To Rating:**

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Due to the COVID Pandemic, there was a drop in enrollment for most schools in Delaware. Despite providing remote learning and in-person learning, some families still decided to move to other schools or districts who were in-person full time. We are confident that our enrollment will increase in the next school year.

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## Performance Agreement

### Financial Performance Expectations

Thomas A. Edison's 2016-17 overall Financial ratings are: Meets Standard

By September 2022, our expectation is to achieve the overall rating of "Meets Standard," as measured by the Financial Performance Framework. Each year, we will be on track to demonstrate economic viability and achieve our financial performance expectation. This progress will be monitored through our annual performance review.

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

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School Comments:

TECS has met its expectation of achieving an overall rating of "Meets Standard" on the Financial Performance Framework. We expect to continue this trend indefinitely.

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

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School Comments:

N/A

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## V. INNOVATION

Describe the school's innovative practice(s) that could be replicated at other schools in Delaware. Please include the data that supports the success of these practice(s).

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School Comments:


N/A

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**VII. ANNUAL REPORT CERTIFICATION STATEMENT**

<b>Name of School:</b>	Thomas A. Edison Charter School
<b>Location:</b>	2200 N Locust St, Wilmington DE 19802

I hereby certify that the information submitted in this annual of a charter school is true to the best of my knowledge and belief; that this application has been approved by the school's Board of Directors.


11/30/21  
 Signature: Chairperson of Board of Directors (or designated signatory authority) Date

<b>Print/Type Name:</b>	Mikkel B. Christine
<b>Title (if designated):</b>	Board Chair
<b>Date of approval by board of directors:</b>	11/30/21

## References:

<sup>1</sup> Based on September 30<sup>th</sup> Unit Count

<sup>2</sup> Pursuant to the Family Education Rights and Privacy Act (FERPA) (34 CFR §99), the DDOE applies the following statistical methods to avoid disclosure of personally identifiable information in aggregate reporting.

1. For all data, counts for groups or subgroups with 15 or fewer students are suppressed and represented by “-” in data reports. Complementary suppression of one or more non-sensitive cells in a table may be required so that the values of the suppressed cells may not be calculated by subtracting the reported values from the row and column totals.

2. Only report percentages for grade level reporting within a school and district.

3. Percentages are suppressed when the underlying student counts can be derived for groups or subgroups with 15 or fewer students (i.e., if the number tested and proficient are reported, then the percentage may need to be suppressed).

4. Any percentage above 95 or below 5 will be reported as >95% and <5%, respectively.

<sup>3</sup> Graduation rate data is lag data by one school year to include all students that have completed their high school diplomas during that year including summer graduates.