

FIRST STATE MILITARY

ANNUAL REPORT

2016-2017



Learning Today. Leading Tomorrow.

**355 W. Duck Creek Road,
Clayton, DE 19938**

Phone:(302) 223-2150

I. OVERVIEW

1.1 School Overview:

BASIC INFORMATION	
Name of School	First State Military
Year School Opened	2015
Enrollment 2016-2017 ¹	288
Approved Enrollment	325
School Address	355 W. Duck Creek Road, Clayton, DE 19938
District(s) of Residence	Smyrna School District
Website Address	http://www.fsmilitary.org/
Name of School Leader	Patrick Gallucci
School Leader Email and Phone Number	Patrick.Gallucci@fsmilitary.k12.de.us (302) 223-2150
Name of Board President	Scott Kidner
Mission Statement: The mission of the First State Military Academy is to provide an educational experience that focuses on developing the intellectual, physical and emotional growth of our cadets through the cultivation of an environment that rewards honesty, integrity, teamwork and commitment. With a strong focus on academic rigor, military discipline, citizenship and through the application of strong moral values, graduates will develop respect ensuring successful entry into life.	

1.2 School Demographic Data:

ENROLLMENT & DEMOGRAPHIC INFORMATION	
	2016-2017¹
Total Enrollment	288
# of Students on Waiting List	
Gender	
% Male	70.49%
% Female	29.51%
Ethnicity/Race	
% African American	22.92%
% American Indian	0.35%
% Asian	2.78%
% Hispanic/Latino	14.24%
% White	57.99%
% Multiracial	1.39%
Special Populations	
%Special Education ²	18.06%
% English Language Learners	1.74%
% Low-Income	29.51%

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.

Date	Modification Requested	Outcome
Aug 2013	Minor - delay opening from Aug 2014 to August 2015	Approved
Sep 2015	Minor - educator evaluation process	Approved
Jul 2016	Minor - educator evaluation process (revert back to DPAS II); alter agreement with charter management organization	Approved

1.4 School Enrollment:

School Enrollment Trends		
<i>Cells highlighted in grey were grade levels not serviced by this school</i>		
	2016-2017	
	Approved Enrollment	30-Sep Enrollment Count
K		
Grade 1		
Grade 2		
Grade 3		
Grade 4		
Grade 5		
Grade 6		
Grade 7		
Grade 8		
Grade 9	125	142
Grade 10	125	101
Grade 11	75	45
Grade 12		
Total	325	288

1.5 Reenrollment:

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

School Reenrollment Trends		
<i>Cells highlighted in grey were grade levels not serviced by this school</i>		
	First State Military	
	Number of Students Reenrolled Count	Percentage of Students Reenrolled %
K		
Grade 1		
Grade 2		
Grade 3		
Grade 4		
Grade 5		
Grade 6		
Grade 7		
Grade 8		
Grade 9	18	
Grade 10	82	57.75%
Grade 11	31	51.67%
Grade 12		
Total/Avg	131	64.85%

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

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

School Comments: The mission of First State Military Academy is to:

- Provide an educational experience that focuses on the intellectual, physical, and emotional growth of the child.
 - Our school will provide a structured learning environment and a strong culture of academic rigor, military discipline, citizenship, and leadership, and the application of strong moral values.
 - Graduates will develop respect for themselves, those on whom they depend, and those that depend on them, ensuring successful entry into adult life.
 - The goal is to enable your son or daughter to acquire not only subject matter knowledge, but the skills and attributes he or she needs to succeed and thrive in life, college, and the careers of tomorrow.
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Our purpose is to provide cadets the knowledge, skills, and attributes they need to thrive in postsecondary education, work, and civic life.

In order to meet these high expectations, cadets are asked to do more every day. We recognize that this is part of the process for successful transition into adulthood. It is not easy. This is different from what they usually experience in other schools. We use every resource possible to help meet the emotional needs of our cadets. Sometimes that is not enough and cadets choose to leave our program. Different reasons given are as followed.

1. Too many rules
2. It is easier at my other school
3. Others schools don't expect as much every day.

We realize that we hold our cadets to high expectations. They are far too important to expect any less.

II. ACADEMIC PERFORMANCE

2.1 Delaware School Success Framework

Overall Academic Ratings

Metrics	Delaware School Success Framework (DSSF)
	2016-2017
Academic Achievement	2 Stars (38/125pts) Needs Improvement
Growth	3 Stars (95/225pts) Approaching
On Track to Graduation	1 Stars (17/100pts) Far Below
College and Career Preparation	0 Stars (-1/50pts)

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

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

School Comments:

Overall Academic Achievement: 65% of our cadets came to First State Military Academy approaching standard. After overcoming the obstacles and challenges of starting a new school with two unique programs we are confident that by the fourth year we will have shown growth.

Major Challenges: Establishing a new school with two unique programs created many challenges. We began by placing an emphasis on our school culture and climate. Our culture is the foundation on which we'll build our unique environment. The emphasis on creating a climate that would foster a productive learning environment was difficult with a lack of staff due to the financial constraints of opening a new program. We were being asked to do more with less.

Accomplishments: As seen below, we were able to achieve growth in our PSAT scores well above the State of Delaware. Our school climate Survey was given to staff, cadets, and parents. Our results are a sizeable strength.

PSAT 9 - Fall 2016 to Spring 2017 - Growth		
FSMA	Delaware	US
19	-11	24
PSAT 10 - Spring 2016 to Spring 2017 - Growth		
FSMA	Delaware	US
24	-22	3
<ul style="list-style-type: none"> All scores from the College Board 		

Our Culture - Climate Survey		
Staff	Parent	Cadet
117.97	112.77	106.54
Standard Score Distribution		
Considerable Concerns	Standard	Sizeable Strengths
89	90 to 109	110
School Average: 112.42		

Performance Agreement

Academic Performance Expectations

By September 2018, our expectation is to achieve the overall rating of "Meets" or "Exceeds" standard as measured by the Academic Performance Framework (DSSF). 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).

School Comments: Our expectation has always been to meet the expectation of the Academic Performance Framework. The implementation and development of positive classroom environments at FSMA allows us to engage in deeper learning.

The increase in cadet enrollment creates additional teaching positions. We were able to hire a math and science teacher to help with both remedial and advanced lessons. We attempted to recruit another ELA teacher but we have been unable to find a person that fits our unique needs.

Our project-based learning model teaches the academic standards as well as skills needed to best serve students and the community in a positive and successful way. The skills taught such as critical thinking, communication, leadership and collaboration will serve the student not only at FSMA but will continue throughout their life.

The current ""On Track to Graduation"" rate is far below standard due to an error in data. This number is low because it reflects incomplete data in our course catalog. This problem is being corrected. Our structured learning environment and strong culture of academic rigor will challenge FSMA to achieve our academic performance expectations. Our program provides cadets with a structured environment and a strong culture of academic rigor. We will not negotiate on specific points of data that can alleviate this number; such as; no zero policies, and a reduction in lowest passing grade. We feel our cadets will rise to our standard and become eligible and prepared for college and career readiness.

2.2 Academic Achievement/Proficiency Data

Academic Achievement	Delaware School Success Framework (DSSF)	
	2016-2017	
Rating	2 Stars (38/125pts) Needs Improvement	
	School	State
ELA	48.36 %	56.63%
Math	17.07%	45.13%
Science	19.54%	47.45%
Social Studies	n/a	n/a

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

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

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

School Comments: First State Military Academy was created by combining unique programs to not only challenge students academically, but to also challenge them in character and leadership development. In creating such a school, there are four major components that need to be addressed. To establish a successful school using these models, staff and students must adhere to the mission, culture, expectations, and instructional model. These components are extremely complex and require a great deal of our time and resources.

1. The first major component is creating a strong base for our school is vital to the success of a program. In order to accomplish this, the school staff must develop and remain true to a strict mission statement.
 2. The second major component in creating our program is the emphasis on culture to sustain our school for long term growth. Developing a culture focusing on the importance of building relationships with students will ensure student success as well as program success. This process is achieved by developing our norms, folklores, and the protocols that we use. This task cannot be accomplished overnight and is continuously visited throughout the school year.
 3. The third major component is developing school wide norms is essential to the foundation of our program by assisting in building the culture of our school. To ensure student success, school expectations need to be clear and concise.
 4. The last component in creating our unique program is focusing on instruction and assessments. Students participates in Project Based Learning (PBL) through the New Tech Network (NTN). Teachers
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participating in this model require additional training and professional development unique to PBL and NTN throughout the year. Due to this model, teachers are required to develop their own curriculum, assignments, and projects from past experiences and team development. The additional component of the military expectations and responsibilities provide additional rigor to our program.

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

School Comments: First State Military Academy has supports and interventions outside of the RTI process. For the 2017-2018 school year, we hired an additional dual certified teacher (Special Education and Mathematics). This teacher is teaching credit recovery classes and support classes. Additionally, we hired a science, technology, engineering and math (STEM) teacher that is teaching a class of remediation for Science. A posting was created to hire a dual certified teacher (Special Education and English) to teach recovery classes in English Language Arts. This staff hire was unsuccessful as there were no qualified applicants.

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

School Comments: First State Military Academy uses the PSAT and DCAS to determine academic progress and achievement. We have already begun to see growth in the Preliminary Scholastic Aptitude Test (PSAT). Starting in the 2016-17 school year, we have begun to use placement tests to gauge where the students are at the beginning of the school year. In the spring, students will be given a posttest to measure and track academic progress.

2016-2017 School Year

PSAT 9	School Mean	State Mean
Fall	798	856
Spring	817	845
Growth	19	-11

2.3 Growth Data

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

Growth	Delaware School Success Framework (DSSF)	
	2016-2017	
Rating	3 Stars (95/225pts) Approaching	
	School	State
ELA	46.50 %	50.00 %
Math	38.17 %	50.00 %

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

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

School Comments: First State Military Academy uses several strategies, techniques, and procedures to ensure student success. We have a Response to Intervention (RTI) protocol established to support struggling students in the areas of mathematics, reading comprehension, and reading fluency. The measures used to determine interventions, supports, and decisions within the RTI process include:

STAR Math

STAR Reading

Teacher made assessments Mathematics: Pre-Algebra, Algebra I, Geometry, and Algebra

Teacher made assessments English

Delaware Comprehensive Assessment (DCAS)

Preliminary Scholastic Aptitude Test (PSAT)

Classroom Observations/Assessments

When a concern is raised, the first step is to review the concern and attempt to identify the problem. The team reviews existing student data to determine specific problems. For example, a student should not be identified as simply having an academic problem. The team should try to narrow the problem (based upon available data) to identify the deficit skill area(s) (e.g., phonemic awareness, problem solving skills, math calculations, vocabulary, reading comprehension, sentence structure or peer interactions, etc.).

Once the problem is defined, the team develops a hypothesis as to why the problem is occurring and continuing. This involves analyzing those variables that can be altered through instruction in order to find an instructional solution. This includes questions of fidelity, missing skills, motivational factors, or lack of exposure to the general curriculum. The focus of the team is to explain the problems that can be addressed through instruction. In addition to the cause of the problem, the team considers the

student's rate of learning. In doing this, the team reviews the student's learning trend (e.g., progress) in the areas identified by the team. The team should also compare the student's progress to peers over time.

Once the problem has been analyzed, the team identifies interventions that will meet the student's needs. The team does this by developing a plan that includes: an implementation time frame (e.g., 4 weeks, 6 weeks, or 8 weeks); the frequency of the interventions (how often the intervention will be provided and for how many minutes per week); who will provide the intervention; and a time frame to evaluate the effectiveness of the intervention. The student's plan should outline the goal for progress.

Interventions must be implemented with fidelity. To ensure fidelity, qualified staff delivers the interventions according to the prescribed process and prescribed timeframe. The team documents their delivery of the interventions using multiple sources (e.g. observation notes, lesson plans and grade books, student work reflecting instructional elements and graphs of student progress, etc.).

In order to determine if the intervention is working for a student, the team collects data through progress monitoring. The frequency of progress monitoring depends on the tier, but in all cases the process is similar. A student's current performance and progress is compared to their projected goal. If performance falls significantly below the goal over three or four consecutive monitoring periods, the team revisits the intervention plan to make revisions.

Additionally, First State Military Academy has supports and interventions outside of the RTI process. For the 2017-2018 school year, the hire of an additional dual certified teacher (Special Education and Mathematics) is teaching credit recovery classes and support classes. An additional hire of a science, technology, engineering and math (STEM) teacher is teaching a class of remediation for Science.

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

School Comments: With the additional supports and interventions provided to specific populations of students, First State Military Academy expects to decrease the number of students repeating ninth grade classes. It is also a goal to increase learning outcomes for the special education population and students at risk of failing.

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

School Comments: In order to determine if the intervention is working for a student, the team collects data through progress monitoring, classroom observations, scores on standardized tests, and on track to graduate data.

2.4 On Track to Graduation Data

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

On Track to Graduation	Delaware School Success Framework (DSSF)	
	2016-2017	
Rating	1 Stars (17/100pts) Far Below	
	School	State
Attendance	**	94.75 %
On-Track in the 9th grade	17.35 %	89.45 %
4-year Cohort Graduation Rate ³	0.00 %	84.66 %
5-year Cohort Graduation Rate	**	85.60 %
6-year Cohort Graduation Rate	**	*Not calculated at the state level

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

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

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

School Comments: The On Track to Graduation calculation is based on students that have acquired at least four of the five core credits necessary to graduate. Data extraction from eschool is used to verify the completion of these courses and the acquisition of credits. The data reflected above was generated prior to crucial updates to the course catalog in eschool. These updates were necessary to ensure accurate data. Without the updates, some required courses were not showing as core courses. Therefore completion of the courses did not count towards the student graduation requirements. For example, the student below successfully completed 8 courses for the 2016-2017 school year. However, he shows as not on track because his ELA and Social Studies courses are not appropriately updated in eschool. We have found that this error has caused many of our students to fall short of the On Track to Graduation requirement.

ID: [46187](#) Building: First State Military Academy Grade: 10

Search List Print Transcript

Counselor: SClark - Clark, Stacey

Courses are grouped by: Year Include Building Types: [CHART - Charter School](#) Include Courses W/O Building Types Refresh

Add Transfer Building

Total Earned Credit: 8

2017 Building: First State Military Academy Add Course

Course Building	Course	Section	Description	Department	Attempted Credit	Earned Credit	Course Level	Course Type	Final
	COMPSCI1	1	Computer Science 1	CSCI	1	1	1	0000	84
	HALG1	5	Honors Algebra 1	MATH	1	1	1	2012	71
	HCELA	5	Honors Civics/ELA Integration	SS	1	1	1		75
	HELAC	6	Honors ELA/Civics Integration	ELA	1	1	1		75
	HES	2	Honors Earth & Space Science	SCF	1	1	1		85
	LEDED1	15	Leadership Education 1	PPNT	1	1	1	0000	90
	PHYED/H	4	P.E. with Health Integration	PE/H	1	1	1	0000	83
	SP1	8	Spanish 1	WLANG	1	1	1	1201	86

Total Earned Credit: 8

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

School Comments: We expect a significant increase in our On Track to Graduation rates. Our academic team has met with each of our upperclassmen grades 10 - 12 to evaluate credits, transfer credits, and schedule. Graduation trackers were completed for each student in grades 9-12 in order to assess course needs, create schedules, and inform the students of the required steps to remain on track or to become on track to graduate. We have pulled reports to identify the areas in eschool that require updates. After the course catalog and master schedule have been updated to accurately reflect courses required for graduation, we are certain the number of students on track will drastically improve.

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

School Comments: We pride ourselves in our efforts to meet the needs of our cadets daily. Part of doing this successfully requires our commitment to engaging our cadets in conversation about their aspirations and goals post-graduation. Since we use an electronic platform to deliver course materials, homework, grades, and etc, we can always identify the progress of our students' in real time. Students meet with our Guidance Counselor and our Administrative team frequently to review their graduation trackers, current grades, and to identify strengths, weaknesses and areas of improvement. The guidance counselor maintains and monitors the graduation trackers. They are reviewed and cross referenced with students' grades at minimum each marking period. Students that are falling short of the grades necessary to complete required courses are identified and a follow up meeting is held to determine the next best steps.

2.5 College & Career Preparation Data

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

College & Career Preparation	Delaware School Success Framework (DSSF)	
	2016-2017	
Rating	0 Stars (-1/50pts)	
	School	State
Growth to Proficiency ELA	n/a	59.19 %
Growth to Proficiency Math	n/a	35.41 %
College & Career Preparation	n/a	49.64 %

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

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

School Comments: Unable to comment since the section does not apply to our school this year.

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

School Comments: We have increased the number of AP courses to seven in two years. We began offering three dual enrollment courses through Wilmington University. We have a DOE approved course of study in Computer Science. This fall we applied to begin another CTE course of study in Biomedical. We offer PSAT and SAT prep courses to all cadets through Khan Academy and optional enhancement courses to improve SAT performance.

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

School Comments: While we do not currently have data to review progress or outcomes, we believe we have built the groundwork to meet all outcomes. In conjunction with the evaluation and measurements used to ensure our Cadets are on track to graduate, we take the following steps to measure progress:

- The guidance counselor meets with students frequently to review career goals and aspirations.
- Students are required to submit a minimum number of college applications.
- Students meet with college, military and workforce representatives to align interests and get information regarding next steps.
- Students meet with the guidance counselor to review college requirements, test scores, and the application process.
- Students are given the opportunity to take PSAT, SAT and ASVAB tests during the year.

We will have a better opportunity to gauge our progress when our results are released next year.

III. ORGANIZATIONAL PERFORMANCE

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

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

3.1 Mission Specific Goal(s)

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

Essential Question indicator 1a. The mission of the First State Military Academy is to provide an educational experience that focuses on the intellectual, physical, and emotional growth of the child. Our school will provide a structured learning environment and a strong culture of academic rigor, military discipline, citizenship, and leadership, and the application of strong moral values. The goal is to enable your son or daughter to acquire not only subject matter knowledge, but the skills and attributes he or she needs to succeed and thrive in life, college, and the careers of tomorrow. First State Military Academy has implemented Advanced Placement courses (AP) and dual enrollment with Wilmington University to ensure students are college ready upon graduation. Our mission specific goal is to ensure 60% of our graduates successfully complete one or more of these courses prior to graduation.

Measure	Definition of Rating	Data Source	Data Collection Process	Measure
Students will successfully complete one or more Advanced Placement (AP) or dual enrollment course by graduation.	<p>Meets Standard:</p> <p>40% or more of the graduating senior class will successfully complete one or more Advanced Placement (AP) or dual enrollment course by graduation for the class of 2018. 50% or more of the graduating senior class will successfully complete one or more Advanced Placement (AP) or dual enrollment courses by graduation for the class of 2019. 60% or more of the graduating senior class will successfully complete one or more Advanced Placement (AP) or dual enrollment courses by graduation for the class of 2020.</p> <p>Approaching Standard:</p> <p>30 – 39% of the graduating senior class will successfully complete one or more Advanced Placement (AP) or dual enrollment course by graduation for the class of 2018. 39 – 49% of the graduating senior class will successfully complete one or more Advanced Placement (AP) or dual enrollment course by graduation for the class of 2019. 49 – 59% of the graduating senior class will successfully complete one or more Advanced Placement (AP) or dual enrollment course by graduation for the class of 2020.</p> <p>Far Below Standard:</p> <p>29% or less of the graduating senior class will successfully complete one or more Advanced Placement (AP) or dual enrollment course by graduation for the class of 2018. 38% or less of the graduating senior class will successfully complete one or more Advanced Placement (AP) or dual enrollment course by graduation for the class of 2019. 48% or less of the graduating senior class will successfully complete one or more Advanced Placement (AP) or dual enrollment course by graduation for the class of 2020.</p>	School data (transcript/mark report) @ June of senior year	PDF Upload and entry into system by DOE	1a1

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

School Comments: We did not have a senior class during the 2016-2017 school year.

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](#).

SUMMARY AND OVERALL RATING

First State Military

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		
Year	1a	1b	1c	1d	2a	2b	2c	3a	3b	4a	OVERALL RATING
2016-2017	M	M	M	M	M	M	M	M	M	M	Meets Standard

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

School Comments:

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

School Comments: The growth of the school in terms of staffing and knowledge is the reason why we have made improvements to our organizational framework. In order to maintain our meets standards rating, we will continue to identify areas of improvement as we grow.

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

Performance Agreement

Organizational Performance Expectations

By September 2018, our expectation is to achieve the overall rating of "Meets", as measured by the Organizational Performance Framework." Each year, we will be on track to demonstrate performance aligned with this organizational 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).

School Comments: The school was able to achieve an overall rating of "Meets Standard." this school year.

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
Jim	Berg	Treasurer	3/30/2017
Tony	DeVary	Academic Committee	3/30/2017
Jennifer	Durham	Member	11/19/2014
Curt	Fifer	Member	10/31/2017
Dawn Marie	Fiore	Chair, Comm./Recruit	10/17/2017
C. Scott	Kidner	Chairman of Board	9/29/2014
Christopher	Martin	Parent Representative	3/30/2017
Sharon	Sack	Secretary	11/19/2014
Sean	Todd	Teacher Representative	10/12/2017
Kevin	Yencer	Chair Facilities	Within 3 months – recently appointed

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

School Comments:

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
Richard	Riggs	DOE Representative	1/30/0226
Jim	Berg	Member	3/30/2017
Jennifer	Durham	CBOC Chair	11/19/2014
Michelle	Hastie	Consultant	9/1/2010
C. Scott	Kidner	Chairman of Board	9/29/2014

School Comments: CBOC has increased from meeting only quarterly to monthly in September 2017. Meetings are often attended by the Board Chair.

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

2016-2017		
% of Teachers RETAINED	# of Teachers RETAINED	# of Teachers ELIGIBLE
92.3	12	13

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

School Comments: The “Center of Gravity” of First State Military Academy is the teachers. We provide support to meet their needs so they can have success in the classroom. The school climate survey below helps us to check their status. We realize that it is difficult to replace a teacher using our instructional method.

		Teacher-Student Relations	Student-Student Relations	Student Engagement School-wide	Clarity of Expectations	Fairness of Rules	School Safety	Bullying * School-wide	Teacher-Home Communications	Staff Relations	Total School Climate
Total	N= 25	112.06	109.21	110.08	115.00	115.38	114.54	87.15	115.00	115.70	117.97
Position											
Classroom Teacher	N= 15	109.68	110.32	112.37	115.29	115.24	116.24	87.49	115.32	118.54	119.10
Staff	N= 10	115.93	107.09	105.02	114.04	115.16	111.21	87.03	115.41	110.86	115.62

Table 1b. School Climate: Average Item Scores for All Staff Positions Combined

		Teacher-Student Relations	Student-Student Relations	Student Engagement School-wide	Clarity of Expectations	Fairness of Rules	School Safety	Bullying * School-wide	Teacher-Home Communications	Staff Relations	Total School Climate
Total	N= 25	3.62	3.17	3.09	3.67	3.63	3.52	1.80	3.53	3.60	3.43
Position											
Classroom Teacher	N= 15	3.56	3.19	3.13	3.67	3.62	3.56	1.82	3.55	3.72	3.45
Staff	N= 10	3.70	3.14	3.03	3.68	3.65	3.47	1.77	3.50	3.43	3.41

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

School Comments: We pay for all staff to attend the New Tech Network Annual Conference. We also contract a New Tech coach to work with staff members both remotely and on site during the course of the year. We hope to expand into hiring a full time coach on staff to assist teachers for the 2018-2019 school year.

We have provided the staff with an average of 30 hours of professional learning during the 2016-2017 school year. We have greatly increased that number this school year. By December 1, 2017, we have already 25 hours of support.

IV. FINANCIAL PERFORMANCE

4.1 Financial Performance

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

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

School Comments: First State Military Academy was able to carryover \$450,000 over the first two years of operation. Some of this money was then used for capital improvements on the property. We had other impacts (described below in section 1b) that reduced some of our ratings. With our many challenges, we were still able to improve our overall rating.

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

School Comments: The school has stretched itself very thin to improve financial outcomes. Our staff and teachers rally around our students and step up to help us alleviate costs by teaching more classes and taking on more responsibilities to avoid the need to hire more personnel. To support our financial practices, we have monthly meetings with a State of Delaware financial advisor. We are consistently seeking opportunities to apply for grant funding. We limit our available resources to save overall costs.

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

Measure 1a. Current Ratio:

Current Assets divided by Current Liabilities

2016-2017
0.78

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

School Response To Rating:

The increase in our ratio is the result of increased enrollment. New schools typically never meet assets over liabilities until four or five years. As the school enrollment increases to its maximum enrollment, the expected ratio will exceed 1.0. This gradual increase is expected of a new school.

Measure 1b. Days Cash:

Cash divided by (Total Expenses / 365)

2016-2017
34

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

School Response To Rating:

- \$167,000 was removed from the school's operating budget to pay for items not budgeted in the original estimate for capital improvements.
 - The operational budget has had to absorb a gap of \$100,000 in transportation expenses from what is paid to the school for transportation services.
 - The operational budget had to pay \$20,000 one-time fee for contracted technology installations to ensure that Morrell Hall was operational on day one of year two.
 - The operational budget had to pay \$28,000 to pay Assurance Media from the Capital Project.
 - Payment of full salaries of Marine Corps JROTC salaries. The additional cost to the school is estimated at \$90,000.
 - This is year three of four of payment made to New Tech Network of \$105,000.
-

Measure 1c. Enrollment Variance:

Actual Enrollment as of September 30 divided by Authorized Enrollment

2016-2017
89%

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:

The estimate failed to consider factors that have a direct impact on the school’s culture. The enrollment number currently reflects the number of cadets planned due to the constraints below. Meeting the 95% threshold would have caused an increase in the class size above the 1:25 ratio.

- Estimates were made with the number of staff and cadets needed to operate efficiently while providing a strong school culture and keeping class sizes at a ratio of 1 to 25. The best estimates were between 390 to 410.
 - 325 cadets would have also required us to add an additional school bus route, increasing our transportation deficit.
 - Careful analysis is given to the number of cadets in relation to class size. To ensure there is enough personnel to educate and keep culture.
 - We also needed to examine the number of administrators to the total number of teachers to ensure the teachers receive assistance with teaching methods and philosophies.
-

Measure 2b. Debt to Asset Ratio:

Total Liabilities divided by Total Assets

2016-2017
1.16

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

School Response To Rating:

The school borrowed an additional \$700,000 to complete renovations on Morrell Hall. This facility adds an additional six classrooms, office space, and storage for our Marine Corps JROTC personnel. The total debt incurred by the school to renovate entire facility was \$6,960,000.

Measure 2d. Debt Service Coverage Ratio:

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

2016-2017
-1.67

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

School Response To Rating:

The school borrowed an additional \$700,000 to complete renovations on Morrell Hall. This facility adds an additional six classrooms, office space, and storage for our Marine Corps JROTC personnel. The total debt incurred by the school to renovate entire facility was seven million dollars.

3. FINANCIAL MANAGEMENT AND OVERSIGHT

2016-2017
AS

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

DOE Rating Information:

The FY17 independent audit identified a material weakness in internal controls (Finding #2015-001 Material Adjusting Journal Entries). Additionally, the audit identified an instance of noncompliance related to federal awards (Finding 2017-001 Written Policies and Procedures). The FY17 independent audit disclosed a related party transaction in the notes to the financial statements (Note 6).

School Response To Rating:

The FY17 independent audit identified a material weakness in internal controls (Finding #2015-001 Material Adjusting Journal Entries). The USDA payment system cannot withdraw from the state system so the USDA Loan was deposited in the board's account. We had to transfer funds to the board of directors WSFS account in order for them to make the interest only payment. The school contracted a third party to assist in finances and budgeting, Positive Outcomes Charter. With the hiring of Positive Outcomes material journal entries were decreased. Next year we will do a better job communicating the activity in the Capital Projects Fund to eliminate the material adjusting journal entries finding.

Additionally, the audit identified an instance of noncompliance related to federal awards (Finding 2017-001 Written Policies and Procedures).

Updated policy and procedures in regards to federal awards: uniform guidance.

Addition: We also contracted with an advisor, Neely and Spence, for financial, budgeting, and strategic planning.

Performance Agreement

Financial Performance Expectations

By September 2018, 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

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

School Comments: The approved performance agreement anticipated the military service would pick up the cost of military instructors. This did not happen so it became a financial burden for the school. The agreement also did not anticipate the costs of transporting students outside of the Smyrna, Middletown and Dover areas. We have a high percentage of Cadets above the canal, Southern Kent County and Northern Sussex County. This has increased our transportation costs to \$100,000 above what was allocated by the State of Delaware. The agreement did not include a budgetary analysis for the purchase of new Chromebooks each year. Cost overrun on capital renovation projects required the school to absorb \$167,000 in costs. The maintenance estimated budget was \$70,000 less than the actual costs. Original estimates showed no costs for IT contractors. This cost the school an additional \$41,000.

We understand that a new school will struggle financially until enough cadets enroll to offset some of these financial gaps. While the performance agreement failed to accurately estimate costs in a number of areas, the identification of these areas has allowed us to better prepare for future expenditures. Doing so will help us improve our financial performance.

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

School Comments: The FY17 independent audit identified a material weakness in internal controls (Finding #2015-001 Material Adjusting Journal Entries).

As stated above, the USDA payment system cannot withdraw from the state system. We had to transfer funds to the board of directors WSFS account in order for them to make the interest only payment. The school contracted a third party to assist in finances and budgeting, Positive Outcomes Charter. With the hiring of Positive Outcomes material journal entries were decreased. Next year we will do a better job communicating the activity in the Capital Projects Fund to eliminate the material adjusting journal entries finding.

Additionally, the audit identified an instance of noncompliance related to federal awards (Finding 2017-001 Written Policies and Procedures).

Updated policy and procedures in regards to federal awards: uniform guidance.

Addition: We also contracted with an advisor, Neely and Spence, for financial, budgeting, and strategic

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).

School Comments:

School Comments:

Our key innovative practice is our focus on culture. We feel that focusing on culture establishes a strong foundation to support a successful learning environment. We believe that providing a strong school learning culture is the key to our future success.

Our Culture - Climate Survey		
Staff	Parent	Cadet
117.97	112.77	106.54
Standard Score Distribution		
Considerable Concerns	Standard	Sizeable Strengths
89	90 to 109	110
School Average: 112.42		


The learning culture supports our instructors and provides an environment for them enjoy their profession.

2016-2017		
% of Teachers RETAINED	# of Teachers RETAINED	# of Teachers ELIGIBLE
92.3	12	13

VII. ANNUAL REPORT CERTIFICATION STATEMENT

Name of School:	First State Military Academy
Location:	355 W. Duck Creek Road, PO Box 888, Clayton, DE 19938

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.


 Signature: Chairperson of Board of Directors (or designated signatory authority) Date: 21 DEC 2017

Print/Type Name:	C. Scott Kidner
Title (if designated):	Chairman, Board of Directors
Date of approval by board of directors:	December 19, 2017

References:

¹ Based on September 30th Unit Count

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

1. For all data, counts for groups or subgroups with 15 or fewer students are suppressed and represented by “-” in data reports. Complementary suppression of one or more non-sensitive cells in a table may be required so that the values of the suppressed cells may not be calculated by subtracting the reported values from the row and column totals.
2. Only report percentages for grade level reporting within a school and district.
3. Percentages are suppressed when the underlying student counts can be derived for groups or subgroups with 15 or fewer students (i.e., if the number tested and proficient are reported, then the percentage may need to be suppressed).
4. Any percentage above 95 or below 5 will be reported as >95% and <5%, respectively.

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