

# **FIRST STATE MILITARY ACADEMY**

**ANNUAL REPORT**

**2020-2021**



**Learning Today. Leading Tomorrow.**

**355 W. Duck Creek Road  
Clayton, DE 19938  
Phone:(302) 223-2150**

## I. OVERVIEW

### 1.1 School Overview:

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

BASIC INFORMATION	
Name of School	First State Military Academy
Year School Opened	2015
Enrollment 2020-2021 <sup>1</sup>	458
Approved Enrollment	475
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	<a href="mailto:pgallucci@fsmilitary.org">pgallucci@fsmilitary.org</a> (302) 223-2150
Name of Board President	Scott Kidner
<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:

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

ENROLLMENT & DEMOGRAPHIC INFORMATION	
	2020-2021 <sup>1</sup>
Total Enrollment	458
# of Students on Waiting List	
<b>Gender</b>	
% Male	68.34%
% Female	31.66%
<b>Ethnicity/Race</b>	
% African American	27.73%
% American Indian	0.22%
% Asian	1.75%
% Hispanic/Latino	14.63%
% White	53.93%
% Multiracial	1.75%
<b>Special Populations</b>	
% Special Education <sup>2</sup>	17.90%
% English Language Learners	2.62%
% Low-Income	19.65%

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

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### 1.3 Approved Minor and Major Modifications:

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

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

Date	Modification Requested	Outcome
11/16/18	FSMA would like to decrease enrollment from 500 to 475 students.	Approved
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

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

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**1.4 School Enrollment:**

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

School Enrollment Trends		
<i>Cells highlighted in grey were grade levels not serviced by this school</i>		
	2020-2021	
	Approved Enrollment	30-Sep Enrollment Count
K		
Grade 1		
Grade 2		
Grade 3		
Grade 4		
Grade 5		
Grade 6		
Grade 7		
Grade 8		
Grade 9	130	155
Grade 10	130	119
Grade 11	120	104
Grade 12	100	80
<b>Total</b>	<b>480</b>	<b>458</b>

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

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**1.5 Reenrollment:**

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

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

School Reenrollment Trends		
<i>Cells highlighted in grey were grade levels not serviced by this school</i>		
	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	33	
Grade 10	108	72.97%
Grade 11	101	78.91%
Grade 12	79	75.96%
<b>Total/Avg</b>	321	84.47%

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

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

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## II. ACADEMIC PERFORMANCE

### 2.1 Delaware School Success Framework

#### Overall Academic Ratings

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

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

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

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School Comments:

### **Hybrid Learning Plan Summary of Operations**

#### **In-Service**

1. All teachers in-person - August 20, 2020, to August 26, 2020
2. Planning for synchronous and asynchronous instruction.

#### **Hybrid Schedule**

1. **Phase One** - August 27, 2020, to October 29, 2020
  - Cadets attend one day per week
  - In-Person consist of MCJROTC Course work
  - Virtual Learning for other courses.
  - Two Hour office hour at the end of the day.
  - Class Schedule Monday - Thursday. Friday's were cadet workdays with a two hour office hour period.
  - Total office hours per week was 10 hours.
  - Cadets in cohorts throughout the day.

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2. **Phase Two** - November 2, 2020, to December 11, 2020, and January 11, 2021, to January 15, 2021
    - Cadets attend two days per week
    - Cadets follow their course schedule with a planned movement pattern.
    - Virtual Learning and in-person occur simultaneously.
    - Class Schedule Monday - Thursday. Friday's were cadet workdays with a two-hour office hour period.
    - Total office hours per week was two hours.
  
  3. **Phase Three** - Pause Schedule - December 14, 2021, to January 8, 2021
    - The schedule allows both cadets and teachers to work from home following State of Delaware guidance.
    - Cadets permitted to attend all four days to allow recovery
    - Asynchronous learning for all cadets
    - Class Schedule Monday - Thursday. Friday's were cadet workdays with a two-hour office hour period.
    - Total office hours per week was 10 hours.
  
  4. **Stand Down** - January 19, 2021, to January 22, 2021
    - Re-examine our purpose and procedures going forward.
    - Accelerated Learning for second semester
      - Priority standards in all classes
      - Plan accordingly for the remainder of the school year.
  
  5. **Phase Four** - January 25, 2021, to June 4, 2021
    - Cadets attend two to four days per week
    - Cadets follow their course schedule - No planned movement patterns.
    - Virtual Learning and in-person occur simultaneously.
    - Class Schedule Monday - Thursday. Friday's were cadet workdays with an office hour period.
    - Reintroduce office hours at the end of every school day.
    - Total office hours per week was 10 hours.
    - Return to pre-pandemic routines (morning and afternoon formations)



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## Safer Schools and Campuses Best Practices

### Safe and Health Environments

#### 1. Steps taken during the 2020-2021 school year

- Purchased and wore masks
- Sanitized bathrooms every two hrs.
- Wiped desks and chairs at beginning and end of class
- Wiped door handles
- Sanitized common areas
- Limited number of students in school and in class
- Encouraged students not to share items, high five, etc.
- Turned off water fountains
- Teachers were distanced in huddles, meetings, etc.
- Students were given the option to stay home
- Vaccination clinic
- Tracking spreadsheet to see if we were in contact with someone tested positive
- Temperature check for students when arrived to school
- At beginning of the year - kids were in pods for tracking purposes
- At beginning of the year students had to walk one way in the hallway; markings on the floor to keep students distanced
- Tried to interrupt instruction as little as possible for mental health purposes
- Not letting/limiting parents/guests come into the school
- Cafeteria - kids had to put their masks on as soon as they were done eating; students were really spread out
- Sanitized classrooms every night
- Limited students on bus and sanitized buses after students dropped off
- Plexiglas for teacher desks

#### 2. Areas of Improvement for the 2020-2021 school year

- Cleaning the rooms. Rooms were sanitized, but not cleaned. Floors were not swept, vacuumed, etc.
- Timing of the sanitizing in bathrooms - might not be able to change, but it was inconvenient if bathroom was closed between classes
- Having coaches enforcing mask wearing
- Communicating policies as they were changing
- More consistency in schedule for mental health
- Not letting some kids come every day at the beginning when students were only supposed to come two days a week - sticking to the policy

#### 3. Areas to grow in the future

- Taking advantage of the outside to conduct classes or instruction
- More SEL
- Parent/teacher conferences or parent feedback

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## Providing Supports to Cadets and Families

### 1. Steps taken during the 2020-2021 school year

- Daily Office Hours
- Weekly emails from the school
- Teachers sent email updates to families/cadets
- Daily advisory
- Fridays work day - help cadets
- Dropped student workload
- Curved the grades for 1st marking period
- In-person allowed since the beginning of the school year
- Adapted to lessons to on-line learning (hybrid - mix of virtual and in-person) - record lessons
- Spec. Ed - allowed to attend more often
- Summer school - lowered restrictions
- Summer school orientation - to help students get started
- Offered food packages to students in need
- Holiday gift drive for cadets/families
- Offered school transportation for cadets
- Offered virtual sessions for parents to understand Echo (LMS system)
- Spec Ed - communication log/efforts with reaching out to parents
- Extra support after school for science, math, ELA, and academic courses
- Provide hotspots to those cadets with Wi-Fi issues
- Allowed extra time for turning in assignments
- Gave access to teachers to put in notes in Eschool
- Scholarship for summer school
- Edgenuity for seniors to complete required courses
- Vaccination clinic

### 2. Areas of Improvement for the 2020-2021 school year

- Virtual conferencing for students failing/in danger of failing, behavior concerns
- Brief video sent home that sums up info - A lot of repeating information can make people overlook the emails.
- Mid-marking period survey - Check in with parents to see if they are following their cadets progress (no response could trigger a follow up to see if they need help)
- Free Lunches for cadets
- After x amount of absences, call home personally
- Emails to teachers who missed attendance by 1530.
- Address attendance issues with cadets
- Teacher attendance reporting to Eschool
- More counseling services for those struggling with mental health
- Create a wellness center
- Have hubstops (food pantries)
- More scholarship/donation opportunities for school events (for lower income cadets)

### 1. Steps taken during the 2020-2021 school year

- Time provided for office hours and planning
- Schedule changed throughout year to account for changing needs
- Culture of Learning PD
- Provided resources and activities that were modeled during PD
- Given a multitude of technology (with training) to effectively execute lessons for hybrid setting
- Staff input requested throughout school year via meetings and surveys
- Administrative support in challenging situations with parents/students
- New teacher support (policies, mentorship, etc.)
- Teachers given opportunity to decide to work from home for a few weeks during heightened COVID concerns
- Provided Plexiglas dividers for classroom
- Nurse provided COVID, testing, and vaccine info to staff
- Teacher gifts (clothes, bags, catered food)
- Wearing shirts together for camaraderie
- Emails to keep staff informed throughout school year of different changes/occurrences
- Tech support throughout school year

### 2. Areas of Improvement for the 2020-2021 school year

- Staff input regarding changes for instruction
- Concerns of cleanliness in classrooms (staff wellbeing)

### 3. Areas to grow in the future

- PDs for mental wellness (potentially with a specialist)
  - Cleanliness
  - Spreadsheet for maintenance and cleaning needs
  - Look into the possibility of carving out time for more staff PD/planning on normal years.
  - No hybrid/virtual unless needed for safety or snow days
-

## Performance Agreement

### Academic Performance Expectations

SY 2017-2018:

High School (grades 9-12)

Indicators	Weight	Points	Points Earned
<i>Academic Achievement</i>	30%	150	24 Well Below Expectations
<i>School Quality/Student Success</i>	40%	150	91 Meets Expectations
<i>Graduation Rate</i>	20%	n/a	n/a
<i>Progress toward English Language Proficiency</i>	10%	n/a	n/a
<b>Total</b>	<b>100%</b>	<b>300</b>	<b>115</b>
<b>Overall Percentage / Rating</b>			<b>38%</b> <b>Well Below Expectations</b>

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).

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#### School Comments

First State Military Academy (FSMA) has performed lower than other schools regarding proficiency numbers and is listed at below expectations. The Board and school leadership remain very concerned with these numbers and know for the future of the school and our Cadets, we need to push these numbers up.

However, we feel it is necessary to look at the data from how the state looks at it, and the numerous factors that have, and continue to, contribute to our cadets' performance as compared to other schools in Delaware and the nation.

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Specifically, norm-referenced testing is the current format used by the State of Delaware, which compares our test scores results to other test takers both in state and nationally. Another way to assess this data is called criteria-reference testing, which shows the test taker's ability to understand a set curriculum over time. FSMA, when using criteria-reference testing, has consistently improved from the start of the year until the end of the year (May), yet when compared to the State of Delaware, their results declined.

When using this method to assess First State Military Academy's data, you will receive a different set of results. See Below.

Key:

	FSMA
	State of DE
	United States

### 2018-2019 - 9th Graders

School Year		2018-2019 - Class of 2022								
PSAT 9		ERW	Math	School Mean	ERW	Math	State Mean	ERW	Math	Total Group
Fall '18		407	397	804	437	428	865	432	428	860
Spring '19		436	422	858	430	426	856	448	440	888
	Growth			54			-9			28

### 2018-2019 - 10th Graders

School Year		2018-2019- Class of 2021								
PSAT 10		ERW	Math	School Mean	ERW	Math	State Mean	ERW	Math	Total Group
Fall '18		424	413	837	479	460	939	470	462	932
Spring '19		439	416	855	455	448	903	470	468	938
	Growth			18			-36			6

### 2018-2019 - 11th Graders

School Year		2018-2019 _Class of 2020								
		ERW	Math	School Mean	ERW	Math	State Mean	ERW	Math	Total Group
Fall (PSAT NMSQT) '18		443	423	866	490	473	963	512	501	1013
Spring (SAT) '19		465	434	899	481	467	948	490	480	970
	Growth			33			-15			-43

### 2019-2020 - 9th Graders

School Year		2019-2020 - Class 2023								
PSAT 9		ERW	Math	School Mean	ERW	Math	State Mean	ERW	Math	Total Group
Fall '18		408	389	797	427	424	851	432	430	862
Spring '19		431	400	831	429	427	856	437	437	874
	Growth			34			5			12

### 2019-2020 - 10th Graders

School Year		2019-2020 - Class of 2022								
PSAT 10		ERW	Math	School Mean	ERW	Math	State Mean	ERW	Math	Total Group

Fall '18	418	413	831	474	463	937	467	458	925
Spring '19	429	408	837	458	447	905	463	457	920
Growth			6			-32			-5

**2019-2020 - 11th Graders**

School Year	2019-2020 - Class of 2021								
	ERW	Math	School Mean	ERW	Math	State Mean	ERW	Math	Total Group
Fall (PSAT NMSQT) '18	429	417	846	491	472	963	509	494	1003
Spring (SAT) '19	458	436	894	482	471	953	484	476	960
Growth			48			-10			-43

As you can see from the above information, FSMA cadets have grown in all three grades assessed from the start to the year's finish. This growth is an essential indicator for our school. In addition, we measure our cadets' ability to *grow from setbacks, apply effort, seek challenges, build confidence, and persevere throughout their school year*. These indicators in italicized are part of our measured learning outcomes, which will be discussed later in this response.

Additionally, you also need to consider incoming cadets' test scores (8th graders) and how they compare to the State's standard.

Below are the results of the cadets' data on their 8th-grade assessments using the Smarter Balanced Test. A majority of the cadets that enroll in First State Military Academy enter the school, scored below standard in 8th grade.

First State Military Academy 8th Grade Scores								Difference: State of DE to FSMA	
Class of 2023	State of Delaware		8th Grade Smarter Balanced		First State Military				
2018-2019	ELA	Math	School Year	Level	ELA	Level	Math	ELA	Math
	16%	18%	<i>Exceeds</i>	4	6%	4	7%	-10%	-11%
	34%	18%	<i>Meets</i>	3	34%	3	17%	0%	-1%
	25%	25%	<i>Nearly Meets</i>	2	33%	2	33%	8%	8%
	24%	33%	<i>Does Not Meet</i>	1	27%	1	42%	3%	9%
Class of 2022	State of Delaware		8th Grade Smarter Balanced		First State Military				
2017-2018	ELA	Math	School Year	Level	ELA	Level	Math	ELA	Math
	16%	20%	<i>Exceeds</i>	4	9%	4	12%	-7%	-8%
	37%	20%	<i>Meets</i>	3	33%	3	21%	-4%	1%
	25%	25%	<i>Nearly Meets</i>	2	30%	2	34%	5%	9%
	22%	36%	<i>Does Not Meet</i>	1	28%	1	33%	6%	-3%
Class of 2021	State of Delaware		8th Grade Smarter Balanced		First State Military				
2016-2017	ELA	Math	School Year	Level	ELA	Level	Math	ELA	Math
	15%	20%	<i>Exceeds</i>	4	3%	4	11%	-12%	-9%
	37%	18%	<i>Meets</i>	3	44%	3	14%	7%	-4%
	26%	26%	<i>Nearly Meets</i>	2	33%	2	30%	7%	4%

	21%	35%	<i>Does Not Meet</i>	1	19%	1	45%		-2%	10%
<b>Class of 2020</b>	State of Delaware		8th Grade Smarter Balanced		First State Military					
<b>2015-2016</b>	<b>ELA</b>	<b>Math</b>	<b>School Year</b>	<b>Level</b>	<b>ELA</b>	<b>Level</b>	<b>Math</b>	<b>ELA</b>	<b>Math</b>	
	16%	19%	<i>Exceeds</i>	4	8%	4	11%	-8%	-8%	
	38%	19%	<i>Meets</i>	3	42%	3	25%	4%	6%	
	25%	28%	<i>Nearly Meets</i>	2	29%	2	26%	4%	-2%	
	20%	34%	<i>Does Not Meet</i>	1	21%	1	39%	1%	5%	

Both the above table and the following table highlight that FSMA has a higher percentage of cadets entering the school failing to meet the State of Delaware standards. Essentially, since we have higher than average cadets entering school below 8th grade proficiencies, it requires more work and time to meet or exceed the standard.

**Class of 2023:**

Percentage Below Standard in 8th Grade		
	State of Delaware	FSMA
Math	58%	75%
ELA	49%	60%

**Class of 2022:**

Percentage Below Standard in 8th Grade		
	State of Delaware	FSMA
Math	61%	67%
ELA	47%	58%

**Class of 2021:**

Percentage Below Standard in 8th Grade		
	State of Delaware	FSMA
Math	61%	75%
ELA	47%	52%

**Class of 2020:**

Percentage Below Standard in 8th Grade		
	State of Delaware	FSMA
Math	62%	65%

ELA	45%	50%
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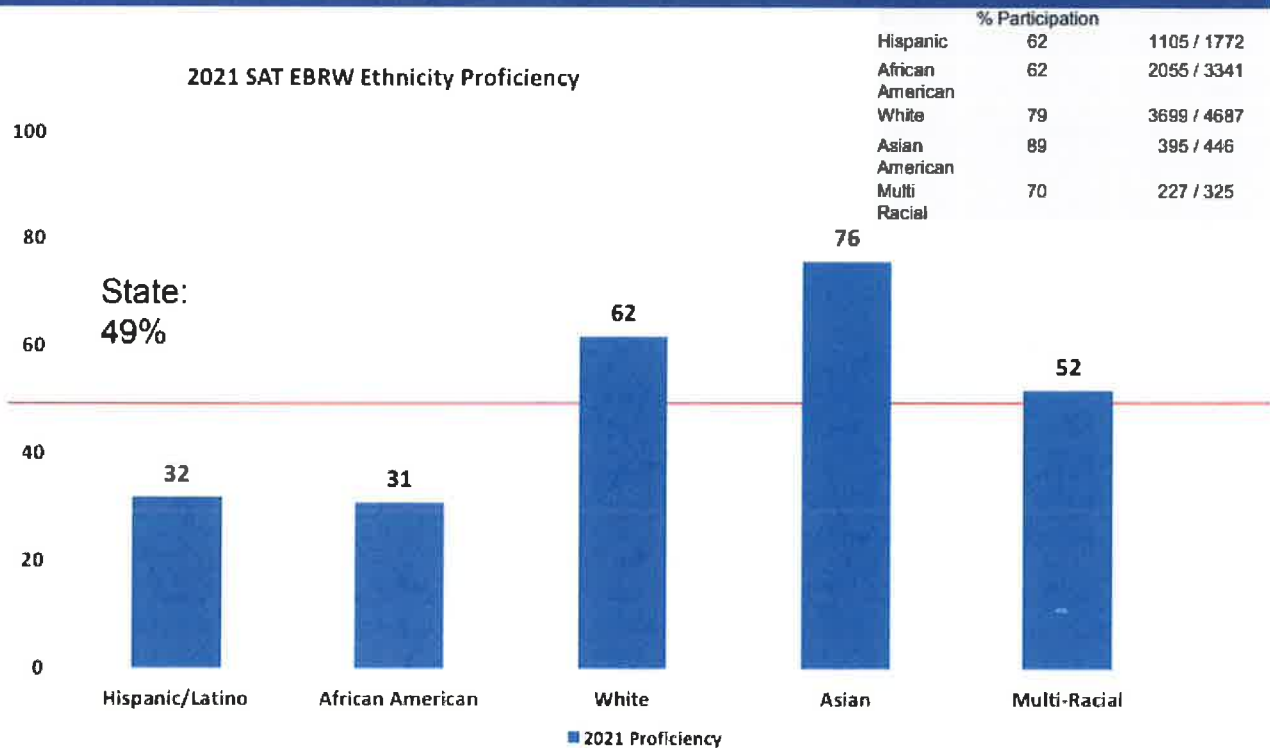
Furthermore, a presentation by DDOE Office of Assessment revealed that a school's demographics impacts its academic achievement criteria used to determine this measure.

**Key:** AA - African American W - White SD - Student with Disabilities LI - Low-Income  
GR - Graduation Rate MR - Multi-Racial ELL - English Language Learners

School	AA	Asian	Hispanic	MR	W	SD	LI	ELL	GR
State of Delaware	30	4.3	18.25	4.6	42.3	16.8	26.7	9.6	87.7
FSMA	28	1.8	15	1.75	53.9	17.9	19.7	2.6	88.7



## EBRW Ethnicity Proficiency 2021







# EBRW Subgroup Proficiency 2021

2021 SAT EBRW Subgroup Proficiency

100  
80  
60  
40  
20  
0

State:  
49%



ELL



LOW-INC



SWD

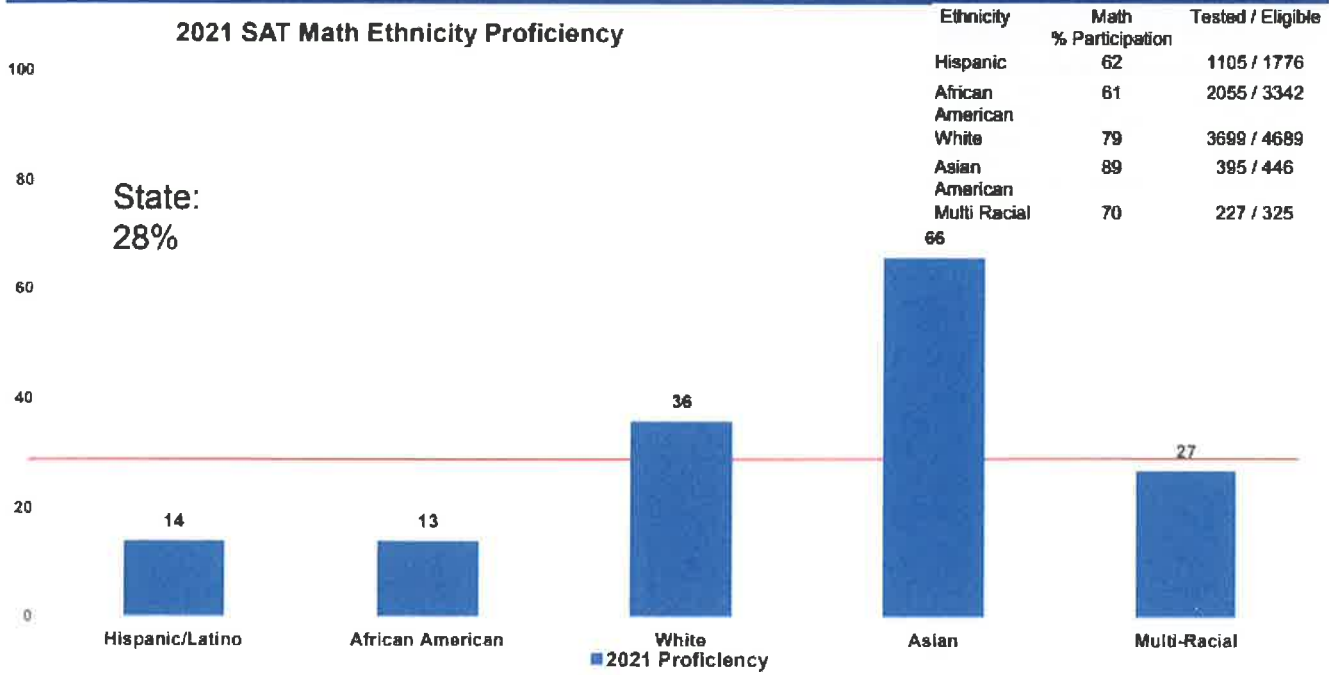
■ % Proficiency

Subgroup	EBRW % Participation	Tested / Eligible
ELL	54	279 / 529
Low Income	55	1275 / 2310
SWD	52	766 / 1487



# Math Ethnicity Proficiency 2021

2021 SAT Math Ethnicity Proficiency





# Math Subgroup Proficiency 2021

2021 SAT Math Subgroup Proficiency

100  
80  
60  
40  
20  
0

State:  
28%

3  
ELL

11  
LOW-INC

2  
SWD

■ % Proficiency

Subgroup	Math % Participation	Tested / Eligible
ELL	53	279 / 529
Low Income	55	1275 / 2310
SWD	51	766 / 1487

54

As a result, First State Military Academy’s diverse cadet body places the school in a difficult position. In addition, it has already been mentioned that the school enrolls more cadets who were below standards exiting 8<sup>th</sup> grade. These factors place a significant burden on the school to meet the required benchmark to obtain satisfactory results required by the State of Delaware.

Finally, we wish to offer one more example of what makes our school different and why the outright comparisons of just straight data may not provide a complete picture of what we have done, and what we will continue to do.

Below you will find the State of Delaware’s “Student Success Framework” that identifies the areas/measurements for success of all public students. **This annual data is publicly available on the [Delaware Report Card](#).**

## State of Delaware:

1. Assessment and Measures of Success
  - a. Academic achievement – Proficiency for ELA and math (grade 11)
  - b. School quality/student success – On-track attendance (9-12), science proficiency (biology), social studies proficiency (grade 11), and on-track in 9<sup>th</sup> grade.
  - c. Graduation rates – 4-year, 5-year, and 6-year adjusted cohort graduation rates
  - d. English language proficiency (ELP) – Progress toward English language proficiency (grades 9-12)
2. College and Career Readiness (grades 9-12)

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- a. Measured by the percentage of students who successfully complete academic or technical coursework and demonstrate mastery of that skill area by the end of 12th grade. College and Career Readiness indicators include student proficiency in Advanced Placement (AP), International Baccalaureate (IB), SAT Essay, Dual Enrollment, ASVAB, Multi-Literacy, Industry Recognized Credential, or the completion of a Work-Based Learning program.
  3. On-track attendance shows the percent of students who missed less than 10% of school days.

While FSMA works diligently to meet the above criteria for student success, below you will find additional areas of grading and education, developed in conjunction with our teachers, showing FSMA seeks more from our cadets than other schools. We expect and grade on such things as leadership, confidence, adaptability, oral and written communications, and most critically, perseverance. The ability to stay with a project, school work, sports practice, and then to learn from those experiences, even when they do not go as our cadets expected.

#### **First State Military Academy Attributes for Success:**

- Leadership:
    - Accountable for academics and actions
    - Respect for self/others/authority
    - Community involvement (internal/external)
  - Confidence/Pride:
    - Develop confidence in their ability to succeed.
  - Resourcefulness:
    - Take initiative to find solutions to challenges.
  - Adaptability, Growth, and Mindfulness
    - Advocate for and improve upon their own learning, progress, and success.
    - Persevere and grow through setbacks and challenges.
  - Communication:
    - Effective verbal and written communication skills
  - Character:
    - Cadets will demonstrate positive character traits in their actions and decisions such as respect, grit, motivation, tenacity, accountability, and initiative through all interactions and all that they are and do. Do your best. Be your best!!!
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### III. ORGANIZATIONAL PERFORMANCE

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

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

#### 3.1 Mission Specific Goal(s)

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

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

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School Comments:

#### Mission Specific Goal - FY21

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.

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**Purpose:** To ensure that First State Military Academy stays faithful to its mission and purpose by evaluating our teaching and learning environment.

**Measure:** First State Military Academy 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.

**Method:** Staff, cadets, and Families will participate in the School Climate and Culture Data Survey, measuring responses in the following.

- Teacher to Student Relations
- Student to Student Relations
- Student Engagement School-Wide
- Clarity of Expectations
- Fairness of Rules
- School Safety
- Bullying
- Staff Relations
- Home Communication

**Results:** Due to the COVID-19 pandemic, First State Military Academy could not measure and define a rating since we were not operating normally for the entire year.

**Past results:**

FY 2017 - 112.42

FY 2018 - 112.79

FY 2019 - 112.77

FY 2020 - 105.60

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

### 3.2 Organizational Performance

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

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

#### SUMMARY AND OVERALL RATING

##### 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		
	1a	1b	1c	1d	2a	2b	2c	3a	3b		
2020-2021	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.)

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School Comments:

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

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School Comments:

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



**Performance Agreement**

**Organizational Performance Expectations**

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

By September 2023, 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).

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School Comments:

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### 3.3 Board Financial and Governance Members and Training

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

#### Board Financial and Governance Training

First Name	Last Name	Role/Title	Financial Training Date
James	Berg	Treasurer	3/30/2017
Reggie	Capitan	Member	11/27/2018
Gratteri	Len	Member	4/22/2020
C. Scott	Kidner	Chairman of Board	9/29/2014
Christopher	Martin	Member	3/30/2017
Hans	Reigle	Member	4/24/2020
Leslie	Stapleford	Member/Secretary	4/29/2020
Katherine	Stark	Teacher Rep	8/20/2021
Verity	Watson	Member	4/23/2020
Kevin	Yencer	Chair Facilities	12/28/2017

\*Please list only the most recent training date.

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

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School Comments:

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

**Citizen Budget Oversight Committee Membership & Trainings**

First Name	Last Name	Role/Title	Financial Training Date
Renee	Bailey	Member	1/2/2019
James	Berg	Member	3/30/2017
Kraig	Ford	Parent Representative	*
C. Scott	Kidner	Chairman	9/29/2014
Justin	Reed	Business Representative	*
Richard	Riggs	DOE Representative	11/30/2015
Katherine	Stark	Teacher Representative	8/20/2021

\* Both CBOC Members Kraig Ford and Justin Reed have tried multiple times to take the course through August and September and could not get into the system because DOE did not recognize their addresses.

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School Comments:

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

2020-2021		
% of Teachers RETAINED	# of Teachers RETAINED	# of Teachers ELIGIBLE
95.8	23	24

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

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

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School Comments:

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

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School Comments:

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## IV. FINANCIAL PERFORMANCE

### 4.1 Financial Performance

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

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

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

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

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School Comments:

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

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School Comments:

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

**Measure 1d. Default, Loan Covenants, & Debt Service Payments**

2020-2021
Yes

This metric addresses whether or not a school is meeting its loan covenants and / or is delinquent with its debt service payment, as noted in the notes accompanying the audited financial statements. A school which cannot meet the terms of its loan may be in financial distress.

**DOE Rating Information:**

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The FY21 independent audit identified that the school has not been compliant with debt covenant requirements related to the refinancing of outstanding constructions loans originally held by NCALL, Inc. with the USDA under the Community Facilities Loans and Grants program. The two covenants state that the Academy must deposit funds on a monthly basis into two reserve accounts to meet the future debt service payments.

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**School Response To Rating:** When the money is added to the covenant, it is removed from our budget. First State Military Academy has the money to meet this requirement but prefers to keep it as part of their overall budget.

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**Measure 2b. Debt to Asset Ratio:**

*Total Liabilities divided by Total Assets*

2020-2021
0.96

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:**

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### 3. FINANCIAL MANAGEMENT AND OVERSIGHT

2020-2021
M

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:**

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The FY21 independent audit disclosed a related party transaction in the notes to the financial statements (Note 5).

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**School Response To Rating:**

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## Performance Agreement

### Financial Performance Expectations

By September 2023, 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.

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School Comments:

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

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School Comments:

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## V. INNOVATION

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

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### School Comments:

First State Military Academy has built a school that looks beyond the physical aspects of a school. While it places great importance on teaching and learning, instruction, and assessment, it also recognizes that we must develop our cadets' intellectual, physical, and emotional growth by cultivating an environment that rewards honesty, integrity, teamwork, and commitment. With a strong focus on academic rigor, military discipline, citizenship, and applying strong moral values, graduates will develop respect, ensuring successful entry into life.

We do this by focusing on our cadets' minds by instilling motivation, building confidence, supporting emotional well-being, and collaboration. Our project-based learning (PBL) instructional model transforms our cadets. We challenge them to learn differently to grow and improve. Within this framework, we push cadets to develop problem-solving and critical thinking skills and learn to find and apply content knowledge, not just memorize it. A culture of trust, respect, and responsibility is cultivated throughout the experience of learning and further supports our cadets to achieve positive outcomes. Our cadets' then graduate prepared for the demands and challenges of the future, their future.

The skills the cadets' will learn in four years at First State Military Academy are more than most adults will experience in a lifetime. The goal of MCJROTC is to develop leadership, character, and citizenship skills and enhance self-discipline through a tough and challenging four-year leadership education program. While the training is along military lines, it is conducted to encourage initiative and individuality, develop natural gifts, teach self-control, and develop personal character, responsibility, and qualities of integrity, loyalty, and dedication.

First State Military Academy builds on those intangible skills, such as character, identity, purpose, self-worth, value, and significance, which are not readily apparent using standard assessments measures. Therefore, we embed them in all aspects of our program during a cadet's four years, ensuring cadets can thrive in a world where change is constant, and learning never stops.

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## References:

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

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

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

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

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

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

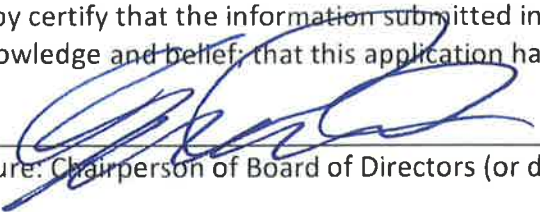
<sup>3</sup> Graduation rate data is lag data by one school year to include all students that have completed their high school diplomas during that year including summer graduates.



VII. ANNUAL REPORT CERTIFICATION STATEMENT

Name of School:	First State Military Academy
Location:	Clayton, DE

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.


9 DEC 2021  
 Signature: Chairperson of Board of Directors (or designated signatory authority)      Date

Print/Type Name:	
Title (if designated):	
Date of approval by board of directors:	