



FIRST STATE MILITARY ACADEMY

ANNUAL REPORT

Report Date: January 15, 2026

Delaware Department of Education

Charter School Office

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I. OVERVIEW

1.1 SCHOOL PROFILE

First State Military Academy 355 W. Duck Creek Road Clayton, DE 19938 https://www.fsmilitary.org			
Year Opened	2015	District(s) of Residence	Smyrna School District
2024-25 Enrollment	433	Approved Enrollment	452
Current Grade Span	9-12	Approved Grade Span	9-12
School Leader(s)	Mr. Blair Newman	School Leader Phone & Email	(302) 223-2156 Blair.Newman@fsmilitary.k12.de.us
Board President	Mr. C. Scott Kidner	Board President Email	csk@kidner.com
Mission Statement: The mission of the First State Military Academy is to provide an educational experience that focuses on developing the intellectual, physical and emotional growth of our cadets through the cultivation of an environment that rewards honesty, integrity, teamwork and commitment. With a strong focus on academic rigor, military discipline, citizenship and through the application of strong moral values, graduates will develop respect ensuring successful entry into life.			

1.2 STUDENT DEMOGRAPHICS

Enter the number of students on your waiting list (if applicable).

	2024-25
Total Enrollment	433
Students on Waiting List	N/A
Male	65.13%
Female	34.87%
American Indian or Alaska Native	0.23%
Asian American	2.08%
Black or African American	32.79%
Hispanic or Latino	11.78%
Multi-Racial	3.23%
Native Hawaiian or Other Pacific Islander	0.46%
White or Caucasian	49.42%

English Learners	6.93%
Low-Income	18.94%
Students with Disabilities	16.86%

1.3 APPROVED MINOR AND MAJOR MODIFICATIONS

Date	Modification Requested	Outcome
	Not applicable	

1.4 SCHOOL ENROLLMENT

	Approved Enrollment	30-Sep Enrollment Count	% of Actual Enrollment
9		131	
10		128	
11		89	
12		85	
Total	452	433	95.80%

1. Explain successes or challenges of implementing the school's recruitment plan.

School Comments:

Over the last several years FSMA has had many successes when it comes to the recruitment of new cadets. FSMA has utilized sending mailers including school information and open house dates to all 8th grade students within Kent and New Castle Counties. FSMA has also utilized social media advertisements. FSMA has offered more opportunities for open house events utilizing different days and times of the week all while showing off our cadets and their leadership abilities. Moving forward, we have contacted all K-8 Charter Schools in Delaware and have begun attending high school fairs at the middle schools. We will continue to cultivate our relationships with the K-8

Charter Schools and continue our advertisement campaign as well as sending out weekly press releases to get our school into the community.

1.5 SCHOOL REENROLLMENT

Reenrollment Rate is the percentage of students continuously enrolled in the school from one year to the next.

Grades	NUMBER OF STUDENTS REENROLLED	PERCENT OF STUDENTS REENROLLED
9	17	
10	109	81.34
11	78	72.9
12	84	75.68
Total/Avg	288	81.82%

2. Explain successes or challenges of implementing the school's retention plan.

School Comments:

FSMA carefully reviews and analyzes student retention rate data at the end of each year. The retention rate increased from FY24 to FY25. FSMA has indicated a number of reasons for students who do not return. Since FSMA recruits students from Kent and New Castle County, some students cite the distance to and from school as reasons for not returning as well as difficulties getting to hub stops. With FSMA being a full time MCJROTC program that specializes in project based learning (PBL), some students decide not to return as they do not like the structure of the MCJROTC program or the educational delivery through project based learning. Of the 80% of students who return to FSMA each year, the vast majority of those students cite the positive school culture, strong discipline, academic rigor, and the uniqueness and innovation of project based learning as their primary reasons for returning.

II. ACADEMIC PERFORMANCE

Delaware operates under the belief that all schools benefit from continuous improvement – including those that receive exceeds expectations ratings – to best support all students. The [Delaware School Success Framework \(DSSF\)](#) outlines the accountability standards by which all Delaware public schools are measured. This state- and school-level data helps identify each school's needs and determine how best to support students across the state.

DSSF measures the following areas to determine school success. This annual data is publicly available on the [Delaware Report Card](#).

- Academic achievement – Proficiency for ELA and math (grades 3-8 and 11)
- Academic progress – Growth in ELA and math (grades 4-8); includes growth of the lowest and highest performing students in a school
- School quality/student success – On-track attendance (K-12), science proficiency (grades 5, 8 and biology), social studies proficiency (grades 4, 7 and 11), college/career preparedness (grades 9-12), and on-track in 9th grade
- Graduation rates – 4-year, 5-year and 6-year adjusted cohort graduation rates
- English language proficiency (ELP) – Progress toward English language proficiency (grades 1-12)

2.1 DELAWARE SCHOOL SUCCESS FRAMEWORK – SY 2024-25

Indicators/Measures	Weight	Metric Value	Points Possible	Points Earned
Academic Achievement	20%		150	41 Well Below Expectations
Proficiency ELA (grades 3-8 and 11)	10%	45.45%	75	34
Proficiency Math (grades 3-8 and 11)	10%	9.09%	75	7
School Quality/Student Success	25%		200	133 Meets Expectations
On Track Attendance (grade K-12)	3%	57.07%	25	14
Proficiency Science (grade 8 and Biology)	5%	21.88%	25	5
Proficiency Social Studies (Grades 7 and 11)	5%	20.78%	25	5
College and/or Career Preparedness (9-12)	8%	90.48%	75	68
On Track in 9th Grade	5%	82.76%	50	41
Graduation Rate	20%		100	90 Meets Expectations
4-Year Cohort Graduation Rate	15%	90.70%	75	68
5-Year Cohort Graduation Rate	3%	88.24%	13	11
6-Year Cohort Graduation Rate	2%	91.26%	12	11
Progress toward English Language Proficiency	10%	7.05%	50	4 Well Below Expectations
Total	100%	53.60%	500	268 Approaching Expectations
Overall Score / Rating				

2.2 ACADEMIC PERFORMANCE EXPECTATIONS

PERFORMANCE AGREEMENT

By September 30, 2028, our expectation is to achieve an overall rating of “Meets” or “Exceeds” on the Delaware School Success Framework (DSSF). Each year, we will show growth within each metric area, putting us on track to achieve our academic performance expectations. This progress will be monitored through our annual performance review.

3. Reflect on your school’s academic performance in relation to the goals set forth in the performance agreement. Please reference the specific Delaware School Success Framework (DSSF) listed below. Highlight successes, challenges, root causes, and describe how the school will address the challenges.
 - a. Academic Achievement
 - b. Academic Progress
 - c. School Quality/Student Success
 - d. Graduation Rate (if applicable)
 - e. Progress toward English Language Proficiency

School Comments:

In evaluating our school’s academic performance against the goals outlined in our performance agreement, FSMA has demonstrated a steady upward trajectory, with our total points earned increasing from 257 in SY 2023-24 to 268 in SY 2024-25. While we remain in the “Approaching Expectations” category overall, these results reflect a clear path toward our 2028 target. We are particularly encouraged by the growth in our Graduation Rate, which rose to 90 points, and our 4-Year Cohort Graduation Rate, which saw a significant jump from 84.31% to 90.70%. This improvement, coupled with the substantial increase in our 9th Grade On-Track metric (rising from 67.43% to 82.76%), signals that our internal systems for supporting cadets during critical transition years are working effectively to keep them engaged and progressing toward a diploma.

Within the Academic Achievement indicator, we have seen consistent, incremental growth for the second year in a row. Proficiency in ELA rose from 41.86% to 45.45%, and Math proficiency increased from 6.98% to 9.09%. While we acknowledge that these scores currently place us “Well Below Expectations,” the upward trend validates the curriculum revisions and monitoring systems established during our charter renewal. The root cause for the current proficiency levels remains the residual learning gaps and the transition to higher-rigor standards. To address this, we are moving

into a more granular phase of curriculum implementation, providing more training on our PBL framework and making adjustments based on cadet performance and root cause analysis of project results. In addition, we have made significant changes to our MTSS program, and while it is early in the process, we are seeing a higher trend in improvement in core academic areas.

A notable challenge this year was reflected in our On-Track Attendance metric, which saw a decline in its metric value to 57.07%. To address this root cause of student disengagement and absenteeism, we have implemented a high-frequency communication strategy using Infinite Campus. Our system now automatically emails the parents of any cadet who has been marked absent from two or more class periods three times a day. This initiative has been highly successful in increasing parent communication regarding excused absences and has provided our administration with real-time data to track down cadets who are skipping or failing to arrive at school on time. This increased accountability is a cornerstone of our plan to return our attendance metrics to “Meets Expectations” in the coming year.

Regarding Progress toward English Language Proficiency, our points remained stable, though we recognize the need for continued growth as our EL population evolves. We have identified a demographic shift toward more “newcomer” students who require intensive Tier 3 support. In response. By balancing these targeted interventions with the successes we have seen in our graduation and 9th-grade stability rates, FSMA remains firmly committed to meeting our performance agreement expectations by 2028.

2.3 SUPPLEMENTAL ACADEMIC PERFORMANCE DATA

4. Provide any academic performance-related evidence, supplemental data, or contextual information. In this section, you may provide graphs and/or charts to supplement your narrative as Appendix 1.

School Comments:

5. Reflect on other aspects of the school's academic performance that may not be captured by the DSSF. Highlight successes, challenges, root causes, and describe below how the school will address the challenges.

School Comments:

Beyond the metrics captured by the DSSF, FSMA has made significant strides in institutionalizing a culture of continuous improvement through more personalized and data-driven administrative practices. A cornerstone of this year's success has been the implementation of a regular curriculum review cycle. Each teacher now meets individually with either the Instructional Coach or the Supervisor of Curriculum and Instruction to evaluate instructional alignment and effectiveness. These meetings have moved our curriculum from a static document to a living process, allowing for real-time adjustments based on classroom observations and student needs. By fostering this collaborative environment, we are ensuring that our educators feel supported in delivering high-quality, standards-aligned instruction that directly addresses the proficiency gaps identified in our performance data.

Building upon the high participation rates in our MTSS assessments established last year, we are now effectively leveraging this reliable data to make instruction more targeted and meaningful. With a 97% completion rate, our data set is no longer just a compliance measure but a diagnostic tool. We are using these insights to tier our student support more accurately, ensuring that both remedial interventions and enrichment opportunities are specifically tailored to each cadet's current performance level. This shift from data collection to data application has been a critical root cause in our ability to address learning gaps more efficiently and provide a more personalized educational experience for every cadet.

Our commitment to school culture and transparent communication remains a priority, highlighted by the continued success and expansion of the Principal's weekly newsletter. We added a "Weekly Cadet Spotlight" to the publication, which has significantly enhanced student and family engagement by celebrating individual achievements and fostering a stronger sense of community. While consistent communication remains a challenge in a digital-heavy landscape, these newsletters—supplemented by the school counselor's resources on college and career readiness—ensure that our families are partners in their cadets' academic journeys.

Looking toward the future of educational technology, FSMA is deepening its commitment to data security and ethical innovation. As a Project Unicorn Signatory, we continue to navigate the challenges of data interoperability to ensure our software systems communicate effectively while maintaining the highest security standards. Furthermore, we are proud to have a staff member serving as a GenerationAI Fellow through ISTE/ASCD. This leadership allows us to stay at the forefront of the rapidly evolving AI landscape, as we work to develop and implement ethical and effective strategies for AI use in the classroom. By prioritizing professional development in both data security and AI literacy, we are preparing our staff and cadets for a technology-driven future while addressing the inherent challenges of digital safety and academic integrity.

6. Provide and reflect on additional information regarding academic-related indicators your school would like the Accountability Committee to consider. (This could include social and emotional development, attendance and retention, student engagement, student discipline, and others as appropriate.) Highlight successes, challenges, root causes, and describe how the school will address the challenges.

School Comments:

In providing additional context to our academic performance, FSMA continues to navigate the unique challenges and opportunities associated with being a school that draws cadets from across the entire state. A primary factor influencing our academic outcomes remains cadet attendance, which is often complicated by significant logistical hurdles. With some cadets commuting over an hour each way, missing a bus often results in a lost instructional day due to the limited alternative transportation options available. Furthermore, we continue to address a persistent post-pandemic misconception among some families that academic work can be fully replicated through online modalities at home. To counteract this root cause and emphasize the necessity of in-person instruction, we have significantly matured our communication workflow since last year. By leveraging Infinite Campus to send automated notifications three times daily to parents of cadets missing two or more periods, we have bridged the gap between school and home. This high-frequency touchpoint not only ensures parents are immediately aware of absences but also serves as a vital tool for our truancy officer to intervene early, ensuring that data-driven attendance remains a priority for both staff and families.

Beyond attendance, we have seen a remarkable surge in cadet engagement and school spirit through non-academic activities and clubs. This year, we observed a shift from passive membership to active leadership, with cadets taking the initiative to plan and execute fundraising events with a level of participation that exceeds previous years. This increase in student agency is a significant success, as it indicates a deepening sense of community ownership and investment in the school's culture. We recognize that while interest is high, logistical constraints like after-school transportation still pose a challenge for many of our cadets. To better understand the correlation between this engagement and academic success, we are currently developing a tracking system within Infinite Campus. By utilizing specific flags and reports to track participation in extracurricular activities, we will be able to more accurately measure student involvement and identify which cadets may require additional encouragement or support to connect with the school community.

This multifaceted approach—combining rigorous attendance accountability with expanded opportunities for cadet leadership—is central to our strategy for improving student outcomes. By addressing the logistical and cultural root causes of absenteeism while simultaneously fostering a vibrant extracurricular environment, we are building a school culture where cadets feel both highly accountable and deeply connected. We believe that as these systems of engagement and communication continue to solidify, they will serve as a foundational support for the academic gains we expect to see leading up to 2028.

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 ORGANIZATIONAL PERFORMANCE FRAMEWORK

SUMMARY AND OVERALL RATINGS

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 & School Management	Reporting & Requirements	Student Rights	Teacher Certification and Hiring Requirements		
	1a	1b	1c	1d	2a	2b	2c	3a	3b	4a	
2024-25	M	M	M	M	M	M	M	M	M	M	M

M: Meets Standard
A: Approaching Standard
F: Far Below Standard

3.2 ORGANIZATIONAL PERFORMANCE EXPECTATIONS

PERFORMANCE AGREEMENT

By September 30, 2028, our expectation is to achieve an overall rating of “Meets,” as measured by the Organizational Performance Framework. Each year, we will be back on track to demonstrate performance aligned with those expectations. This progress will be monitored through our annual performance review.

7. Describe the school’s organizational performance during school year 2024-25. (This section is for the school to address any overall rating where the school has not met standards. The school will be able to address individual metrics in the sections below.)

School Comments:

FSMA continues to work towards having strong operational processes and procedures meeting standard two out of the three years. 2023-2024 was the first year that First State Military has received a rating of “meets standard” with an overall score of 98%. 2024-2025 is the first year that FSMA has “meet standard” in all areas of the Organizational Performance Framework, a true testament to the dedicated staff at FSMA that continues to hold a high standard.

8. Discuss management and operations successes and challenges during the 2024-25 school year. Areas you may want to consider as appropriate:
- School leadership
 - Day-to-day operations including: transportation; facilities; food service; staffing (hiring, retention, professional development, evaluation); health and safety; community engagement

School Comments:

Within day-to-day operations, FSMA has routinely faced transportation challenges. While FSMA has built positive and productive relationships with bus contractors, the transportation budget has always plagued FSMA. Each year, FSMA runs a transportation deficit (between what the state provides and what our contractors charge). FSMA also provides activity bus transportation for students to be able to take them to their hub stops which has further financial constraints. This creates a significant financial constraint on the overall budget as this money is being taken away from being utilized for students within the classroom but a necessity for FSMA to operate and be successful.

Staffing at FSMA has been successful and we were fortunate enough to be fully staffed during the 2024-2025 school year. This is also the second year in a row that we did not have any turnover from the previous year. For the second year in a row, all FSMA evaluations were completed on time through DTGSS.

Food service continues to be an area of concern for many reasons. First, FSMA does not have a full operational kitchen. To serve food, we must rely on outside vendors to cook and deliver our food. Last summer when we went out for bid, there was only one company who bid on our food service, and that came with an increased price for breakfast and lunch. One of the largest issues with our food service is that amount of unpaid student debt. As of today, the cafeteria debt is around \$33,000. With such a large debt, it puts a large constraint on the school's overall budget.

9. Address any measure(s) where the school did not meet standard or is approaching standard (if applicable).

School Comments:

Not Applicable

3.3 AT-RISK STUDENTS, STUDENTS WITH DISABILITIES, AND ENGLISH LANGUAGE LEARNERS

10. If applicable, describe any changes or enhancements the school has made based on findings from audits, investigations, or other administrative proceedings related to at-risk students, students with disabilities, gifted and talented students, or Multilingual Learners.

School Comments:

11. Describe any changes or enhancements to the process by which at-risk students, students with disabilities and gifted and talented students are identified and the evidence that the school was able to provide the right resources and services for these students.

School Comments:

First State Military Academy has made some enhancements regarding MTSS- at risk students and special education identification. Our at-risk students are monitored by staff using STAR testing, class progress and grades. If we find a student that needs more assistance we have the ability to provide additional staff to join classes to support these students. If struggling continues it is brought up to the MTSS team to review. If at this time they believe this student needs more support the referral will go to our special education coordinator to review and parent contact to communicate the process if the parent wishes to proceed this route. Procedural Safeguards booklets are provided to parents to educate them on their rights of the law.

First State Military Academy ensures that the right resources and services are provided for each student.

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12. Describe any changes or enhancements to the process by which Multilingual Learners are identified and the evidence that the school was able to provide the right resources and services for these students.

School Comments:

FSMA has had no changes to the process in which multilingual learners are identified. All new students to FSMA receive the Home Language Survey which is completed during the new student meeting. Identified students receive extra support from Paraeducators during classes and teachers are given resources to further assist MLL students.

3.4 GOVERNANCE AND REPORTING REQUIREMENTS

13. Describe how the board has provided oversight in the areas of academics, finance, and operations, including legal compliance.

School Comments:

The FSMA meets monthly to review financials/web reports, academic reports, and operational issues as presented by the Principal and other leadership (as needed) of the school. Financial oversight also includes members of the Board's Executive Committee (Board Chair and Treasurer) meeting every other month during the CBOC meetings to review in greater detail the budget of the

school and P-Card statements. FSMA has never been sued and faces no outstanding legal complaints or issues. The school conducts annual audits with third parties with no issues presented.

14. Discuss board-related success and challenges during school year 2024-25. Areas you may want to consider as appropriate include:

- Membership and recruitment
- New member induction and ongoing governance training
- Meeting attendance
- Board self-evaluation
- Progress on particular board-level projects

School Comments:

Board recruitment and retention meets internal and legal requirements with one parent and one teacher representative seated as a board member participating since inception. Board has maintained membership as detailed in by-laws not dropping below seven members at any time since inception.

Board has met all required Board Finance and Governance training.

Board has met CBI requirements.

Board continues to identify various physical facilities that need repair and/or expansion to meet our current cadet population as well as the expansion of after school sports and extracurricular programs.

15. Describe the process used by the board to evaluate school leadership.

School Comments:

The Board's approach has been consistent and straightforward with the senior leadership of the school. The Principal, Mr. Blair Newman, and the Commandant Col. Robert Wallace, have different aspects of the operations of the school, but through their direction, management, and implementation, the vision of the school is achieved.

Aspects under constant review are enrollment, our fiscal health, academics, the Marine Instructors, school climate and culture, teacher retention, and engagement of our parents and community at large.

16. Describe the school's process for success planning including identification, development, and retention of school leaders.

School Comments:

The Board remains committed to preserving the culture of FSMA as originally envisioned ten years ago when the school was founded. The school is looking for a leader who not only understands the culture and what a Marine JROTC Academy is and how it functions, but to endorse this model of education. FSMA does not look for someone to bring the newest techniques in management or modeling, but to strengthen our school, which of course narrows applicants.

17. Share how the board supports the school. Speak to the board's involvement in events, operations, and fundraising activities.

School Comments:

The Board attends various events to include sporting events, drill meets, Open Houses, induction day, the Marine Corp Ball, and graduation.

The Board has 100% giving for this calendar year.

3.5 STUDENTS AND SCHOOL ENVIRONMENT

18. Describe how the school solicits feedback from parents and students regarding satisfaction with the school. Provide summary data and reflect on the feedback. How does the school use this information to inform ongoing school improvement?

School Comments:

FSMA solicits feedback from parents in many different ways. FSMA sends out an annual school climate survey to parents, students, and staff that is provided by the Delaware Department of Education in conjunction with the University of Delaware. Through the data collected in this survey, the leadership team along with a committee of teachers analyzes the data to determine the areas of improvement and growth that need to happen at FSMA. During the 2024-2025 school year, FSMA created a weekly newsletter that is sent home every Friday. The newsletter, "Bulldog Weekly" provides weekly information about the various aspects of school (athletics, academics, MCJROTC) as well as often times asks for help with various events around school.

School Comments:

Since 2019, FSMA has matured its professional development (PD) framework to move beyond informal collaboration toward a highly structured, data-informed system that supports both veteran and early-career educators. Central to this evolution is our transition to personalized curriculum review cycles. Rather than relying on group-based reviews, each teacher now engages in individual meetings with either the Instructional Coach or the Supervisor of Curriculum and Instruction. This individualized approach allows us to ensure that lesson planning and project design are not only aligned with state standards but are specifically tailored to the unique classroom dynamics and cadet needs identified through our internal assessment data.

A cornerstone of our success this year has been the refinement of our monthly grade-level meetings. These sessions have evolved into thematic deep dives that align school-wide goals with DTGSS. For instance, our September sessions focused on establishing classroom management and routines to maximize instructional time. In October, we prioritized intentional project design, ensuring project benchmarks are logically aligned to objectives and coherently sequenced as emphasized by DTGSS Indicator 2.2. Subsequent months have addressed cultivating an asset-based classroom climate, managing assessment integrity through revision cycles and clear AI expectations, and strengthening family engagement through the MTSS framework. By assigning these specific monthly topics, we have created a consistent professional vocabulary across all grade levels and ensured that instructional concerns are addressed proactively.

In addition to these thematic meetings, we are currently dedicating significant professional learning time to "returning to the basics" of Project-Based Learning. This initiative ensures that despite the introduction of new technologies and curriculum materials, our core instructional practices remain rooted in high-fidelity PBL methodologies. This includes a focus on crafting clear criteria for success and empowering cadets to monitor their own progress during project benchmarks.

These new strategies complement our established PD pillars, including our ongoing partnership with the New Tech Network (NTN). We continue to offer mandatory monthly after-school sessions for teachers in their first two years, while keeping these opportunities open to all staff to promote a culture of continuous growth. By bridging high-level leadership coaching with these practical, monthly grade-level focuses, FSMA has created a professional development ecosystem that is both responsive to immediate classroom challenges and aligned with our long-term academic performance goals.

21. Describe how the school’s completion of educator evaluations has evolved.

School Comments:

Over the course of the past two years, FSMA has utilized DTGSS as its system for evaluating teachers. FSMA was one of the first schools in Delaware to pilot the new educator evaluation system many years ago. For school year 2024-2025, FSMA completed all teacher evaluations (and post-observation meetings) to include the year end summative. All evaluations are scheduled on the evaluators calendar to make sure they are time in a timely manner and completed on time.

IV. FINANCIAL PERFORMANCE

The Financial Performance Framework is a reporting tool that provides the Department of Education with the necessary data to assess the financial health and viability of charter schools in its portfolio for the purposes of an annual review. The framework summarizes a charter school's financial health while taking into account the school's financial trends over a period of three years.

4.1 FINANCIAL PERFORMANCE FRAMEWORK

SUMMARY AND OVERALL RATINGS

	Current Ratio (Working Capital Ratio)	Debt to Asset Ratio	Days Cash	Debt Service Payments / Loan Covenants	Aggregated Three-Year Total Margin	Cash Flow	Debt Service Coverage Ratio	Enrollment Variance	Student Retention	Financial Management & Oversight	
YEAR	1a	1b	1c	1d	2a	2b	2c	2d	3	4	OVERALL RATING
2024-25	M	A	M	A	M	A	M	A	Not Rated	M	M

M: Meets Standard
A: Approaching Standard
F: Far Below Standard

4.2 FINANCIAL PERFORMANCE EXPECTATIONS

PERFORMANCE AGREEMENT

By September 30, 2028, our expectation is to achieve an overall rating of “Meets,” as measured by the Financial Performance Framework. Each year, we will be back on track to demonstrate performance aligned with those expectations. This progress will be monitored through our annual performance review.

22. Using the results contained in the Financial Performance Framework, describe the school’s financial performance during school year 2024-25. (This section is for the school to address any overall rating where the school has not met standard. The school will be able to address individual metrics in the sections below).

School Comments:

FSMA has worked extremely hard under the current administration to address past issues with the financial framework. In 2023-2024, there were three categories that rated “far below standard” and earned an overall rating of “approaching standard”. Through new practice, policies, and conservative budget and spending, FSMA earned zero “far below standard” for 2024-2025 and earned an overall rating of “meets standard”.

23. Identify changes to financial practices that the school has implemented to improve the school's financial outcomes.

School Comments:

Over the past two year since change in school leadership, First State Military Academy has made several changes to the financial practices to improve the school's financial outcome. First, FSMA brought accounting into the building by hiring a contractual financial assistant to process payments and correctly code transactions. In past years, coding and expenditures have been inconsistent on the schools budget which has led to percentages being in excess of or far below budget. To help correct this issue, the employees helps to work on the schools budget, both revenue and spending.

FSMA has also created and implemented new internal controls. This includes purchase orders, vouchers, payments, PCard usage, and compensation. All staff are now aware of the process and policy when placing orders.

24. Address any measure(s) where the school did not meet the standard (if applicable).

School Comments:

In looking at FSMA's financial framework, there are four areas in which fall below standard. First, FSMA earned a below standard rating on measure 1b, debt to asset ratio. For measure 1d as it relates to default, loan covenants, & debt service payments. FSMA secured construction loans through the USDA to purchase and renovate the school. Part of the loan requirements are to set up two Escrow accounts. The board of directors at FSMA continues to contribute monthly payments to fulfill that requirement. For 2b, our cash flow has increased with cautious spending (although with school improvements on the horizon, this will decrease as money is being reinvested into our students). While we still meet days cash, we find it important to continuously improve and invest into our organization. In area 2d, enrollment variance, FSMA has applied for a minor modification for FY25 based on the current facility restrictions. The new approved enrollment is 452. We believe that through our continued recruitment efforts, we can achieve the goal of 452 cadets.

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

School Comments:

Not applicable

V. INNOVATIVE PRACTICES

26. Describe effective systems, structures, and/or processes that have led to significant school improvement that could be replicated at other schools. Please include the data that supports the success of these practices. Areas you may want to consider, as appropriate:

- Leadership
- Professional Learning
- Instructional Transformation
- Equity
- Culture and Climate Shift
- Collaboration/Partnerships

School Comments:

FSMA is a full time MCJROTC program for students grades 9-12 for the entire State of Delaware. This program focuses on development of leadership, character, and citizenship to provide the students at FSMA with an educational experience that develops the intellectual, physical, and emotional growth of each student through the cultivation of an environment that rewards honesty, integrity, teamwork, and commitment. Along with providing students with strong academics and preparing them for post-secondary life, the MCJROTC program focuses on developing the whole individual. FSMA is also the only school in Delaware who has adopted and implemented NewTech Network and full-time Project Based Learning. Through the utilizations of project based learning, students are developing 21st century skills as well as becoming the managers of their own learning process. FSMA is creating the leaders of tomorrow.

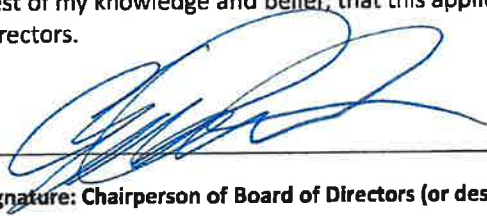
FSMA has always believed in the philosophy of culture over content. While FSMA strives to create rigorous academics and high standardized test scores, FSMA believes in creating a strong inclusive culture that empowers students through military discipline, citizenship, the application of strong moral values.

During the last two school years, FSMA has worked extremely hard at the culture and climate of our staff. Through new initiatives, practice, and policies, FSMA strives to make sure that our teachers are valued, heard, and cared for.

VI. ANNUAL REPORT CERTIFICATION STATEMENT

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

I hereby certify that the information submitted in this annual report 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.



2/2/26

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

Print/Type Name:	Scott Kidner
Title (if designated):	Chairman of the Board
Date of approval by board of directors:	2/1/26

