



Learning Today. Leading Tomorrow.

Delaware Department of  
Education  
2018-2019 Renewal Report  
First State Military

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## Charter School Renewal Report

### Requirements Under the Law

The charter school law (14 *Del. C.* § 514A) outlines the provisions that the Delaware Department of Education (DDOE) follows for charter renewal and nonrenewal. The DDOE is required to review the preliminary performance of the charter school to determine its compliance with its charter and its satisfaction of the criteria set forth in this title for the purposes of renewal or nonrenewal<sup>1</sup>. 14 Del.

C. § 514A (c) states that,

(c) No later than April 30, the approving authority shall issue a charter school renewal report and charter renewal application guidance to any charter school whose charter will expire the following year. The renewal report shall summarize the charter school's performance record to date, based on the data required by 79 Del. Laws, c. 51 and the charter contract, and shall provide notice of any weaknesses or concerns perceived by the approving authority concerning the charter school that may jeopardize its position in seeking renewal if not timely rectified. The charter school shall have 10 working days to respond to the renewal report and submit any corrections or clarifications for the report.

## I. OVERVIEW

### 1.1 Basic Information

Review the following chart with the school's basic information:

BASIC INFORMATION	
Name of School	First State Military
Year School Opened	2015
Enrollment 2017-2018 <sup>2</sup>	409
Approved Enrollment	500 (SY 2018-19)
School Address	355 W. Duck Creek Road, Clayton, DE 19938
District(s) of Residence	Smyrna School District
Website Address	<a href="http://www.fsmilitary.org/">http://www.fsmilitary.org/</a>
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
Board President Email	csk@kidner.com
<b>Mission Statement:</b> 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:

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

ENROLLMENT & DEMOGRAPHIC INFORMATION				
	2014-2015 <sup>2</sup>	2015-2016 <sup>2</sup>	2016-2017 <sup>2</sup>	2017-2018 <sup>2</sup>
Total Enrollment		202	288	409
Gender				
% Male		75.74%	70.49%	70.17%
% Female		24.26%	29.51%	29.83%
Ethnicity/Race				
% African American		24.26%	22.92%	25.92%
% American Indian			0.35%	0.24%
% Asian		0.99%	2.78%	2.20%
% Hispanic/Latino		9.41%	14.24%	15.16%
% White		61.39%	57.99%	55.01%
% Multiracial		3.96%	1.39%	1.47%
Special Populations				
% Special Education <sup>3</sup>		19.31%	18.06%	14.91%
% English Language Learners		0.50%	1.74%	1.47%
% Low-Income		35.64%	29.51%	24.94%

<b>School Comments 2016-2017</b>	This data element was added in the SY 16/17. The school was not required to provide a response to this information
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<b>School Comments 2015-2016</b>	This data element was added in the SY 16/17. The school was not required to provide a response a response to this information
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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.

Date	Modification Requested	Outcome
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

<b>School Comments 2016-2017</b>	This data element was added in the SY 16/17. The school was not required to provide a response to this information
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<b>School Comments 2015-2016</b>	This data element was added in the SY 16/17. The school was not required to provide a response to this information
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## 1.4 Enrollment Trends

Review the following chart with the school's enrollment data.

School Enrollment Trends								
Cells highlighted in gray were grade levels not serviced by this school.								
	2014-2015		2015-2016		2016-2017		2017-2018	
	Approved Enrollment	30-Sep Enrollment Count	Approved Enrollment	30-Sep Enrollment Count	Approved Enrollment	30-Sep Enrollment Count	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	125	142	125	150
Grade 10			75	60	125	101	125	121
Grade 11					75	45	125	100
Grade 12							75	38
<b>Total</b>			200	202	325	288	450	409

### DOE Summary:

First State Military has shown consistent enrollment growth over its first three years, adding a grade level each year and increasing enrollment levels every year.

In SY15-16, First State Military's original projected enrollment was for 200 students, to increase enrollment by 150 students annually.

In SY15-16, First State Military enrolled 202 students. In SY16-17, First State Military enrolled 288 students, 84 more students. In SY17-18, First State Military's increased enrollment by 121 more students. First State Military has increased a total student enrollment annually. In summary, except for year one, they have not been able to maintain with their authorized enrollment.

### School Comments 2016-2017

This data element was added in the SY 16/17. The school was not required to provide a response to this information

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<b>School Comments 2015-2016</b>	This data element was added in the SY 16/17. The school was not required to provide a response to this information
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## 1.5 Reenrollment Trends

Review the following chart with the school's reenrollment data. The reenrollment rate<sup>3</sup> is the % of students continuously enrolled in the school from one year to the next.

School Reenrollment Trends								
	2014-2015		2015-2016		2016-2017		2017-2018	
	Number of Students Reenrolled Count	Percentage of Students Reenrolled %	Number of Students Reenrolled Count	Percentage of Students Reenrolled %	Number of Students Reenrolled Countt	Percentage of Students Reenrolled %	Number of Students Reenrolled Count	Percentage of Students Reenrolled %
<b>Total/Avg</b>					131	64.85%	240	83.33%

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

### DOE Summary:

In SY16/17, FSM's total enrollment was 288 students and the approved enrollment was for 325 students. Overall, the school's actual enrollment has aligned to its projected enrollment in SY17/18.

### School Comments 2016-2017

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.

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.
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<b>School Comments 2015-2016</b>	This data element was added in the SY 16/17. The school was not required to provide a response to this information
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## II. Academic Performance

### Changes in the Academic Framework

From School Year (SY) 2010-11 through SY 2013-14, the academic performance of all charter schools was evaluated using the Delaware Academic Framework Reports that were publishing annually. In July of 2015, the DDOE received approval from the United States Department of Education to use 2014-15 as a flexibility year for all schools in order to transition to a new accountability framework<sup>4</sup>. This new accountability report is referred to as the Delaware School Success Framework (DSSF).

For the purposes of reporting the academic achievement for charter schools during this transition period, academic performance is broken down into reporting categories. These categories include:

- ❖ Academic Framework Reporting (2010-11 through 2013-14): This report includes percentages reflecting: Student Progress Over Time (Growth), Student Achievement Status, State and Federal Accountability, Post-Secondary Readiness (High Schools Only), and Mission-Specific Academic Goals which were an optional measure.
- ❖ DSSF Reporting (2014-15 through 2015-16): This report includes two systems for ratings. Metric ratings represented by a one to five star rating for Academic Achievement, Academic Growth, On-Track to Graduation, and College and Career Readiness. This report also includes Academic Performance ratings in the four core subject areas (English Language Arts (ELA), Math, Science, and Social Studies as well as Academic Growth, On Track to Graduation, and College and Career Preparation that are represented as a percentage.

Because these reports differ in how individual reporting categories are calculated, it would not be appropriate to incorporate the data from the DSSF into the Academic Framework utilized from 2010 through 2014. Because SY14/15 was a flexibility year, the charter school data is reported in relationship to the state for comparison purposes only.

All charter schools provide descriptions of their academic performance strengths and areas of growth in their annual reports. Please review the annual reports attached to this report to see the school's response to their annual academic performance.

## II. ACADEMIC PERFORMANCE

### 2.1 Delaware School Success Framework

#### Overall Academic Ratings

Metrics	Delaware School Success Framework (DSSF)		
	2014-2015	2015-2016	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)

#### DOE Summary:

First State Military does not have State assessment data for SY2014-15 because the school was not open. In SY2014-15, FSM did not have an 11th grade, therefore there is no data. In SY2015-16, the school opened with ninth grade and added a new grade each year thereafter. The first year FSM had an 11th grade was SY16/17. Currently, the school serves grades 9-12, results are above.

FSM's first year of DSSF results show the school needed improvement in academic achievement, approached standard in growth, and fell far below standard in on track to graduation.

#### School Comments 2016-2017

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#### 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.

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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
• 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		

**Note:** School comments for SY 15/16 and SY 14/15 can be found at:  
<https://www.doe.k12.de.us/Page/2654>

## 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.

#### DOE Summary:

First State Military does not have State assessment data SY2015-16 because the school did not include students in any tested grade levels during its first two years of operation. In SY2014-15, the school was not opened. In SY15/16 the school opened with ninth grade and added a new grade each year thereafter. FSM's first year of DSSF results show the school needed improvement in academic achievement, approached standard in growth, and fell far below standard in on track to graduation.

#### School Comments 2016-2017

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.

**Note:** This data element was included in SY 16/17 for direct school reporting. School information regarding the performance agreement for SY 14/15 and SY 15/16 can be found in their overall annual report at <https://www.doe.k12.de.us/Page/2654>

## 2.2 Academic Achievement/Proficiency Data

DSSF Definition: *Proficiency* in a given subject is the percent of students who are on grade level (i.e., proficient) in said subject.

Academic Achievement	Delaware School Success Framework (DSSF)					
	2014-2015		2015-2016		2016-2017	
Rating	**		**		2 Stars (38/125pts) Needs Improvement	
	School	State	School	State	School	State
ELA	**	**	**	54.91%	48.36 %	56.63%
Math	**	**	**	42.87%	17.07%	45.13%
Science	**	**	**	60.41%	19.54%	47.45%
Social Studies	**	**	**	76.82%	n/a	n/a

### DOE Summary:

First State Military did not have an 11th grade class until SY16/17. In SY16/17, the school fell below the state average in all three measures assessed by the DSSF.

The required information can be found at: <https://www.doe.k12.de.us/Page/2654>

### a) Academic Achievement ratings over the course of the charter term

<b>School Comments 2016-2017</b>	<p>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.</p> <ol style="list-style-type: none"> <li>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.</li> <li>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</li> </ol>
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	<p>norms, folklores, and the protocols that we use. This task cannot be accomplished overnight and is continuously visited throughout the school year.</p> <p>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.</p> <p>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 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.</p>
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#### b) Expected outcomes for Academic Achievement

<b>School Comments 2016-2017</b>	<p>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.</p>
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#### c) Progress measures to track expected Academic Achievement outcomes

<b>School Comments 2016-2017</b>	<p>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.</p>		
	2016-2017 School Year		
	PSAT 9	School Mean	State Mean
	Fall	798	856
	Spring	817	845
	Growth	19	-11

**Note:** School comments for SY 15/16 and SY 14/15 can be found at:  
<https://www.doe.k12.de.us/Page/2654>

## 2.3 Growth Data

DSSF Definition: Growth measures how well schools are doing at improving student learning over time. This metric is a relative calculation of student progress as compared to students with similar assessment history on statewide summative assessments.

Growth	Delaware School Success Framework (DSSF)					
	2014-2015		2015-2016		2016-2017	
Rating	**		**		3 Stars (95/225pts) Approaching	
	School	State	School	State	School	State
ELA	**	**	**	50.00 %	46.50 %	50.00 %
Math	**	**	**	50.00 %	38.17 %	50.00 %

### DOE Summary:

First State Military has approached standard in SY 2016/17 in ELA by 46.50% and in Math by 38.17%. The State Metric Value for growth for SY16/17 is 50% for LEA metric value, 46.83%.

### a) School's Growth ratings for all students over the course of the charter term

<b>School Comments 2016-2017</b>	<p>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:</p> <ul style="list-style-type: none"> <li>STAR Math</li> <li>STAR Reading</li> <li>Teacher made assessments Mathematics: Pre-Algebra, Algebra I, Geometry, and Algebra</li> <li>Teacher made assessments English</li> <li>Delaware Comprehensive Assessment (DCAS)</li> <li>Preliminary Scholastic Aptitude Test (PSAT)</li> <li>Classroom Observations/Assessments</li> </ul> <p>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,</p>
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	<p>sentence structure or peer interactions, etc.).</p> <p>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.</p> <p>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.</p> <p>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.).</p> <p>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.</p> <p>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.</p>
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#### **b) Expected outcomes for Growth for all students**

<b>School Comments 2016-2017</b>	<p>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.</p>
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#### **c) Progress measures to track Growth for all students**

**School Comments**  
**2016-2017**

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.

**Note:** School comments for SY 15/16 and SY 14/15 can be found at:

<https://www.doe.k12.de.us/Page/2654>

## 2.4 On Track Graduation Data

DSSF Definition: In elementary and middle schools, attendance data are used to calculate On Track to Graduation Metric. In high schools, the data for the calculation of the On Track in 9th Grade metric is gathered from course credit information and statewide assessment data.

On Track to Graduation	Delaware School Success Framework (DSSF)					
	2014-2015		2015-2016		2016-2017	
Rating	**		**		1 Stars (17/100pts) Far Below	
	School	State	School	State	School	State
On-Track in the 9th grade	**	**	**	84.80 %	17.35 %	89.45 %
4-year Cohort Graduation Rate <sup>5</sup>	**	**	**	84.35 %	0.00 %	84.66 %
5-year Cohort Graduation Rate	**	**	**	85.84 %	**	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.

### DOE Summary:

First State Military has no data for attendance because attendance is not part of the metric for High Schools. Due to the schools grade configuration, FSM only populated one metric, on track to graduation. FSM scored below the state average in this metric.

### a) On Track to Graduation ratings over the course of the charter term

School Comments 2016-2017	
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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: [46182](#)
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	<a href="#">Computer Science 1</a>	CSCI	1	1	1	0000	84
	HALG1	5	<a href="#">Honors Algebra 1</a>	MATH	1	1	1	2012	71
	HCELA	5	<a href="#">Honors Civics/ELA Integration</a>	SS	1	1	1		75
	HELAC	6	<a href="#">Honors ELA/Civics Integration</a>	ELA	1	1	1		75
	HES	2	<a href="#">Honors Earth &amp; Space Science</a>	SCI	1	1	1		85
	LEDED1	15	<a href="#">Leadership Education 1</a>	PPNT	1	1	1	0000	90
	PHYED/H	4	<a href="#">P.E. with Health Integration</a>	PE/H	1	1	1	0000	83
	SP1	8	<a href="#">Spanish 1</a>	WLANG	1	1	1	1201	86
					Total Earned Credit: 8				

**b) Expected outcomes for On Track to Graduation**

<b>School Comments 2016-2017</b>	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.
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**c) Progress measures to monitor On Track to Graduation outcomes**

<b>School Comments 2016-2017</b>	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.
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**Note:** School comments for SY 15/16 and SY 14/15 can be found at:

<https://www.doe.k12.de.us/Page/2654>

## 2.5 College & Career Preparation Data

DSSF Definition: This metric gives an indication of whether students are growing enough to be proficient in the future. **For elementary and middle schools**, Growth to Proficiency in ELA and Math is based on 3 years of statewide assessment data, including Smarter assessment data and up to 3 years of DCAS, the prior statewide summative assessment. **For high schools:** *College and Career Preparation* is the percent of students who have demonstrated preparation for education and career training after high school through Smarter, AP, IB, SAT, Career and Technical Education (CTE) pathways, and dual enrollment.

College & Career Preparation	Delaware School Success Framework (DSSF)					
	2014-2015		2015-2016		2016-2017	
Rating	**		**		0 Stars (-1/50pts)	
	School	State	School	State	School	State
Growth to Proficiency ELA	**	**	**	57.10 %	n/a	59.19 %
Growth to Proficiency Math	**	**	**	34.42 %	n/a	35.41 %
College & Career Preparation	**	**	**	46.41 %	n/a	49.64 %

### DOE Summary:

The school does not have State assessment data for SY2014-15 because the school was not open until SY2015-16. The school did not include students in any tested grade levels until 2016/17. In SY2015-16, the school opened with ninth and tenth grades and added a new grade each year thereafter. In SY2016-17, the school only served grades 9-11. This school year, the school will serve grades 9-12. The school has been requested to provide additional data to support college and career preparation. Note: In SY15/16, the school served 9th and 10th grades.

### a) College and Career Preparation ratings over the course of the charter term

<b>School Comments 2016-2017</b>	Unable to comment since the section does not apply to our school this year.
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### b) Expected outcomes for College and Career Preparation

<b>School Comments</b>	We have increased the number of AP courses to seven in two years. We began
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<b>2016-2017</b>	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.
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**c) Progress measures to track College and Career Preparation outcomes**

<b>School Comments 2016-2017</b>	<p>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:</p> <ul style="list-style-type: none"> <li>• The guidance counselor meets with students frequently to review career goals and aspirations.</li> <li>• Students are required to submit a minimum number of college applications.</li> <li>• Students meet with college, military and workforce representatives to align interests and get information regarding next steps.</li> <li>• Students meet with the guidance counselor to review college requirements, test scores, and the application process.</li> <li>• Students are given the opportunity to take PSAT, SAT and ASVAB tests during the year.</li> </ul> <p>We will have a better opportunity to gauge our progress when our results are released next year.</p>
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**Note:** School comments for SY 15/16 and SY 14/15 can be found at:  
<https://www.doe.k12.de.us/Page/2654>

### 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 80% of our graduates successfully complete one or more of these courses prior to graduation.					
Staff	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><b>Meets Standard:</b></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><b>Approaching Standard:</b></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><b>Far Below Standard:</b></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>	Eschool data (transcript/mark report) @ June of senior year	PDF Upload and entry into system by DOE.	1a1

#### DOE Summary:

First State Military met the criteria for a “Meets Standard” rating for its mission specific goal.

#### a) 2016-2017 mission specific goal(s).

<b>School Comments</b> <b>2016-2017</b>	We did not have a senior class during the 2016-2017 school year.
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**Note:** This data element was added in the SY 16/17. The school was not required to provide a response to this information.

### 3.2 Organizational Performance

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

#### HISTORICAL DATA (SY 14/15- SY 15/16)

Year	Education Program		Financial Management	Governance and Reporting			Students and Employees				School Environment		Additional Obligations	OVERALL RATING
	1a	1b	2*	3a	3b	3c	4a	4b	4c	4d	5a	5b	6	
	Charter Terms	Students with Disabilities	Financial Management and Oversight	Governance	Management Accountability	Reporting Requirements	Protecting Student Rights	Attendance Goal	Staff Credentialing	Employee Rights	Facility and Transportation Requirements	Health and Safety Requirements	Additional Obligations	
2014-2015	N/R	N/R	*	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R
2015-2016	M	M	*	D	M	M	M	D	M	N/R	M	M	M	Does Not Meet Standard

\* Data for this measure is now included in the Financial Performance Framework

#### SUMMARY AND OVERALL RATING

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	4a	
2016-2017	M	M	M	M	M	M	M	M	M	M	Meets Standard

DOE Summary:

For Measure 4b. Is the school meeting attendance goals?

Based on information available to the DOE during the 2015-16 school year, the charter school did not materially comply with applicable laws, rules, regulations, and provisions of the charter relating to attendance goals. The DOE noted the following material issue: State attendance goal (95%) not met (92%)

For Measure 2, is the school meeting financial reporting and compliance requirements?

The area of non-compliance for 2015-16 was Material Weakness – 2015-001 Material Adjusting Journal Entries

For Measure 3a, is the school complying with governance requirements?

Based on information available to the DOE during the 2015-16 school year, the charter school did not materially comply with applicable laws, rules, regulations and provisions of the charter relating to governance by its board.

The DOE noted the following material issues: Ongoing Charter School Office monitoring of the charter school's website found that documents relating to governance were not posted as required by code at multiple points during the reporting period. These included Board of Directors meeting minutes, Board of Directors meeting notice, Citizen Budget Oversight Committee meeting notice, agendas and minutes.

In SY16/17, FSM meets standards in all of its measures.

**a) School's organizational performance over the current charter term**

<b>School Comments 2016-2017</b>	School did not provide a response
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**b) Changes to organizational practices that the school has implemented to improve the school's organizational outcomes**

<b>School Comments 2016-2017</b>	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.
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c) Indicator measure where school did not meet standard or is approaching standard

<b>School Comments 2015-2016</b>	School comments for SY 15/16 can be found at: <a href="https://www.doe.k12.de.us/Page/2654">https://www.doe.k12.de.us/Page/2654</a>
<b>School Comments 2014-2015</b>	Not Applicable

## 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.

#### DOE Summary:

In SY15/16, FSM did not meet the overall standards for Organizational Performance. In SY16/17, FSM did meet the standards.

#### School Comments 2016-2017

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

**Note:** This data element was included in SY 16/17 for direct school reporting. School information regarding the performance agreement for SY 14/15 and SY 15/16 can be found in their overall annual report at <https://www.doe.k12.de.us/Page/2654>

### 3.3 Board Financial and Governance Members and Training

a) 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	Term Begin Date	Term End Date	Role/Title	Financial Training Date
Jim	Berg	2/9/2016	12/31/2018	Treasurer	3/30/2017
Tony	DeVary	1/7/2015	3/6/2017	Academic Committee	3/30/2017
Jennifer	Durham	9/16/2014	12/31/2018	Member	11/19/2014
Curt	Fifer	10/1/2017	12/31/2019	Member	10/31/2017
Dawn Marie	Fiore	11/17/2015	12/31/2017	Chair, Comm./Recruit	10/17/2017
C. Scott	Kidner	3/18/2011	12/31/2017	Chairman of Board	9/29/2014
Christopher	Martin	11/17/2015	12/31/2018	Parent Representative	3/30/2017
Sharon	Sack	5/14/2014	12/31/2017	Secretary	11/19/2014
Sean	Todd	10/1/2017	12/31/2019	Teacher Representative	10/12/2017
Kevin	Yencer	2/28/2017	12/31/2019	Chair Facilities	12/28/2017

#### DOE Summary:

At the current time, there are no members who are untrained.  
The CSO has put additional systems in place, the financial training is online so as to give everyone access to these programs and to ensure that these trainings have been met. First State has taken advantage of these resources and met the training expectation.

<b>School Comments 2016-2017</b>	School did not provide a response
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**Note:** This data element was included in SY 16/17 for direct school reporting. School information regarding the performance agreement for SY 14/15 and SY 15/16 can be found in their overall annual report at <https://www.doe.k12.de.us/Page/2654>

b) 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	Term Begin Date	Term End Date	Role/Title	Financial Training Date
Jim	Berg	2/9/2016	12/31/2018	Member	3/30/2017
Jennifer	Durham	9/16/2014	12/31/2018	CBOC Chair	11/19/2014
Richard	Riggs	8/9/2015		DOE Representative	11/30/2015
Michelle	Hastie			Consultant	9/1/2010

#### DOE Summary:

At the time of this report, this school meets standard. All CBOC members have been trained.

<b>School Comments 2016-2017</b>	CBOC has increased from meeting only quarterly to monthly in September 2017. Meetings are often attended by the Board Chair.
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**Note:** This data element was included in SY 16/17 for direct school reporting. School information regarding the performance agreement for SY 14/15 and SY 15/16 can be found in their overall annual report at <https://www.doe.k12.de.us/Page/2654>

### 3.4 Teacher Retention

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

#### DOE Summary:

The CSO continues to monitor this process. As a part of the renewal process, teacher retention has been successfully addressed. For SY16/17, the percentage of teachers that have been retained is 92.3%.

#### a) School's plans to monitor and minimize teacher attrition rates

School Comments  
2016-2017

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

**Note:** This data element was included in SY 16/17 for direct school reporting. School information regarding the performance agreement for SY 14/15 and SY 15/16 can be found in their overall annual report at <https://www.doe.k12.de.us/Page/2654>

#### b) 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
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**2016-2017**

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.

**Note:** This data element was included in SY 16/17 for direct school reporting. School information regarding the performance agreement for SY 14/15 and SY 15/16 can be found in their overall annual report at <https://www.doe.k12.de.us/Page/2654>

## IV. FINANCIAL PERFORMANCE

### 4.1 Financial Performance

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

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	
2014-2015	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R
2015-2016	F	M	M	M	N/R	F	N/R	D	D	Falls Far Below Standard
2016-2017	F	AS	AS	M	N/R	F	N/R	AS	AS	Approaching Standard

#### DOE Summary:

For Measure 1a, for SY15/16, 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.

For SY16/17 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.

For measure 2b, for SY15/16, 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.

For SY16/17, 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.

Measure 2d, the debt service coverage ratio indicates a school's ability to cover its debt obligations in the current year.

#### a) School's financial performance over the current charter term

<b>School Comments 2016-2017</b>	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
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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) Financial practices that the school has implemented to improve the school's financial outcomes**

**School Comments  
2016-2017**

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) Indicator measure where school did not meet standard or is approaching standard

School Comments  
2016-2017

## 1. NEAR TERM INDICATORS

### 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:

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.

## 2. SUSTAINABILITY INDICATORS

**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:**

**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 measures 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 boards 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.

<b>School Comments</b> <b>2015-2016</b>	School comments for SY 15/16 can be found at: <a href="https://www.doe.k12.de.us/Page/2654">https://www.doe.k12.de.us/Page/2654</a>
<b>School Comments</b> <b>2014-2015</b>	Not Applicable

## 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

#### DOE Summary:

The school did not meet its Current Ratio or the debt to asset ratio, which is not abnormal for a school in its first year.

#### School Comments 2016-2017

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.

**Note:** This data element was included in SY 16/17 for direct school reporting. School information regarding the performance agreement for SY 14/15 and SY 15/16 can be found in their overall annual report at <https://www.doe.k12.de.us/Page/2654>

**How the school developed and implemented a corrective action plan in response to audit findings (if applicable)**

<b>DOE Summary:</b>	
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).	
<b>School Comments 2016-2017</b>	<p>The FY17 independent audit identified a material weakness in internal controls (Finding #2015-001 Material Adjusting Journal Entries).</p> <p>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.</p> <p>Additionally, the audit identified an instance of noncompliance related to federal awards (Finding 2017-001 Written Policies and Procedures).</p> <p>Updated policy and procedures in regards to federal awards: uniform guidance.</p> <p>Addition: We also contracted with an advisor, Neely and Spence, for financial, budgeting, and strategic</p>
<b>School Comments 2015-2016</b>	School comments for SY 15/16 and SY 14/15 can be found at: <a href="https://www.doe.k12.de.us/Page/2654">https://www.doe.k12.de.us/Page/2654</a>
<b>School Comments 2014-2015</b>	School comments for SY 15/16 and SY 14/15 can be found at: <a href="https://www.doe.k12.de.us/Page/2654">https://www.doe.k12.de.us/Page/2654</a>

## V. INNOVATION

School's innovative practice(s) that could be replicated at other schools in Delaware

<b>School Comments 2016-2017</b>	<div><hr/></div> <div>School Comments:</div> <div>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.</div> <div><table><tr><th colspan="3">Our Culture - Climate Survey</th></tr><tr><td>Staff</td><td>Parent</td><td>Cadet</td></tr><tr><td>117.97</td><td>112.77</td><td>106.54</td></tr><tr><th colspan="3">Standard Score Distribution</th></tr><tr><td>Considerable Concerns</td><td>Standard</td><td>Sizeable Strengths</td></tr><tr><td>89</td><td>90 to 109</td><td>110</td></tr><tr><td colspan="3">School Average: 112.42</td></tr></table></div> <div>The learning culture supports our instructors and provides an environment for them enjoy their profession.</div> <div><table><tr><th colspan="3">2016-2017</th></tr><tr><th>% of Teachers RETAINED</th><th># of Teachers RETAINED</th><th># of Teachers ELIGIBLE</th></tr><tr><td>92.3</td><td>12</td><td>13</td></tr></table><hr/></div>	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			2016-2017			% of Teachers RETAINED	# of Teachers RETAINED	# of Teachers ELIGIBLE	92.3	12	13
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																															
2016-2017																															
% of Teachers RETAINED	# of Teachers RETAINED	# of Teachers ELIGIBLE																													
92.3	12	13																													
<b>School Comments 2015-2016</b>	School comments for SY 15/16 can be found at: <a href="https://www.doe.k12.de.us/Page/2654">https://www.doe.k12.de.us/Page/2654</a>																														
<b>School Comments 2014-2015</b>	Not Applicable																														

## References:

<sup>1</sup>A full copy of 14 *Del. C.* Chapter 5 can be found at: <http://delcode.delaware.gov/title14/c005/>

<sup>2</sup>Based on September 30<sup>th</sup> Unit Count

<sup>3</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>4</sup> US DOE Flexibility Letter can be found at

[http://www.doe.k12.de.us/cms/lib09/DE01922744/Centricity/domain/232/esea/DEESEA\\_Flex\\_Renewal\\_Letter\\_7-9-15.pdf](http://www.doe.k12.de.us/cms/lib09/DE01922744/Centricity/domain/232/esea/DEESEA_Flex_Renewal_Letter_7-9-15.pdf).

<sup>5</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.