



# The Delaware Military Academy

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## Established 2003

THE DELAWARE MILITARY ACADEMY  
RENEWAL APPLICATION SUPPLEMENT

September 30, 2019

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## RENEWAL ACTIVITIES

Red Clay issues charter school renewal report to DMA	4/30/19
Opportunity for DMA to respond with any corrections	5/10/19
Governing board of DMA submits renewal application to Red Clay	9/30/19
Public Hearing mid-October	
Red Clay decides on renewal	11/20/19

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## SCHOOL OVERVIEW

<i>Name of School</i>	<b><i>The Delaware Military Academy</i></b>
<i>Address</i>	<b><i>112 Middleboro Road Wilmington, DE 19804</i></b>
<i>Website</i>	<b><i><u><a href="http://www.demilacad.org">www.demilacad.org</a></u></i></b>
<i>District Location</i>	<b><i>Red Clay Consolidated School District</i></b>
<i>Year Opened</i>	<b><i>2003</i></b>
<i>Grades Served</i>	<b><i>9 through 12</i></b>
<i>Current Enrollment</i>	<b><i>579</i></b>
<i>9<sup>th</sup> grade Wait List (2019-2020)</i>	<b><i>217</i></b>
<i>School Leader</i>	<b><i>Mr. Anthony Pullella Commandant <a href="mailto:anthony.pullella@dma.k12.de.us">anthony.pullella@dma.k12.de.us</a> (302) 998-0745</i></b>
<i>Board Chair</i>	<b><i>Dr. Sharon Kurfuerst <a href="mailto:skurfuerst@christianacare.org">skurfuerst@christianacare.org</a></i></b>



## ENROLLMENT & DEMOGRAPHIC INFORMATION 2019-2020

Total Enrollment : 579

Male	305
Female	275
IEP Plans	11
504 Accommodation Plans	50
Free/Reduced Lunch	81
African American	54
American Indian	6
Asian American	10
Hawaiian	1
Hispanic	55*
Caucasian	508

\* These cadets are also included in another category

## Program Overview

The Delaware Military Academy is a non-profit, 501-c-3, charter school located in Wilmington, Delaware. The academy was founded in 2003 by a retired Army Colonel and a retired Navy Master Chief. The school was designed to develop young men and women to be strong citizens, confident leaders and excellent students. We call these the three "ships" in our fleet – leadership, citizenship and scholarship. We have become the first successful Junior ROTC Military Charter School, supported by the Navy, in the United States and the Navy refers to us as their "flagship program."

DMA is a college preparatory high school that uses military values to teach ethics, personal and civic responsibility, leadership and scholarship. The school's mission, philosophy, beliefs and a profile of our graduates can be located in Exhibit G. Our program offers Delaware high school students in grades 9 through 12, a tuition-free, four-year college preparatory curriculum. The school operates on a modified block schedule and offers courses at the college prep, honors and college level (dual enrollment and Advanced Placement). A complete listing of all DMA courses can be found in Exhibit O.

The Delaware Military Academy requires cadets to earn a minimum of 28 credits for graduation. This requirement includes: 4 credits in English, 4 in Mathematics, 4 in Science, 4 in Social Studies/Social Sciences, 3 credits in World Language, completion of a 3 credit CTE Pathway, a minimum of 3 credits in Naval Science, at least 3.5 credits in elective courses, 1 credit in Gym/Fitness and a half credit in Health. All cadets are required to participate in both community service and unit service and must earn minimum rank each year to be promoted to the next grade.

In 2018, the State of Delaware introduces the DSSF Framework for accountability. This framework looks at multiple indicators (test scores, academic success, attendance, college & career readiness, etc.) to determine the effectiveness of the school. In 2018, the first year of the new rating system, DMA was ranked as "Exceeds Expectations," the highest score possible in the rating system. DMA expects to continue this trend with the 2019 ratings which will be released in mid to late October. In addition, the Delaware Military Academy was recognized in September by the United States Department of Education as a Blue Ribbon School for excellence in academics (Exhibit R).

The United States Navy has consistently rated our Corp of Cadets as a 'Distinguished Unit with Academic Honors' which entitles the Delaware Military Academy to nine nominations to service academies (3 each to the Naval Academy, West Point and the Coast Guard Academy) each year for qualified applicants. In addition, the Academy earns an additional three nominations to the US Naval Academy bringing our total number of available nominations to 12. This is an honor usually reserved for congressional leaders.

DMA answers our government's call to merge the public and the private sectors in playing a role to ensure that young people are academically and socially trained for professional success. DMA meets this challenge through an ongoing mentoring relationship with each cadet and by providing a safe, structured environment for activities during and after school hours in which cadets can learn and grow. Furthermore, the academy places an emphasis on health and physical fitness, provides community service opportunities, and gives each cadet marketable skills through a comprehensive curriculum. A myriad of sports teams, clubs, social activities, and community service events are offered to round out the high school experience.

The academy currently offers five AP level courses, six dual enrollment courses and 17 honors level courses.

#### **Advanced Level courses**

- DTCC ENG 101 – Critical Thinking and Academic Writing
- DTCC ENG 102 – Composition and Research
- DTCC MAT 180 – College Algebra
- DTCC MAT 190 – College Pre-Calculus
- DTCC HIST 111 – US History (Pre-Civil War)
- DTCC HIST 210 – World History II
- AP Biology
- AP Physics
- AP Calculus AB
- AP Calculus BC
- AP Computer Science (online MOOC)
- Honors English (9<sup>th</sup>-12<sup>th</sup>)
- Honors Math (9<sup>th</sup> – 12<sup>th</sup> & Honors Calculus)
- Honors Social Studies/History (9<sup>th</sup>-12<sup>th</sup>)
- Honors Science (9<sup>th</sup>-12<sup>th</sup>)

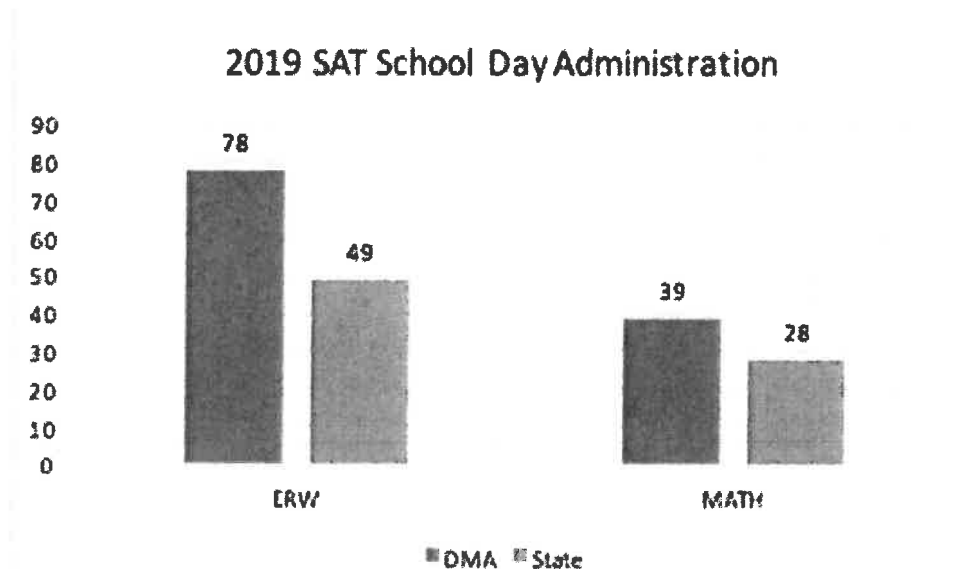
#### **Academic Electives (core subjects)**

- Environmental Science
- Anatomy & Physiology
- Forensics (.5 credits)
- Intro to Engineering (.5 credits)
- Food Science (.5 credits)
- Contemporary Political Issues
- Studies in Drama
- Sports Psychology
- Real World Economics (added 2019-2020)
- Journalism I, II and III
- Spanish IV

The Academy evaluates the academic program each year to ensure we are adjusting to meet the needs of the cadets. The course selection guide is updated each year to keep parents and cadets informed and is published to our school website. In the spring of each year, the school counselor meets with all rising 10<sup>th</sup> graders to select courses; the Dean of Instruction meets individually with every rising 11<sup>th</sup> grader to select courses; The Dean of Cadets meets individually with every rising 12<sup>th</sup> graders to select courses.

## ACADEMIC DATA

The Delaware Department of Education utilizes the SAT as the state's accountability test for high schools. Last school year, 78% of our junior cadets demonstrated proficiency in the evidence-based reading and writing (ERW) portion of the SAT, compared to the statewide percentage of 49%. On the math portion of the SAT, 39% of DMA cadets demonstrated proficiency, compared to the statewide average of 28%.



As part of our Middle States Accreditation, the academy primarily evaluates cadet performance utilizing a growth model. We follow a class from the PSAT 8/9 to the PSAT 10 and finally to the SAT. Our goal is for each class to improve a minimum of 40 points (20 in ERW and 20 in Math) between each test administration. Our objectives were modified in 2017, during our mid-term Middle States review, to reflect the state's change from the DCAS test to the SAT as our assessment measure. Our SAT objective is based on an 11th grade "super score" for the SAT, not the school day administration so numbers will vary from state reported numbers.

### **Middle State Objectives and Progress** – Objective updated as of spring 2017

By the year 2020, cadets at the Delaware Military Academy will demonstrate improved academic performance, as measured by:

*Each cohort will show a 20-point average increase every year in both math and ELA portions of the College Board test. This will result in an average 80-point overall increase between the PSAT 8/9 in 9<sup>th</sup> grade and the SAT in 11<sup>th</sup> grade.*

All juniors take the SAT during the state sponsored SAT School Day administration in April of their junior year. We utilize their previous and subsequent SAT scores to create a super score for juniors.

Here are the results for the last four cohorts:

**Class of 2022 Cohort**

Test Name/Grade	Total Score	ERW	MATH
PSAT 8/9 (Fall 2018)	901	458	442
PSAT 10 (Spring 2020)			
SAT/11 (Spring 2021)			

**Class of 2021 Cohort**

Test Name/Grade	Total Score	ERW	MATH
PSAT 8/9 (Fall 2017)	938	473	465
PSAT 10 (Spring 2019)	999	508	491
SAT 11 (Spring 2020)			

**Class of 2020 Cohort**

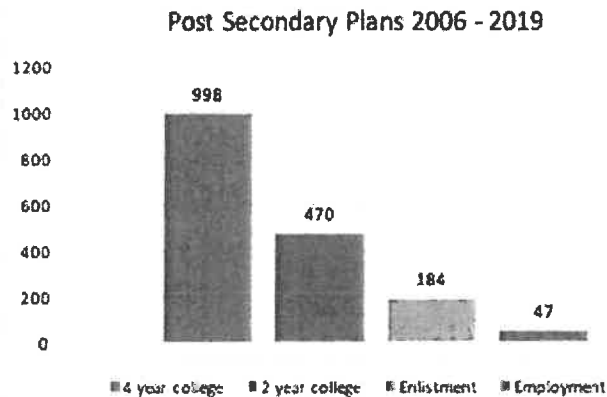
Test Name/Grade	Total Score	ERW	MATH
PSAT 8/9 (Fall 2016)	890	451	439
PSAT 10 (Spring 2018)	967	494	473
SAT/11 (Spring 2019)	1019	518	501

**Class of 2019 Cohort**

Test Name/Grade	Total Score	ERW	MATH
PSAT 8/9 (Fall 2015)	925	469	457
PSAT 10 (Fall 2016)	954	483	471
SAT/11 (Spring 2018)	1044	528	516

## College Acceptance Rates

The first cadet class graduated from DMA in June of 2006. Since then, thirteen more classes have graduated from the Delaware Military Academy totaling 1,699 alumni. These fourteen classes have earned in excess of one hundred seventeen million dollars in scholarship monies and 86% of them have gone on to a post-secondary program of study. In addition, the Academy has sent 36 graduates off to United States Service Academies and 78 graduates have attended college on ROTC scholarships. See Exhibit I for more detailed information about post-secondary plans.



## Alumni of the last four graduating classes have attended the following schools:

Alabama State	Delaware Technical and	Frostburg State University
Albright College	Community College	Gannon University
Alfred College	Delaware Valley University	George Mason Univ.
American University	DeSales University	Georgetown University
Arcadia University	Drexel university	Georgian Court University
Arizona State University	Dusquene University	Goldey-Beacom College
Baylor University	East Carolina University	Gwynedd Mercy University
Bloomsburg University	East Stroudsburg	High Point
Bridgewater College	University	Hofstra University
Butler University	Eastern Kentucky	Holy Names University
Cabrini College	University	Hood College
Caldwell University	Elizabeth City State	Immaculata University
California State University	University	Indiana University
- Northridge	Elizabethtown College	Indiana University of PA
Camden County	Elon University	Jacksonville University
Catholic University	Embry Riddle Aeronautical	James Madison University
Cedar Crest College	University	Kansas Wesleyan
Chatham University	Fairleigh Dickinson	University
Clark Atlanta University	University	Kean College
Coastal Carolina University	Ferris State University	Keystone College
Coker College	Florida Atlantic University	King's College
Coppin State University	Florida Southern College	Kutztown University
Cornell College	Florida Institute of	La Salle University
Dean College	Technology	Lebanon Valley College
Delaware State University	Franklin Pierce University	Liberty University

Limestone College  
Lock Haven University  
Los Angeles City College  
Lynchburg College  
Maine Maritime Academy  
Mary Baldwin University  
Marywood University  
Massachusetts Maritime  
Academy  
McDaniel College  
Mercyhurst College  
Messiah College  
Millersville University  
Misericordia University  
Monmouth University  
Montclair State University  
Mount St Mary's College  
Neumann University  
New Jersey Institute of  
Technology  
Newberry College  
Niagara University  
North Carolina Central  
University  
North Carolina State  
University  
Norwich University  
Notre Dame of Maryland  
University  
Ohio State University  
Oklahoma State University  
Old Dominion University  
Old Dominion University  
Pace University  
Penn State Berks  
Penn State Brandywine  
Penn State Harrisburg  
Penn State Main  
Pfeiffer University

Pittsburgh at Johnstown  
Point Park University  
Radford University  
Randolph College  
Rider University  
Roanoke College  
Robert Morris University  
Roger Williams University  
Rowan University  
Rutgers University  
Saint Francis University  
Saint Leo University  
Salisbury University  
Seton Hall University  
Seton Hill University  
Shippensburg University  
St. John's University  
Stetson University  
Stevenson University  
SUNY Maritime College  
Susquehanna University  
Syracuse University  
Temple University  
Tennessee State  
The Citadel  
Towson University  
United States Coast Guard  
Academy  
United States Merchant  
Marine Academy  
United States Military  
Academy at West Point  
United States Naval  
Academy  
University of Central  
Missouri  
University of Akron  
University of Delaware  
University of Evansville

University of Harford  
University of Maine  
University of Maryland  
University of Maryland  
Baltimore County  
University of Maryland  
Eastern Shore  
University of Mississippi  
University of Nebraska  
University of North Florida  
University of North Texas  
University of Pittsburgh  
University of Rhode Island  
University of Scranton  
University of South  
Carolina  
University of Tampa  
University of the Sciences  
University of W. Florida  
Ursinus College  
Valencia College  
Valley Forge Military  
Virginia Military Institute  
Washington College  
Washington State  
University  
Wesley College  
West Chester University  
West Virginia University  
Westminster College  
Wheeling Jesuit University  
Whittier College  
Widener University  
Wilkes University  
Wilmington University  
York College of PA  
... and many more!

### Is the school meeting its mission?

**Mission:** The mission of the Delaware Military Academy is to prepare young men and women for their next level of education by providing them with a foundation that leads to good citizenship. Encouraged by military training, learning will take place within an environment that embraces both mental and physical health. This holistic approach to education fosters an understanding of the obligations of citizenship and self-discipline. In addition, cadets are exposed to positive moral ideals while being afforded opportunities to engage in appropriate social activities. (See Exhibit G for our mission, belief statements and profile of our graduates)

**Measures:** graduation rate, college acceptances, college and career readiness metrics (PSAT, SAT, ASVAB), daily attendance, extracurricular and athletic participation, Delaware Report Card Data (Exhibit D), community service hours, and ROTC scholarships and service academy appointments.

#### Graduation Rate (last 5 years)

Graduating Class	Graduation Rate
2018	95.74
2017	94.12
2016	96.03
2015	94.29
2014	95.38

#### Average Daily Attendance

2016-17	2017-18	2018-19
95.13%	94.98%	95%

The full school profile (2019-2020) can be viewed in Exhibit H



## ORGANIZATIONAL FRAMEWORK

**Is the school implementing the essential terms of the charter's education program and complying with applicable state and federal requirements?**

- DMA cadets in grade 9 take the PSAT 8/9 in the fall of their freshman year. Cadets in 10th grade participate in the PSAT 10 in the spring of their sophomore year. Cadets in 11th grade have the option to participate in the PSA/NMSQT in the fall and are required to participate in the school day administration of the SAT in the spring. The state utilizes the 11th grade SAT scores for accountability purposes.
  - DMA has a greater than 95% participation rate on the DeSSA Science and Social Studies assessments.
  - The DMA curriculum is aligned with the Delaware State Content Standards as well as the common core standards.
  - DMA employs a special education specialist to monitor cadets with IEP plans and 504 accommodation plans. She facilitates all IEP meetings and works closely with the classroom teachers to meet the needs of the learners.
- 
- The Student Services team meets on a bi-weekly basis to discuss the needs of individual cadets and any appropriate interventions or supports.
  - The administrative team meets on a bi-weekly basis to discuss the overall state of affairs at DMA. This can include any topics from the academic program to facilities to safety and security.
  - DMA utilizes the Data Service Center for processing all choice applications and follows all applicable laws regarding the choice process. This includes holding an open house for prospective cadets each October.
  - DMA's Dean of Instruction and Dean of Cadets review all interim reports and report cards to determine if a cadet needs an academic intervention. This can be done on an informal basis or through a formal academic review board (held twice a year). The goal is to provide supports to help the cadet be successful before they have failed a class.
  - As part of our Navy Junior ROTC program, all cadets participate in weekly physical training sessions as well as the Navy's annual physical fitness test.

### **Is the school protecting the rights of students with disabilities and English Language Learners?**

Students with special needs are initially identified during the enrollment process and by the Student Service Team and/or parental referrals on an ongoing basis. ELL students are identified through the use of the Delaware Department of Education Home Language Survey.

For students with suspected disabilities, a team comprised of all of the mandated meeting attendants conducts a multi-faceted review of the student. The team considers all required components of each disability classification being considered for a student. The required documentation and necessary supports are provided to the family so that they can understand and participate in each step of the process. Annual reviews and/ or regularly scheduled meetings offers the team the opportunity to evaluate the effectiveness of the current programming and plan what the future needs of each individual will be. With regards to IEP goals, Progress Reports are also delivered regularly. The team takes a collaborative approach in the development of the plan and makes updates and modifications based on current data and student needs.

#### **DOE Rating Information (Received April 2019):**

Based on a review of your LEA's data, the Department has determined your LEA Meets Requirements in implementing the requirements of the IDEA. Your LEA is encouraged to continue to analyze current data and develop a continuous improvement plan to improve outcomes for students with disabilities in your LEA.

The full report can be found in Exhibit Q

### **Is the school monitoring and minimizing attrition rates and maintaining enrollment stability?**

The school has a proactive attendance system that allows for continual monitoring of cadet absences and cadets arriving late to school. The Academy has recently added an attendance officer who is making calls on a daily basis to cadets who are absent from school and following up on missing attendance notes. The Academy maintains an average daily attendance rate of approximately 95%.

The Academy primarily serves students who reside in the RCCSD and a handful of cadets have transferred schools as they have come off the waitlist for Charter School of Wilmington, Cab Calloway or Conrad. Occasionally, we will have a cadet who leaves at the end of a school year as they have decided that the unique military structure of the school is not for them. These spots are filled from our waitlist to ensure enrollment stability. All cadets sign a contract in the spring for the following year.

**Enrollment based on September 30th counts:**

Grade	2016-17	2017-18	2018-19
9	157	151	155
10	146	155	147
11	145	135	147
12	136	141	132
Total	584	582	581

In January of 2019, DMA received 431 applicants for 9th grade. An additional 35 applications were received for 10th or 11th grade. Upon completion of the admission process, we extended 200 invitations to applicants and the rest of the applicants entered the waitlist. In early summer, we evaluate the current enrollment to determine if we have space to take any 10th or 11th grade applicants off their respective waitlists. The full admission policy can be found in Exhibit C.

DMA routinely visits HS fairs at the middle school level and participates in the Red Clay High School fair. The academy holds an Open House each October and advertises the Open House in the News Journal/Delaware Online. In addition, the academy is active in numerous community outreach programs.

**Is the school meeting the financial reporting and compliance requirements?**

DMA continues to maintain a level of transparency with regard to its financial condition. We have strong internal controls which are assessed and evaluated periodically, both internally and externally. DMA's Administration has a solid working relationship with the DMA Board of Directors, specifically with the Board Treasurer. In addition to the monthly Board Meetings, DMA's CFO and Treasurer hold monthly meetings with the DMA Finance Committee and Citizens Budget Oversight Committee (CBOC), where the finances are reviewed in depth.

DMA has an independent audit conducted by Barbacane Thornton each year. There have been no findings on our audit since FY13. The FY19 audit has been completed. It is in draft form and currently being finalized. Additionally, the FY19 audit will again be issued with an unqualified opinion.

**Are the school and Board complying with governance and reporting requirements?**

The Commandant serves as the head of school and reports directly to the Board of Directors. The CFO is accountable to the Commandant and the Board of Directors for all financial matters. The academic staff report to either the Dean of Cadets (ELA, Science and all expressive arts/elective programs) or the Dean of Instruction (Math, Social Studies and World Languages). The employees work on a one-year contract. The Academy notifies employees in April each year of their intention regarding renewal of their contract. New employment contracts are signed in June of each year.

The Board of Directors and CBOC members attend the state's financial training at the start of their term. The Board and the CBOC meet on a monthly basis and the minutes are recorded and available on the DMA website. The duties of the Board and Commandant are established in the bylaws which are available on the school website. The Commandant sets goals which are consistent with the strategic plan and the needs of

the school – academic, service/outreach and financial. The Board evaluates the Commandant annually based on goal performance of the school and compliance with regulations.

The list of current board members is provided as Exhibit J

The list of current employees and our Chain of Command can be found in Exhibit K

**How is the school ensuring compliance with regulations governing school facilities, grounds, transportation, safety and health related services?**

- The DMA campus includes three academic buildings (Talley Hall, McDonald Hall and Fusco Hall), a wrestling building, parade field and athletic stadium (opened September 2019). They are maintained by our full time custodial staff on a daily basis and minor cap projects in the summer ensure all buildings and athletic facilities are operating at an optimal level.
- DMA employs a full-time certified school nurse who follows all guidelines set-forth by the State of Delaware. Teachers and staff members who are often off campus with cadets have been trained in CPR to assist in the event of an off-site emergency.
- DMA ensures that all cadets who meet the federal eligibility guidelines for free/reduced lunch, as determined by the Family Survey, are provided breakfast and lunch each day.
- DMA has developed our Battle Bill (Exhibit P) in conjunction with local and state police to ensure we are prepared in the event of an emergency. The administrative team meets on an annual basis to review and update the plan based on any facility changes. The battle bill is reviewed annually with all staff and a digital copy is provided each year. DMA holds monthly fire drills and intruder in the building drills are held twice a year. The emergency evacuation routes are posted in each classroom and reviewed with the cadets at the start of each semester.
- DMA maintains liability insurance on all its property to ensure the quality of our educational program (See Exhibit L)
- DMA contracts with All In One Transportation who handles all daily runs as well as transportation for teams to athletic events. We are in our fourth year with the All In One contract.

**Is the school protecting the rights of all students and employees?**

**Exhibit N - DEEDS Credential Report**

All faculty teachers are required to maintain their DEEDS profile and meet the requirements for certification with the State of Delaware. All core content area teachers are fully certified and hold a continuing license. All DMA staff members were required to complete a background check in spring/summer of 2019 and we will require that it is completed again in 5 years. All staff members are provided an updated staff handbook, which is reviewed during teacher in-service week, to ensure full understanding.

We review the cadet handbook with all cadets as a part of the Naval Science class and all cadets are required to sign acknowledging that they understand the code of conduct. In addition, Grade level assemblies are held in the first two weeks of school to review any changes to the handbook and reinforce key policies. We provide a Teacher/Parent/Cadet compact that is signed each year by the teacher, parent and cadet. This document outlines expectations parents should have of the school and what we expect from our parents and cadets. We work as part of a team and all of us have a role to play for our cadets to be successful. Our disciplinarians are responsible for documenting and reporting any behavior incidents in the Power School Eschool system. Our school webpage includes a bullying prevention policy, as required by Delaware code. The name of our Ombudsperson is also listed on the website so anyone can make an anonymous tip to the hotline. The Title I Complaint policy, student grievance policy and internet safety policy can also be found on the DMA website.

DMA utilizes the state-mandated DPAS II evaluation system. Every year each teacher gets a formative assessment and every two years a teacher receives a summative evaluation. Component V goals will be set using pre and post assessments in the classroom, in conjunction with the supervisor, and will include student performance targets.

Communication is a big part of what we do on a daily basis. The teachers are required to maintain a classroom webpage as well as maintain their online grade book in a timely manner. The Commandant sends out weekly updates to all parents, cadets and staff members detailing positive things going on in the school, upcoming events and sporting updates. These weekly updates are also posted on the DMA website. The administrative team maintains an Outlook based calendar for staff members that allow us to share details about upcoming events or changes to the academic schedule so teachers can plan accordingly.

## FINANCIAL FRAMEWORK

DMA continues to maintain a level of transparency with regard to its financial condition. We have strong internal controls which are assessed and evaluated periodically, both internally and externally. DMA's Administration has a solid working relationship with the DMA Board of Directors, specifically with the Board Treasurer. In addition to the monthly Board Meetings, DMA's CFO and Treasurer hold monthly meetings with the DMA Finance Committee and Citizens Budget Oversight Committee (CBOC), where the finances are reviewed in depth.

DMA consistently meets all of its financial obligations in a timely manner. We are fiscally sound in utilizing all Local, State and Federal funds within the specified guidelines and timeframe parameters. DMA is very active in fundraising to offset costs for expanding the campus. During the campus expansion, DMA has consistently been able to grow its operating reserve balance.

In 2013, DMA started analyzing the previous debt structure. Staying true to our "never be complacent" mantra, we consistently search for creative opportunities to secure our financial future. We simplified a very complex debt structure, and secured a long-term deal with a fixed interest rate.

DMA has an independent audit conducted by Barbacane Thornton each year. There have been no findings on our audit since FY13. The FY19 audit has been completed. It is in draft form and currently being finalized. Additionally, the FY19 audit will again be issued with an unqualified opinion.

The campus vision is now complete. We completed the projects ahead of schedule – in part due to our successful fundraising efforts, but also in line with our reinforced fiduciary practices. We now offer "a first class" high school experience for our cadets, both academically and athletically. We achieved our goals with no impact to our overall operating budget.

In the Appendix, the following financial documents can be found:

Exhibit F - FY20 Approved Preliminary Budget

Exhibit E - FY18 Audit Results

Exhibit M – Monthly Financial Reports to the Board (last 3 months)

## FIVE-YEAR PLANNING

### Projected Enrollment

DMA will continue to maintain a total enrollment each year of approximately 580 cadets in grades 9-12.

The school's targeted population includes students who reside in New Castle County, specifically within the boundaries of the Red Clay Consolidated School District, and those applicants with a specific interest in the military.

Year	2013	2014	2015	2016	2017	2018	2019
Enrollment	556	568	569	564	584	582	581

### What are the school's plans for the next five years of the charter?

In our ongoing efforts to pursue excellence, we will ...

- Continue to build and maintain a positive school climate with all stakeholders
- Continue to build a partnership with the local community through service events, particularly those involving veterans or active duty military (food drive, 22 in 22 Vet Fest, Veteran's Breakfast, etc.)
- Secure grant funding to introduce a 1:1 Chromebook initiative. This would also include the introduction of a LMS (Schoology, Blackboard or something similar) to help minimize the loss of instructional time due to weather related issues.
- Improve cadet outcomes in mathematics
- Continue to expand our dual enrollment and/or Advanced Placement options to potentially include CTE courses and world languages
- Addition of the last level of our new CTE pathway (Business Information Technology) during the 2020-2021 school year which will include a work based internship option to better prepare cadets for college and/or career
- Continue to evaluate our course offerings to ensure a well-rounded high school curriculum to meet the needs of all our cadets.
- Continue to maintain our Superior rating (with academic honors) with the US Navy's Junior ROTC program
- Continue to maintain our DSSF rating of Exceeds Expectations
- DMA will continue to explore options to expand our school footprint and provide a more robust educational program
- Maintain a strong working relationship with the RCCSD and the State of Delaware



## RENEWAL APPLICATION SUPPLEMENT

Charter Renewal Period  
FY 2020 – FY 2024

### EXHIBIT A Renewal Application

September 30, 2019

**LEADERSHIP • CITIZENSHIP • SCHOLARSHIP**

112 Middleboro Road • Wilmington, DE 19804 • 302-998-0745 • 302-998-3521 Fax • [www.demilacad.org](http://www.demilacad.org)

THE DELAWARE MILITARY ACADEMY IS AN EQUAL OPPORTUNITY EMPLOYER. IT DOES NOT DISCRIMINATE ON THE BASIS OF RACE, COLOR, RELIGION, NATIONAL ORIGIN, SEX, SEXUAL ORIENTATION, GENDER IDENTITY, MARITAL STATUS, DISABILITY, AGE, HOMELESS STATUS, GENETIC INFORMATION, OR VETERAN STATUS IN EMPLOYMENT, OR ITS PROGRAMS AND ACTIVITIES.





# Delaware Military Academy

Mr. Dorrell Green  
Superintendent  
Red Clay Consolidated School District

September 30, 2019

RE: Delaware Military Academy Renewal

Dear Mr. Green,

This letter is our charter renewal application for the period beginning July 1, 2020. As our current charter will expire on June 30, 2020, we submit this renewal application consistent with the deadline imposed by Del. Code 14 511(g)(3).

Our request is for renewal of our existing charter. We would like you to consider granting the Delaware Military Academy (DMA) a renewal period of five years.

We ask that you accept this letter as our application and respectfully let us know if there is any additional information you would like from us in order to review our performance and consider our renewal request.

Sincerely,

Mr. Anthony Pullella  
Commandant  
Delaware Military Academy

cc: Dr. Sharon Kurfurst - Chair of the Board, DMA  
Sam Golder – Director of Secondary Schools

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## RENEWAL APPLICATION SUPPLEMENT

Charter Renewal Period  
FY 2020 – FY 2024

### EXHIBIT B

Charter School Renewal Report – April 2019

September 30, 2019

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# Charter School Renewal Report

## Delaware Military Academy

4/17/2019

Mr. Pullella-

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.

This document serves as the report for the Delaware Military Academy.

#### CHARTER SCHOOL INFORMATION

Charter School Name: The Delaware Military Academy

Mailing Address: 112 Middleboro Road  
City/State/Zip: Wilmington DE 19804

Email: anthony.pullella@dma.k12.de.us  
Telephone: 302-998-0745  
Fax: 302-998-3521  
Website: www.demilacad.org

\_\_\_\_\_  
Anthony Pullella  
Commandant

\_\_\_\_\_  
April 17, 2019  
Date

\_\_\_\_\_  
Kenneth Gatson  
Chief Financial Officer

\_\_\_\_\_  
April 17, 2019  
Date

\_\_\_\_\_  
Dr. Sharon Kurfuerst  
Board President

\_\_\_\_\_  
April 17, 2019  
Date

## **History of School**

The Delaware Military Academy was founded in 2003 by a retired Army Colonel and a retired Navy Master Chief. The school was designed to develop young men and women to be strong citizens, confident leaders and excellent students. The first cadet class graduated in June of 2006. Since then, twelve more classes have graduated from the Delaware Military Academy totaling 1,567 alumni. These thirteen classes have earned in excess of one hundred three million dollars in scholarship monies and 86% of them have gone on to a post-secondary program of study. In addition, the Academy has sent 34 graduates off to United States Service Academies and 71 graduates have attended college for free on ROTC scholarships. In 2013, the Academy had four alumni graduate in the same class from the United States Naval Academy – a first in Naval Academy history. We continue to strive to provide the best education for all our cadets on a daily basis. You are all a part of making that happen!

## **Mission**

The mission of the Delaware Military Academy is to prepare young men and women for their next level of education by providing them with a foundation that leads to good citizenship. Encouraged by military training, learning will take place within an environment that embraces both mental and physical health. This holistic approach to education fosters an understanding of the obligations of citizenship and self-discipline. In addition, cadets are exposed to positive moral ideals while being afforded opportunities to engage in appropriate social activities.

## **Philosophy**

Delaware Military Academy's academic, extra-curricular, and leadership programs intertwine to create a well-rounded learning experience for cadets. Through the development of honor, discipline, and integrity, cadets will cultivate strength of character, individual excellence, and responsible leadership. Upon graduation, cadets will possess the skills and characteristics needed to lead lives of academic, personal and professional achievement.

## **Belief Statements**

- The role of the Delaware Military Academy is to educate the entire cadet, paying particular attention to academic, social and emotional needs.
- An education at the Delaware Military Academy fosters citizenship, leadership, self-discipline and independent thought.
- Military training teaches cadets a sense of responsibility, integrity and morality.
- Responsible citizens have a sense of honor and respect for themselves and for others.
- Hard work, dedication, and motivation are essential for learning.
- Cadets, parents and teachers share accountability and responsibility for the cadet's education.
- A safe and enjoyable learning environment promotes positive interaction between cadets and teachers.
- Cadets graduate from DMA ready to accept an adult role in society.
- Service builds strong character, unity, and a sense of responsibility for others.

## Targeted Population and Enrollment Demographics

The school's targeted population includes students who reside in New Castle County and have an interest in the military.

Year	2013	2014	2015	2016	2017	2018	2019
Enrollment	556	568	569	564	584	581	581

## Academic Performance

Delaware schools have seen much change over the past several years in the statewide assessments and tools employed to measure student growth. Delaware Military Academy has chosen to focus on data provided by the College Board's Suite of Assessments. At DMA, cadets in grades 9 through 11 all participate in schoolwide, school-day administered College Board assessments at least once during the academic year. Many cadets also participate in Advanced Placement (AP) courses and take AP exams at the end of the school year in an attempt to earn college credit.

During the 2018-2019 school year, DMA received a rating of 'Exceeds Expectations,' which is the highest possible rating, on Delaware's new school rating system. Additionally, DMA has been nominated as a Blue Ribbon School for academic excellence and progress in closing achievement gaps among student subgroups and will learn the results of this prestigious honor in the fall of 2019.

SAT, School Day - April 2018, 11 <sup>th</sup> grade (reported by the College Board)					
	# of Test Takers	% Met ERW <sup>1</sup>	% Met Math <sup>1</sup>	% Met Both Benchmarks	Mean Score (1520 total points)
School	132	68%	40%	39%	1017
State	8,769	51%	28%	26%	959
All Test Takers (US & Int'l)	432,343	57%	36%	34%	997

*Note<sup>1</sup>: Benchmarks indicating college and career readiness are determined using SAT Suite data and college performance data. The Evidence-based Reading and Writing (ERW) and Math Benchmark scores indicate that cadets whom earned that score or higher are 75% percent likely to earn a C or better in a first-semester, credit-bearing course in the same subject area.*

PSAT 10, School Day – Spring 2018, 10 <sup>th</sup> grade (reported by the College Board)					
	# of Test Takers	% Met ERW <sup>1</sup>	% Met Math <sup>1</sup>	% Met Both Benchmarks	Mean Score (1520 total points)
School	149	83%	50%	49%	967
State	8,829	56%	34%	31%	895
All Test Takers (US & Int'l)	427,564	63%	41%	39%	930

PSAT 8/9, School Day - Fall 2017, 9 <sup>th</sup> grade (reported by the College Board)					
	# of Test Takers	% Met ERW <sup>1</sup>	% Met Math <sup>1</sup>	% Met Both Benchmarks	Mean Score (1520 total points)
School	146	81%	63%	60%	938
State	1,681	57%	39%	35%	856
All Test Takers (US & Int'l)	639,017	57%	40%	36%	860

As a part of DMA's accreditation through Middle States, one of DMA's goals is for each cohort of cadets to show a 20 point average increase each year in both the math and ELA portions of the College Board's assessments, resulting in an average 80 point overall increase between the PSAT 8/9 administered in grade 9 and the SAT administered in grade 11. Baseline scores are taken in the fall of freshman year.

#### Class of 2021 Cohort

Test Name/Grade	Total Score	ERW	MATH
PSAT 8/9 (Fall 2017)	938	473	465
PSAT 10 (Spring 2019)	*To be released in May 2019 by College Board.		
SAT/11 (Spring 2020)			

**Class of 2020 Cohort**

Test Name/Grade	Total Score	ERW	MATH
PSAT 8/9 (Fall 2016)	890	451	439
PSAT 10 (Spring 2018)	967	494	473
SAT/11 (Spring 2019)	*To be released in May 2019 by College Board.		

**Class of 2019 Cohort**

Test Name/Grade	Total Score	ERW	MATH
PSAT 8/9 (Fall 2015)	925	469	457
PSAT 10 (Fall 2016)	954	483	471
SAT/11 (Spring 2018)	1044	528	516

**Class of 2018 Cohort**

Test Name/Grade	Total Score	ERW	MATH
PSAT 10 (Fall 2015)	925	474	451
SAT/11*	1058	541	517

\*All juniors take the SAT during the state sponsored SAT School Day administration in April of their junior year. We will also consider their previous and subsequent SAT scores in each test to create their best super score.



# AP School Summary

Delaware Military Academy (080171) Total Students: 40; Total Schools: 1

## School Totals by Score

Score	Calc AB	Calc BC	Biol	Phys 1	Total Exams	% of Total Exams
5	1		1		2	4.1
4			2	3	5	10.2
3	1	3	3	2	9	18.4
2	9	2	10	5	26	53.1
1	4	1		2	7	14.3
Total	15	6	16	12	49	100.0

## Academic Strengths

Cadets continue to outperform the comparative 9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> grade students across the state, as well as in comparison to the total number of US and international test takers, in Evidence-based Reading and Writing and Mathematics on the PSAT 8/9, PSAT 10, and SAT. This indicates that more cadets are "college or career ready" than those in other institutions. When it comes to Advanced Placement, 16 cadets earned a three or higher in 2018 on at least one AP exam. From the class of 2018, four cadets were named AP Scholars by the College Board: 2- AP Scholars, 1- AP Scholar with Honors, and 1- AP Scholar with Distinction.

In addition to Advanced Placement courses, DMA began offering Dual Enrollment courses in the 2017-2018 school year through a partnership with Delaware Technical and Community College. Eligible cadets may select from the following courses: Math- College Algebra (MAT180), College Pre-Calculus (MAT190), and College Calculus (MAT281); English- Critical Thinking & Academic Writing (ENG101), Composition & Research (ENG102); Social Studies- US History: Pre-Civil War (HIS111), US History: Post-Civil War (HIS112), and World History II (HIS211). During the 2017-2018 school year, 79 cadets took at least one Dual Enrollment course earning at least three transferable college credits. Many took two or even three courses during this inaugural year. For the 2018-2019 school year, the number of cadets whom participated in Dual Enrollment increased by 10%. For the next school year, 2019-2020, interest in Dual Enrollment is even higher.

With each graduating class, DMA's goal for our graduates is that they leave with a post-secondary plan that is right for them. Of the 1,567 cadets that DMA has graduated, 86% opted to pursue a post-secondary degree immediately following high school, 11% joined the armed forces, and 3% entered the workforce or apprenticeship programs. Between 34 Academy Appointments and 71 ROTC Scholarships, 105 cadets have earned the right to attend college for free. What's more, according to the National Clearinghouse, DMA graduates from the class of 2015 re-enrolled in a second year of college at a rate of 96%, whereas the national average is 81%. From the class of 2013, 50% of college-bound cadets graduated in four years, whereas the national average across six years is 60%.

## **Academic Challenges and Opportunities for Growth**

Though Math scores continue to increase, it still proves to be an area for growth. Our 9th graders come to DMA from 30 different middle schools where curriculum and rigor vary. As a result, starting with the 2017-2018 school year, DMA increased the amount of time 9th graders spend in Algebra I to ensure a strong foundation before moving onto upper level math courses. Therefore, Algebra I is no longer a semester course, and instead, meets for 82 minutes every day for the entire school year.

To further address cadets' mathematic needs as well as Evidenced-based Reading and Writing, DMA introduced a comprehensive PSAT and SAT prep program through Naval Science during the second half of the 2018-2019 school year. 9<sup>th</sup> and 10<sup>th</sup> graders work with PSAT bell ringers each day. Review materials for these bell ringers have been taken directly from DMA's PSAT results and focus on the areas in which cadets struggled the most. For our 11th graders, DMA has provided iPads in the Naval Science classrooms for juniors to receive personalized, targeted instruction and practice through College Board and Khan Academy. Furthermore, there has been a concerted effort to have our Naval Science Instructors coach cadets on high stakes testing strategies to improve scores on the PSATs, SATs, ACTs, and the ASVAB. Plus, our Academic Instructors continue to embed SAT preparatory strategies and practice questions into the 9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> grade curriculums.

Each summer, DMA holds a boot camp for the incoming freshman class to orient them to the school and military customs. For the incoming members of the class of 2023, an academic component will be added to improve note-taking, study skills, time management, and more prior to the start of their high school career.

As expected, the pass rate on Advanced Placement Exams and the number of testers decreased as a result of another college-level opportunity being introduced in the 2017-2018 year. For the first time, DMA offered Dual Enrollment courses through a partnership with Delaware Technical and Community College. Through these courses taught on DMA's campus, cadets perform college-level work and receive transferable college credit if they earn a C or higher in the course. DMA anticipates this program expanding in the future to include other course offerings.

At the state level, there is increased emphasis on students being college and career ready upon graduation from Delaware high schools. This continues to be an opportunity for DMA, which participated in its fifth year of College Application Week in 2017-2018. The Guidance Team visited freshman, sophomore, and junior Naval Science classes to discuss what cadets should be focusing on to achieve the goal of college and career readiness at the end of their high school career. Senior Naval Science classes met with various college representatives and completed college applications through the "Common App" with the help of guidance counselors and volunteers from the community.

## **DMA Financial Performance Goals**

**Goal 1:** The Delaware Military Academy will meet the planned enrollment of 585 cadets.

DMA will continue to attend middle school high school fairs including the ones hosted by the Red Clay Consolidated School District. In addition, DMA will continue to advertise in the News Journal our fall Open House for prospective students in October of each year. DMA has, on average, 400 or more applicants each year to fill 150-155 spots in the freshman class. We have met our enrollment goal each year.

**Goal 2:** The Delaware Military Academy will utilize cost-saving measures while maximizing instructional resources.

DMA will continue to assess requests from each academic and operational department. Serious consideration will be given to each request, taking into account the constraints of charter school funding. Preparation of the Preliminary Budget begins in April, and is worked on through the end of the fiscal year. The Final Budget is approved in the November/December time frame each year, once the September 30 Unit Count is certified.

**Goal 3:** The Delaware Military Academy will continue its fundraising efforts.

Due to the lack of capital funding granted to charter schools, DMA will continue to seek out donors to assist with the completion of our planned campus expansion. We have established good rapport with various foundations and individuals. Efforts will be made to reach out to them again, as well as seeking out new opportunities.

**Goal 4:** The Delaware Military academy will continue to meet or exceed its debt covenant requirements.

DMA plans to successfully meet or exceed the current ratio requirement, as well as the unrestricted days of cash on hand requirement. DMA has successfully met or exceeded these requirements in each of the preceding years. These requirements will be monitored through the overall budget planning process.

**Goal 5:** The Delaware Military Academy will receive a clean audit with an unqualified opinion.

DMA has consistently received unqualified opinions on its annual independent audits. Any recommendations have been addressed immediately and there have been no findings. DMA will achieve this goal by maintaining complete and organized financial records, being totally transparent, and continuously working collaboratively with the Board of Directors and CBOC/Finance Committee.

## **Delaware Military Academy Organizational Practices**

The Delaware Military Academy has a unique leadership philosophy that focuses on our three ships - leadership, citizenship and scholarship. We believe in leading by example and treating our teachers and staff as professionals and content area experts. The DMA leadership believes in supporting the whole child through classroom experiences, clubs and activities that support classroom learning, social development through the Navy Junior ROTC program and experiences on sports teams. Every decision that is made at the administrative level is focused on our mission and our three ships.

Our school structure is unique because, as a charter school, we wear many different hats. Our Commandant serves as the Head of School and is responsible for the overall operation and academic programming of the school. He reports directly to the Board of Directors and supervises the rest of the administrative team. The Commandant is also responsible for maintaining open communication with parents and staff, fundraising and donor cultivation, project management and steering the strategic vision of the school.

The Dean of Cadets supervises and supports the English, Science, Business and Expressive Arts teachers. She serves as the homeless coordinator, state test coordinator and grant writer, among other duties. In addition, she works with seniors who are interested in attending a United States Service Academy or wish to attend college on a ROTC scholarship.

The Dean of Instruction supervises and supports the History, Math and Spanish departments. She serves as the 504 coordinator, special education director and SAT/PSAT test coordinator. The Dean of Instruction creates the master schedule and handles the scheduling of all cadets.

The Academy has a unique administrator in our Head Naval Science Instructor. As the only all Navy JROTC program in the country, NJROTC is an integral part of our daily programming. The Head NSI supervises all the JROTC instructors, handles discipline for the 11th and 12th grade cadets and oversees the daily operations of the JROTC program.

The Dean of School Climate is responsible for the overall climate of the school. He works with the administrative team to ensure cadet safety and looks for ways to improve school climate. In addition, he serves as the disciplinarian for the 9th and 10th grade and the athletic director.

The school counselor works to prepare cadets for their post-secondary program. He handles all social-emotional programming for cadets including bringing in outside programming, college visits, evening parent and cadet workshops and one-on-one counseling. He is an integral part of our Student Services Team and ensures that cadets get the support they need to be successful.

Lastly, the administrative team includes our Chief Financial Officer who also serves as our head of Human Resources and transportation supervisor. He works tirelessly to keep our financials in order while ensuring that we have the capacity to grow in the future. In addition, he handles the hiring process for new staff members and coordinates all benefits.

The school is compliant with operational expectations including the McKinney-Vento Homeless Act, Child Abuse Reporting Training, policies/procedures for students related to attendance/early dismissals, September 30th Unit Count, acceptable use policies, Suicide Prevention, DIAA physicals for all student-athletes, reports made by our school nurse, DPAS II

Evaluations, anti-bullying, chemical safety storage and disposal of hazardous materials (Science Department), special education audits (IDEA), and the school receives annual financial audits.

### **Organizational Strengths, Challenges, and Opportunities for Growth**

The Delaware Military Academy's administrative team includes a Commandant, Dean of Cadets, Dean of Instruction/Special Education Coordinator, Head Naval Science Instructor, Chief Financial Officer, School Counselor and Athletic Director/Dean of School Climate. The Commandant and Dean of Cadets hold a Delaware Principal/Assistant Principal certification. The Dean of Instruction holds a Special Education certification and the school counselor is certified as a school counselor.

Our student services team meets on a bi-weekly basis to discuss school wide issues as well as any individual cadets who need assistance. This planned time gives the administrative team the opportunity to review anything, positive or negative, that may be going on and deal with any issues before they become a larger problem. The information from these meetings are shared, when needed, with the building captains who disseminate information to the rest of the teaching staff. In addition, monthly faculty meetings and department meetings are scheduled. The DMA staff work collaboratively to ensure that the cadets have a positive and productive high school experience. The Academy has created school based committees that address overarching issues such as attendance/tardiness, college and career readiness and PSAT/SAT preparation. Our parents are involved on a regular basis through the PTA, sports booster and music boosters association. In addition, our parents volunteer every Friday to assist with serving lunch in the cafeteria and can be regularly seen feeding lunch to the staff. Our parents are second to none. Our DMA cadets work every day to be the best they can be. We encourage them to be well-rounded students and to work to excel in and out of the classroom.

DMA is continually evaluating the academic program to ensure that we meet the needs of all our cadets. We have expanded our post-secondary options to include eight dual enrollment courses and five AP level courses. This has allowed for cadets to earn more college credits and be exposed to college level academic rigor. As a small school, it is a challenge to expand these options as all teachers are teaching multiple courses with multiple sections. Our teachers have risen to the challenge and are delivering well planned and rigorous lessons that are aligned to the CCSS and the NGSS. Our Business and Corporate Management CTE pathway is being phased out and replaced with the NAF Business Information Systems program. This program will allow for on-the-job work-based learning and will eventually lead to dual enrollment opportunities in business. Our CTE pathway is supported by an advisory board that consists of teachers, cadets, alumni, parents and local business owners in the area.

The Delaware Military Academy will continue to explore fundraising opportunities to fund capital projects including the completion of our stadium. With the support of our parents, cadets and the Red Clay Consolidated School District, we will continue to provide a first-class education for all of our cadets.

**Renewal Process**

Red Clay issues charter school renewal report to DMA	4/30/19
Opportunity for DMA to respond with any corrections	5/10/19
Governing board of DMA submits renewal application to Red Clay	9/30/19
Public Hearing	mid-October
Red Clay decides on renewal	11/30/19

**Approval Criteria**

The renewal application from DMA will be assessed by the 16 criteria outlined in Title 14, Chapter 5, 512.

**Summary**

The Red Clay Consolidated School District looks forward to collaborating with the Delaware Military Academy in the upcoming renewal process. Please feel free to ask any questions along the way.



## RENEWAL APPLICATION SUPPLEMENT

Charter Renewal Period

FY 2020 – FY 2024

### EXHIBIT C

#### DMA Admission and Wait List Policy

September 30, 2019

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# **Delaware Military Academy**

## **Admissions Policies & Procedures**

### **Eligibility for Admission**

Delaware Military Academy admits students based on the Delaware Education Code Title 14, Chapter 5 governing charter schools.

It is the intention of the school to reflect the community it serves and be open to any resident in the area that would otherwise attend a high school in Delaware. Preference is given to children of founding board members, children of staff members, siblings of currently enrolled students at Delaware Military Academy, and those with a specific interest relative to the Delaware Military Academy.

### **Open Enrollment**

1. Open enrollment is conducted annually to fill the 9<sup>th</sup> grade class, and any openings in the 10<sup>th</sup> and 11<sup>th</sup> grade classes made available by students who have withdrawn from the school. Eleventh grade applicants will only be considered if they have completed at least one credit of Junior ROTC (or similar program) at their previous high school.
2. The open enrollment period is from the first Monday in November (8:00 am) until the second Wednesday in January (11:59 pm).
3. Applicants must apply through the Delaware School Choice online application ([www.schoolchoicede.org](http://www.schoolchoicede.org))
4. The school will hold an Open House each fall prior to the Open Enrollment Period.
5. The Open House and the Open Enrollment Period will be advertised in the local media and on the school's web page ([www.demilacad.org](http://www.demilacad.org)). The application process will be explained during Open House.
6. All applications must be completed online and must include an essay. The essay prompt may change from year to year and can be typed directly into the application. The essay is one way that we determine specific interest in applicants.
7. If oversubscribed, the Delaware Military Academy will utilize the Data Service Center to establish the waiting list.
8. To be considered for admission, applicants are required to submit an application each year (even if an application was submitted in the prior year) during the Open Enrollment Period.
9. Interviews will be conducted for applicants in the following preference groups:
  - a. Child of a founding board member
  - b. Child of a current staff member
  - c. Siblings\* of current cadets
  - d. Applicants who reside within the boundaries of the RCCSD
  - e. Applicants who have a demonstrated interest
10. A qualified applicant is defined as a candidate who receives a score of 21 or higher (out of 27 possible points) during the interview. All interviewees are asked the same set of questions and scored on the same rubric.



11. If an applicant is not offered an interview but wants to be considered, they may call the main office to request an interview and demonstrate "specific interest."
12. In the event that the DMA is oversubscribed, admission will be offered based on the predetermined preference groups (see below).

### **Preferences**

The Academy will evaluate each applicant and place them in a preference category (see below). Once identified, applicants in groups 1 – 5 will be invited to interview for admission. After the interview process is completed, those applicants who earned a 21 or higher (qualified) will be offered admission. In the event that the grade level is oversubscribed, a lottery will be held with these applicants and the class will be filled in the following order:

1. Qualified applicant child of a Founding Board Member
2. Qualified applicant child of a current teacher or staff member
3. Qualified applicant sibling\* of a currently enrolled student
4. Qualified applicants living within the boundaries of the Red Clay Consolidated School District.
5. Qualified applicants who have a demonstrated a specific interest in the DMA

\*The intent of the sibling preference law is to keep families together. SIBLING by definition is a:

- Biological/adoptive sibling
- Stepsiblings residing in the same household
- Foster children residing within the same household
- Unrelated children residing in the same household "as a family" for at least 12 months prior to the time of the lottery and continuing through to the first day of school.
- Stepsiblings living in different households are not considered siblings entitled to sibling preference.

### **Enrollment and Wait List**

1. Once all qualified candidates have been offered admission or placed at the top of the wait list, the Academy will pull all other applicants and add them to the wait list in the following order:
  1. Non-Qualified applicant child of a Founding Board Member
  2. Non-Qualified applicant child of a current teacher or staff member
  3. Non-Qualified applicant sibling\* of a currently enrolled student
  4. Non-Qualified applicants living within the boundaries of the Red Clay Consolidated School District.
  5. Non-Qualified applicants who have a demonstrated a specific interest in the DMA
  6. All other out of district applicants
2. Enrollment is determined beginning with the 9<sup>th</sup> grade.
3. All applications received after Open Enrollment has closed will be accepted on a "First-Come, First-Serve" basis and will be added to the end of the Wait List in the order in which they were received by the school.
4. The Delaware Military Academy may use the waiting list for admissions until September 30<sup>th</sup> of each year.
5. The Commandant may, at his/her discretion, fill or not fill any new openings on a space-available-basis.

## **Registration**

1. By mid-June, the school shall fill any vacancies remaining after registering returning students to the school, by offering enrollment to students based upon the results of the lottery, application of preferences and the resulting waiting list for the next school year.
2. Ninth grade students who were included in the lottery, and who have been offered admission for the following year, will be required to accept their offer of admission online by the date set by the State of Delaware.
3. The Delaware Military Academy (through the Data Service Center) will send a contract to all students who have accepted admission for the following year. The signed contract must be returned to the Academy by the date set by the State of Delaware.
4. This process includes the parent or guardian's completion of any forms required by the school, and signing of the "Intent to Enroll" statement:

***"I understand that my child is required to remain in this charter school, in the absence of any condition constituting good cause, for at least one school year."***

5. These contracts will be maintained in each cadet's office file and will be made available for inspection to the Department of Education, the State Auditor's Office, or any other person(s) authorized by law to inspect such files.
6. At the end of each academic year, an intent to re-enroll contract will be sent home to current 9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> grade cadets to register their intent to re-enroll for the following school year. These will also be maintained in a cadet's office file.
7. Any applicant offered enrollment after the lottery (i.e. students who come off the waiting list when a vacancy occurs) will also be required to sign the contract as stated above.
8. Those who fail to respond within the acceptance time will lose their place in the incoming class. Every effort will be made by the school to contact that student prior to removing them from the system.

## **Notification**

1. All student applicants will be notified through the Delaware School Choice application of their status in accordance with the timeframes set forth by the State of Delaware.
2. Students who decline admission will not be returned to the wait list.
3. Families who decline their seat(s) for admission forfeit their right to enrollment at the Delaware Military Academy. If the family wishes to be considered at a later date after enrollment is declined, the applicant will need to reapply in a future enrollment period.
4. There is a no tolerance cut-off for students who do not show up for class during the first two days of school for the current school year. If the Delaware Military Academy does not hear from the parent of an enrolled child by that time to explain his/her absence, his/her seat will be filled by the wait list for that grade level.



## RENEWAL APPLICATION SUPPLEMENT

Charter Renewal Period  
FY 2020 – FY 2024

### EXHIBIT D

Delaware 2018 Report Card Data

September 30, 2019

**LEADERSHIP • CITIZENSHIP • SCHOLARSHIP**

112 Middleboro Road • Wilmington, DE 19804 • 302-998-0745 • 302-998-3521 Fax • [www.demilacad.org](http://www.demilacad.org)

THE DELAWARE MILITARY ACADEMY IS AN EQUAL OPPORTUNITY EMPLOYER. IT DOES NOT DISCRIMINATE ON THE BASIS OF RACE, COLOR, RELIGION, NATIONAL ORIGIN, SEX, SEXUAL ORIENTATION, GENDER IDENTITY, MARITAL STATUS, DISABILITY, AGE, HOMELESS STATUS, GENETIC INFORMATION, OR VETERAN STATUS IN EMPLOYMENT, OR ITS PROGRAMS AND ACTIVITIES.



### Academic Achievement

**Rating** Exceeds Expectations  
**Points Earned** 83  
**Points Possible** 150.00

▼ Measures

### School Quality/Student Success

**Rating** Exceeds Expectations  
**Points Earned** 127  
**Points Possible** 150.00

▼ Measures

### Graduation Rate

**Rating** Exceeds Expectations  
**Points Earned** 98  
**Points Possible** 100.00

▼ Measures

### Progress Toward English Language Proficiency

**Rating** Not Applicable  
**Points Earned** N/A  
**Points Possible** N/A

▼ Measures

### Overall

**Rating** Exceeds Expectations  
**Points Earned** 308  
**Points Possible** 400.00



## RENEWAL APPLICATION SUPPLEMENT

Charter Renewal Period

FY 2020 – FY 2024

### EXHIBIT E

### Audit Results

September 30, 2019

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**DELAWARE MILITARY ACADEMY CHARTER SCHOOL**  
(A Component Unit of the State of Delaware)  
**WILMINGTON, DELAWARE**

**FINANCIAL STATEMENTS**

**JUNE 30, 2018**

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**DELAWARE MILITARY ACADEMY CHARTER SCHOOL**  
**(A Component Unit of the State of Delaware)**

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DELAWARE MILITARY ACADEMY CHARTER SCHOOL  
(A Component Unit of the State of Delaware)

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## INDEPENDENT AUDITOR'S REPORT

T 302.478.8940  
F 302.468.4001  
www.btcpa.com

September 28, 2018

Board of Directors  
Delaware Military Academy Charter School  
Wilmington, Delaware

### Report on the Financial Statements

We have audited the accompanying financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of the Delaware Military Academy Charter School ("the School"), Wilmington, Delaware, a component unit of the State of Delaware, as of and for the year ended June 30, 2018, and the related notes to the financial statements, which collectively comprise the School's basic financial statements as listed in the table of contents.

### Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

### Auditor's Responsibility

Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

BARBACANE  
THORNTON  
& COMPANY  
CERTIFIED PUBLIC ACCOUNTANTS

Board of Directors  
Delaware Military Academy Charter School

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, each major fund, and the aggregate remaining fund information of the Delaware Military Academy Charter School, Wilmington, Delaware, as of June 30, 2018, and the respective changes in financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Emphasis of a Matter

As discussed in Note 1 to the financial statements, the Delaware Military Academy Charter School has adopted the requirements of GASB Statement No. 75, "Accounting and Financial Reporting for Postemployment Benefits Other than Pensions." This statement modifies the accounting for the School's other postemployment benefits. As a result, the beginning governmental activities net position has been restated. Our opinion is not modified with respect to this matter.

Report on Summarized Comparative Information

We have previously audited the School's 2017 financial statements, and we expressed unmodified opinions on the respective financial statements of the governmental activities, each major fund, and the aggregate remaining fund information in our report dated September 18, 2017. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2017 is consistent, in all material respects, with the audited financial statements from which it has been derived.

Other Matters

*Required Supplemental Information*

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis on pages 4 through 11, and the budgetary comparison schedule - general fund, schedule of the School's proportionate share of the net pension liability, schedule of School pension contributions, schedule of the School's proportionate share of the net OPEB liability, and schedule of School OPEB contributions on pages 42 through 46 be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Board of Directors  
Delaware Military Academy Charter School

Other Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the School's basic financial statements. The combining balance sheet - general fund, combining statement of revenues, expenditures, and changes in fund balances - general fund, and schedule of expenditures by natural classification - governmental funds, are presented for purposes of additional analysis and are not a required part of the basic financial statements. The schedule of expenditures of federal awards is presented for purposes of additional analysis as required by Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*, and is also not a required part of the basic financial statements.

The combining balance sheet - general fund, combining statement of revenues, expenditures, and changes in fund balances - general fund, schedule of expenditures by natural classification - governmental funds, and the schedule of expenditures of federal awards are the responsibility of management and were derived from and relate directly to the underlying accounting and other records used to prepare the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the combining balance sheet - general fund, combining statement of revenues, expenditures, and changes in fund balances - general fund, schedule of expenditures by natural classification - governmental funds, and the schedule of expenditures of federal awards are fairly stated, in all material respects, in relation to the basic financial statements as a whole.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated September 28, 2018, on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.

*Barbacane, Thornton & Company LLP*  
BARBACANE, THORNTON & COMPANY LLP

## **MANAGEMENT'S DISCUSSION AND ANALYSIS**

**DELAWARE MILITARY ACADEMY CHARTER SCHOOL  
MANAGEMENT'S DISCUSSION AND ANALYSIS – UNAUDITED  
JUNE 30, 2018**

Our discussion and analysis of the financial performance of the Delaware Military Academy Charter School ("the School") provides an overview of the School's financial activities for the year ended June 30, 2018, which is the School's fifteenth full year of operation. Please read it in conjunction with the Independent Auditor's Report and the School's financial statements.

**FINANCIAL HIGHLIGHTS**

The School's net position decreased by \$672,183, and general revenues accounted for \$6,151,074 or 90 percent of total revenues.

The school implemented Governmental Accounting Standards Board ("GASB") Statement No. 75, "Accounting and Financial Reporting for Postemployment Benefits Other Than Pensions." The purpose of this statement is to improve transparency, consistency, and comparability of postemployment benefits other than pensions reported by state and local governments (e.g. charter schools and school districts). The implementation of GASB Statement No. 75 has had an impact on the entity-wide statements. The School is now required to report its proportionate share of the net other post-employment benefits ("OPEB") liability. This portion of the net OPEB liability resulted in a total deficit in net position of \$9,488,386. The net OPEB liability reported in these financial statements at June 30, 2018 totals \$11,789,102. While the net OPEB liability is significant to the School's financial statements, it is a liability that the School has limited control over. This liability is anticipated to continue to increase in future years as medical costs increase. Reporting in the governmental fund is not affected by the implementation of this statement.

**USING THE ANNUAL FINANCIAL REPORT**

This annual financial report consists of a series of financial statements and notes to those statements. The statements are organized so that the reader can understand the School as a whole and then proceed to provide an increasingly detailed look at specific financial activities.

**REPORTING THE SCHOOL AS A WHOLE**

***The Statement of Net Position and Statement of Activities***

One of the most important questions asked about School finances is, "Is the School better or worse off as a result of the year's activities?" The statement of net position and the statement of activities report information about the School as a whole and about its activities in a manner that helps to answer this question. These statements include all assets, deferred outflows of resources, liabilities, and deferred inflows of resources using the accrual basis of accounting similar to the accounting used by private sector corporations. All of the current year's revenues and expenses are taken into consideration regardless of when cash is received or paid.

These two statements report the School's net position (deficit) and changes in net position (deficit). The change in net position (deficit) provides the reader with a tool to assist in determining whether the School's financial health is improving or deteriorating. The reader will need to consider other

**DELAWARE MILITARY ACADEMY CHARTER SCHOOL  
MANAGEMENT'S DISCUSSION AND ANALYSIS – UNAUDITED (CONT'D)  
JUNE 30, 2018**

nonfinancial factors such as student enrollment stability and facility conditions in arriving at a conclusion regarding the overall health of the School.

**REPORTING THE SCHOOL'S MOST SIGNIFICANT FUNDS**

***Fund Financial Statements***

Our analysis of the School's major funds and fund financial statements provides detailed information about the most significant funds - not the School as a whole. Some funds are required to be established by State statute, while other funds are established by the School to help manage money for particular purposes and compliance with various grant provisions.

***Governmental Funds***

All of the School's activities are reported in governmental funds, which focus on how money flows into and out of those funds and the balances left at year end available for spending in future periods. These funds are reported using the modified accrual method of accounting, which measures cash and other financial assets that can be readily converted to cash. The governmental fund statements provide a detailed short-term view of the School's general government operations and the basic services it provides. Governmental fund information helps one determine whether there are more or fewer financial resources available to spend in the near future to finance the School's programs. The relationship (or differences) between governmental activities (reported in the statement of net position and the statement of activities) and governmental funds is reconciled in the basic financial statements. Activities related to capital assets, long-term debt, and compensated absences are the primary reconciling items.

**ENTITY-WIDE FINANCIAL ANALYSIS**

As noted earlier, net position may serve over time as a useful indicator of a government's financial position. In the case of the School, assets and deferred outflows of resources were exceeded by liabilities and deferred inflows of resources resulting in a deficit of \$9,488,386 at the close of the fiscal year. A comparative net position analysis of fiscal years 2017 and 2018 follows:

**Table 1  
NET POSITION**

	Governmental Activities	
	2018	2017
<b>ASSETS AND DEFERRED OUTFLOWS OF RESOURCES</b>		
Current and Other Assets:		
Cash and pooled cash	\$ 3,328,306	\$ 2,656,197
Investments	913,074	907,732
Pledges receivable	112,593	400,538
Loan proceeds receivable	-	1,083,525
Total Current Assets	<u>4,353,973</u>	<u>5,047,992</u>

**DELAWARE MILITARY ACADEMY CHARTER SCHOOL  
MANAGEMENT'S DISCUSSION AND ANALYSIS – UNAUDITED (CONT'D)  
JUNE 30, 2018**

**Table 1  
NET POSITION**

(cont'd)	Governmental Activities	
	2018	2017
Noncurrent Assets:		
Land and land improvements	3,007,540	3,007,540
Construction-in-progress	138,336	4,647,054
Capital assets, net of depreciation	14,605,976	8,022,144
Pledges receivable	2,200,000	2,400,000
Due from State of Delaware	497,206	478,788
Total Noncurrent Assets	<u>20,449,058</u>	<u>18,555,526</u>
Deferred Outflows of Resources:		
Deferred pension contributions	318,088	272,738
Deferred outflows - pension	734,597	943,488
Deferred OPEB contributions	336,615	338,754
Deferred outflows - OPEB	96,729	-
Total Deferred Outflows of Resources	<u>1,486,029</u>	<u>1,554,980</u>
<b>TOTAL ASSETS AND DEFERRED OUTFLOWS OF RESOURCES</b>	<u>26,289,060</u>	<u>25,158,498</u>
<b>LIABILITIES, DEFERRED INFLOWS OF RESOURCES, AND NET POSITION</b>		
Current Liabilities:		
Accounts payable	44,541	1,090,847
Accrued salaries and related costs	899,255	743,293
Accrued interest payable	211,481	221,235
Bonds payable, net	321,684	188,683
Total Current Liabilities	<u>1,476,961</u>	<u>2,244,058</u>
Noncurrent Liabilities:		
Compensated absences	497,206	478,788
Bonds payable, net	18,431,513	16,146,729
Net pension liability	2,142,456	2,200,789
Net OPEB liability	11,789,102	12,856,063
Total Noncurrent Liabilities	<u>32,860,277</u>	<u>31,682,369</u>
DEFERRED INFLOWS OF RESOURCES:		
Deferred inflows - pension	40,576	48,274
Deferred inflows - OPEB	1,399,632	-
Total Deferred Inflows of Resources	<u>1,440,208</u>	<u>48,274</u>
<b>NET POSITION (DEFICIT):</b>		
Net investment in capital assets	162,027	221,422
Restricted	1,250,872	942,596
Unrestricted (deficit)	<u>(10,901,285)</u>	<u>(9,980,221)</u>
<b>TOTAL NET POSITION (DEFICIT)</b>	<u>\$ (9,488,386)</u>	<u>\$ (8,816,203)</u>

**DELAWARE MILITARY ACADEMY CHARTER SCHOOL  
MANAGEMENT'S DISCUSSION AND ANALYSIS – UNAUDITED (CONT'D)  
JUNE 30, 2018**

**Table 2  
CHANGES IN NET POSITION**

	Governmental Activities	
	2018	2017
<b>REVENUES</b>		
General revenue:		
Charges to school districts	\$ 2,019,735	\$ 1,956,882
Payments from primary government	4,113,125	4,236,208
Earnings on cash and investments	18,214	34,673
Program revenue:		
Charges for services	158,149	158,790
Operating grants and contributions	506,879	544,003
Capital grants and contributions	47,061	4,148,699
<b>TOTAL REVENUES</b>	<u>6,863,163</u>	<u>11,079,255</u>
<b>EXPENSES</b>		
Instructional services	5,621,904	4,970,496
Support services:		
Operation and maintenance of facilities	723,242	683,242
Transportation	325,000	357,919
Food service	87,711	60,003
Interest on long-term debt	722,339	662,501
Financing costs	55,150	195,937
<b>TOTAL EXPENSES</b>	<u>7,535,346</u>	<u>6,930,098</u>
<b>CHANGE IN NET DEFICIT</b>	<u>\$ (672,183)</u>	<u>\$ 4,149,157</u>

***Governmental Activities***

Net deficit of the School's governmental activities increased by \$672,183.

The statement of activities shows the cost of program services and the charges for services and grants offsetting those services. The table below reflects the cost of program services and the net cost of those services after taking into account the program revenues for governmental activities. General revenues that include charges to school districts, investment earnings, and state entitlements must support the net cost of the School's programs.

	2018		2017	
	Total Cost	Net Cost	Total Cost	Net Cost (Revenue)
<i>Governmental Activities</i>				
Instructional services	\$ 5,621,904	\$ 5,115,025	\$ 5,115,025	\$ 4,426,493
Support services:				
Operation and maintenance of facilities	723,242	600,691	683,242	(3,542,632)
Transportation	325,000	325,000	357,919	357,919
Food service	87,711	5,052	60,003	(21,612)
Interest on long-term debt	722,339	722,339	662,501	662,501
Financing costs	55,150	55,150	195,937	195,937
<b>Total Expenses</b>	<u>\$ 7,535,346</u>	<u>\$ 6,823,257</u>	<u>\$ 6,930,098</u>	<u>\$ 2,078,606</u>



**DELAWARE MILITARY ACADEMY CHARTER SCHOOL  
MANAGEMENT'S DISCUSSION AND ANALYSIS – UNAUDITED (CONT'D)  
JUNE 30, 2018**

The reliance on general revenues to support governmental activities is indicated by the net services column reflecting the need for \$6,823,257 of support.

**THE SCHOOL'S FUNDS**

The School's governmental funds (as presented on the balance sheet) as of June 30, 2018 reported a combined fund balance of \$3,297,584 compared to last year's total fund balance of \$2,813,314.

***Governmental Funds***

The School's fund balances increased overall due to capital contributions and current year loan drawdowns exceeding current year capital outlays related to the dome project and debt service. The table that follows assists in illustrating the financial activities and balance of governmental activities.

**REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES**

	Total Governmental Funds	
	2018	2017
<b>REVENUES</b>		
Charges to school districts	\$ 2,019,735	\$ 1,956,882
State aid	4,094,707	4,163,316
Federal aid	142,690	117,257
Food service	82,659	81,615
Cadet fees	75,490	77,175
Earnings on cash and investments	18,214	34,673
Contributions	899,195	1,848,630
<b>TOTAL REVENUES</b>	<b>7,332,690</b>	<b>8,279,548</b>
<b>EXPENDITURES</b>		
Current:		
Instructional services	5,239,878	4,805,437
Operation and maintenance of facilities	322,180	399,840
Transportation	325,000	357,919
Food service	87,711	60,003
Capital outlays:		
Property	2,463,063	4,615,967
Equipment	41,130	38,910
Debt service:		
Principal	5,409,014	175,000
Interest	735,776	661,530
Financing costs	55,150	195,937
<b>TOTAL EXPENDITURES</b>	<b>14,678,902</b>	<b>11,310,543</b>
<b>DEFICIENCY OF REVENUES UNDER EXPENDITURES</b>	<b>(7,346,212)</b>	<b>(3,030,995)</b>

**DELAWARE MILITARY ACADEMY CHARTER SCHOOL  
MANAGEMENT'S DISCUSSION AND ANALYSIS – UNAUDITED (CONT'D)  
JUNE 30, 2018**

**REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES**

(cont'd)	Total Governmental Funds	
	2018	2017
OTHER FINANCING SOURCES		
Proceeds from debt issuance	7,830,482	2,872,542
TOTAL OTHER FINANCING SOURCES	7,830,482	2,872,542
NET CHANGE IN FUND BALANCES	484,270	(158,453)
FUND BALANCES, BEGINNING OF YEAR	2,813,314	2,971,767
FUND BALANCES, END OF YEAR	\$ 3,297,584	\$ 2,813,314

The decrease in revenues for the year was due to largely to the School's capital campaign in the prior year related to the dome project. As that project was finished during fiscal year 2018, capital donations decreased significantly from the previous year. Other revenues were relatively consistent with the prior year.

Revenues and other financing sources overall exceeded expenditures during the fiscal year, resulting in a \$484,270 increase in fund balances.

**GENERAL FUND BUDGET INFORMATION**

The School's general fund budget is prepared in accordance with the modified accrual basis of accounting. The School may amend its revenue and expenditure estimates periodically due to changing conditions. The budget is presented as amended.

The following are explanations for the more significant variances between budget versus actual revenues and expenditures as shown on page 42.

***Revenues***

Charges to School Districts

An unfavorable variance of \$330,168 is attributed to other revenues received from school districts outside of the annual billings, which fluctuate heavily from year to year. The yearly fluctuations make these other revenues difficult to budget for.

Federal Aid

An unfavorable variance of \$61,998 results from the timing of recognition of federal funds. Federal funds are recognized when they are spent. These funds are typically 15-month grants, and their start/end dates do not align with the fiscal year. More federal funds will be spent in the next fiscal year to obligate the funds prior to the grants' various expiration dates.

**DELAWARE MILITARY ACADEMY CHARTER SCHOOL  
MANAGEMENT'S DISCUSSION AND ANALYSIS – UNAUDITED (CONT'D)  
JUNE 30, 2018**

Contributions

An unfavorable variance of \$93,850 is attributed to the School's annual fund drive generating lower contributions than in prior years or the expected amount due to members of the community also contributing to the School's capital campaign (recorded in the Capital Projects fund). This resulted in community members donating to only one of the two campaigns, or donating a lesser amount than the amount donated in prior years.

***Expenditures***

Salaries

An unfavorable variance of \$86,998 is attributed to an unbudgeted teaching position being added to ensure that the School was appropriately staffed for the level of enrollment.

Contractual Services

A favorable variance of \$156,326 is attributed to the School's careful management of its costs for professional services and other related expenses.

Supplies and Materials

An unfavorable variance of \$108,391 is attributed to the need for miscellaneous instructional and other supplies exceeding the amount budgeted for the year. The School is committed to ensuring that students have the required instructional materials to further their education.

Capital Outlay - Property

A favorable variance of \$120,000 is due to no property purchases being made in the current year.

Capital Outlay - Equipment

An unfavorable variance of \$41,130 is attributed to the purchase of equipment using general fund funds that were not initially budgeted for.

**CAPITAL ASSETS**

The School has \$17,751,852 invested in capital assets net of depreciation. Acquisitions totaled \$2,504,193, of which \$2,463,063 related to the construction of the new monolithic dome building. Depreciation expense for the year totaled \$429,079. Detailed information regarding capital asset activity is included in the notes to the basic financial statements.

**DELAWARE MILITARY ACADEMY CHARTER SCHOOL  
MANAGEMENT'S DISCUSSION AND ANALYSIS – UNAUDITED (CONT'D)  
JUNE 30, 2018**

**DEBT ADMINISTRATION**

At the end of the current fiscal year, the School has total bonds payable outstanding, net of premiums, of \$18,753,197. The majority of this debt is a direct result of purchasing the School facility and the construction of the new monolithic dome building.

**FACTORS EXPECTED TO HAVE AN EFFECT ON FUTURE OPERATIONS**

Fiscal year 2018 was the fifteenth year of operation as a functioning school. During fiscal year 2018, the School completed a construction on the monolithic dome building, which houses student classrooms, staff offices, and an athletics center. The dome structure will allow the School to increase its enrollment, and will also allow the School to host a wider range of athletic and other extracurricular events. The increase in enrollment will increase revenues from both local school districts and the State of Delaware.

**CONTACTING THE SCHOOL'S FINANCIAL MANAGEMENT**

This financial report is designed to provide our fellow citizens, customers, parents, investors, potential investors, and creditors with a general overview of the School's finances. If you have questions about this report or need additional financial information, contact the School's Chief Financial Officer at (302) 998-0745.

## **BASIC FINANCIAL STATEMENTS**

---

**DELAWARE MILITARY ACADEMY CHARTER SCHOOL**  
**STATEMENTS OF NET POSITION**  
**JUNE 30, 2018 AND 2017**

	Governmental Activities	
	2018	2017
<b>ASSETS AND DEFERRED OUTFLOWS OF RESOURCES</b>		
<b>CURRENT ASSETS:</b>		
Cash and pooled cash	\$ 3,328,306	\$ 2,656,197
Investments	913,074	907,732
Loan proceeds receivable	-	1,083,525
Pledges receivable	112,593	400,538
Total Current Assets	<u>4,353,973</u>	<u>5,047,992</u>
<b>NONCURRENT ASSETS:</b>		
Land and land improvements	3,007,540	3,007,540
Construction-in-progress	138,336	4,647,054
Capital assets, net of depreciation	14,605,976	8,022,144
Pledges receivable	2,200,000	2,400,000
Due from State of Delaware	497,206	478,788
Total Noncurrent Assets	<u>20,449,058</u>	<u>18,555,526</u>
<b>TOTAL ASSETS</b>	<u>24,803,031</u>	<u>23,603,518</u>
 <b>DEFERRED OUTFLOWS OF RESOURCES:</b>		
Deferred pension contributions	318,088	272,738
Deferred outflows - pension	734,597	943,488
Deferred OPEB contributions	336,615	338,754
Deferred OPEB	96,729	-
<b>TOTAL DEFERRED OUTFLOWS OF RESOURCES</b>	<u>1,486,029</u>	<u>1,554,980</u>
 <b>TOTAL ASSETS AND DEFERRED OUTFLOWS OF RESOURCES</b>	<u><u>\$ 26,289,060</u></u>	<u><u>\$ 25,158,498</u></u>
 <b>LIABILITIES, DEFERRED INFLOWS OF RESOURCES, AND NET POSITION (DEFICIT)</b>		
<b>CURRENT LIABILITIES:</b>		
Accounts payable	\$ 44,541	\$ 1,090,847
Accrued salaries and related costs	899,255	743,293
Accrued interest payable	211,481	221,235
Bonds & notes payable, net	321,684	188,683
Total Current Liabilities	<u>1,476,961</u>	<u>2,244,058</u>
<b>NONCURRENT LIABILITIES:</b>		
Compensated absences	497,206	478,788
Bonds & notes payable, net	18,431,513	16,146,729
Net pension liability	2,142,456	2,200,789
Net OPEB liability	11,789,102	12,856,063
Total Noncurrent Liabilities	<u>32,860,277</u>	<u>31,682,369</u>
<b>TOTAL LIABILITIES</b>	<u>34,337,238</u>	<u>33,926,427</u>
 <b>DEFERRED INFLOWS OF RESOURCES:</b>		
Deferred inflows - pension	40,576	48,274
Deferred inflows - OPEB	1,399,632	-
<b>TOTAL DEFERRED INFLOWS OF RESOURCES</b>	<u>1,440,208</u>	<u>48,274</u>
 <b>NET POSITION (DEFICIT):</b>		
Net investment in capital assets	162,027	221,422
Restricted	1,250,872	942,596
Unrestricted (deficit)	<u>(10,901,285)</u>	<u>(9,980,221)</u>
<b>TOTAL NET POSITION (DEFICIT)</b>	<u>(9,488,386)</u>	<u>(8,816,203)</u>
 <b>TOTAL LIABILITIES, DEFERRED INFLOWS OF RESOURCES, AND NET POSITION (DEFICIT)</b>	<u><u>\$ 26,289,060</u></u>	<u><u>\$ 25,158,498</u></u>

The accompanying notes are an integral part of these financial statements.

FOR THE YEAR ENDED JUNE 30, 2018

The accompanying notes are an integral part of these financial statements.

**DELAWARE MILITARY ACADEMY CHARTER SCHOOL  
BALANCE SHEET - GOVERNMENTAL FUNDS**

**JUNE 30, 2018**

(With Summarized Comparative Data for June 30, 2017)

	General Fund	Debt Service Fund	Capital Projects Fund	Totals
				2018      2017
<b>ASSETS</b>				
Cash and pooled cash	\$ 2,916,149	\$ 88,534	\$ 323,623	\$ 3,328,306
Investments	74,359	838,715	-	913,074
Loan proceeds receivable	-	-	-	-
Pledges receivable	-	-	2,312,593	2,312,593
<b>TOTAL ASSETS</b>	<b>\$ 2,990,508</b>	<b>\$ 927,249</b>	<b>\$ 2,636,216</b>	<b>\$ 6,553,973</b>
				<b>\$ 7,447,992</b>
<b>LIABILITIES, DEFERRED INFLOWS OF RESOURCES, AND FUND BALANCES</b>				
<b>LIABILITIES:</b>				
Accounts payable	\$ 44,541	\$ -	\$ -	\$ 44,541
Accrued salaries and related benefits	899,255	-	-	899,255
Total Liabilities	943,796	-	-	943,796
				<b>\$ 1,090,847</b>
				<b>743,293</b>
				<b>1,834,140</b>
<b>DEFERRED INFLOWS OF RESOURCES:</b>				
Unavailable revenue - pledges	-	-	2,312,593	2,312,593
<b>TOTAL DEFERRED INFLOWS OF RESOURCES</b>	<b>-</b>	<b>-</b>	<b>2,312,593</b>	<b>2,312,593</b>
				<b>2,800,538</b>
<b>FUND BALANCES:</b>				
Committed	293,802	-	-	293,802
Restricted	-	927,249	323,623	1,250,872
Unassigned	1,752,910	-	-	1,752,910
Total Fund Balances	2,046,712	927,249	323,623	3,297,584
				<b>306,331</b>
				<b>942,596</b>
				<b>1,564,387</b>
				<b>2,813,314</b>
<b>TOTAL LIABILITIES, DEFERRED INFLOWS OF RESOURCES, AND FUND BALANCES</b>	<b>\$ 2,990,508</b>	<b>\$ 927,249</b>	<b>\$ 2,636,216</b>	<b>\$ 6,553,973</b>
				<b>\$ 7,447,992</b>

The accompanying notes are an integral part of these financial statements.



**DELAWARE MILITARY ACADEMY CHARTER SCHOOL  
RECONCILIATION OF BALANCE SHEET - GOVERNMENTAL FUNDS  
TO STATEMENT OF NET POSITION  
JUNE 30, 2018**

**TOTAL FUND BALANCES - GOVERNMENTAL FUNDS**

**\$ 3,297,584**

The amounts reported for governmental activities in the statement of net position are different because:

Capital assets used in governmental activities are not financial resources and, therefore, are not reported in the funds. Capital assets net of accumulated depreciation as detailed in the footnotes are included in the statement of net position.

17,751,852

Long-term assets (the reimbursement for compensated absences) applicable to governmental activities are not due and receivable in the current period and, therefore, are not reported as fund assets.

Due from State of Delaware

497,206

Some of the School's revenues will be collected after year end but are not available soon enough to pay for the current period's expenditures and, therefore, are unavailable in the funds.

2,312,593

Long-term liabilities applicable to the governmental activities are not due and payable in the current period and, therefore, are not reported as fund liabilities. Those liabilities consist of:

Compensated absences	\$ (497,206)
Accrued interest payable	(211,481)
Bonds & notes payable	(18,753,197)
Net pension liability	(2,142,456)
Net OPEB liability	<u>(11,789,102)</u>

(33,393,442)

Deferred inflows and outflows related to the School's net pension liability are based on the differences between actuarially determined actual and expected investment returns, changes in the actuarially determined proportion of the School's amount of the total pension liability, and pension contributions made after the measurement date of the net pension liability. These amounts will be amortized over the estimated remaining average service life of the employees.

Deferred pension contributions	318,088
Deferred outflows - pension	734,597
Deferred inflows - pension	<u>(40,576)</u>

1,012,109

Deferred inflows and outflows related to the School's net OPEB liability are based on the differences between actuarially determined actual and expected investment returns, changes in the actuarially determined proportion of the School's amount of the total OPEB liability, and OPEB contributions made after the measurement date of the net OPEB liability. These amounts will be amortized over the estimated remaining average service life of the employees.

Deferred OPEB contributions	336,615
Deferred outflows - OPEB	96,729
Deferred inflows - OPEB	<u>(1,399,632)</u>

(966,288)

**TOTAL NET DEFICIT - GOVERNMENTAL ACTIVITIES**

**\$ (9,488,386)**

The accompanying notes are an integral part of these financial statements.

**DELAWARE MILITARY ACADEMY CHARTER SCHOOL**  
**STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES -**  
**GOVERNMENTAL FUNDS**  
**FOR THE YEAR ENDED JUNE 30, 2018**  
**(With Summarized Comparative Data for the Year Ended June 30, 2017)**

	General Fund	Debt Service Fund	Capital Projects Fund	Totals	
				2018	2017
<b>REVENUES</b>					
Charges to school districts	\$ 2,019,735	\$ -	\$ -	\$ 2,019,735	\$ 1,956,882
State aid	4,094,707	-	-	4,094,707	4,163,316
Federal aid	142,690	-	-	142,690	117,257
Food service	82,659	-	-	82,659	81,615
Cadet fees	75,490	-	-	75,490	77,175
Earnings on cash and investments	16,681	1,533	-	18,214	34,673
Contributions	364,189	-	535,006	899,195	1,848,630
<b>TOTAL REVENUES</b>	<u>6,796,151</u>	<u>1,533</u>	<u>535,006</u>	<u>7,332,690</u>	<u>8,279,548</u>
<b>EXPENDITURES</b>					
Current:					
Instructional services	5,239,878	-	-	5,239,878	4,805,437
Operation and maintenance of facilities	315,893	-	6,287	322,180	399,840
Transportation	325,000	-	-	325,000	357,919
Food service	87,711	-	-	87,711	60,003
Capital outlays:					
Property	-	-	2,463,063	2,463,063	4,615,967
Equipment	41,130	-	-	41,130	38,910
Debt service:					
Principal	-	185,000	5,224,014	5,409,014	175,000
Interest	-	638,375	97,401	735,776	661,530
Financing costs	9,600	-	45,550	55,150	195,937
<b>TOTAL EXPENDITURES</b>	<u>6,019,212</u>	<u>823,375</u>	<u>7,836,315</u>	<u>14,678,902</u>	<u>11,310,543</u>
<b>EXCESS (DEFICIENCY) OF REVENUES OVER (UNDER) EXPENDITURES</b>	<u>776,939</u>	<u>(821,842)</u>	<u>(7,301,309)</u>	<u>(7,346,212)</u>	<u>(3,030,995)</u>
<b>OTHER FINANCING SOURCES (USES)</b>					
Transfers in	247,430	848,375	-	1,095,805	1,250,551
Transfers out	(848,375)	-	(247,430)	(1,095,805)	(1,250,551)
Proceeds from debt issuance	-	-	7,830,482	7,830,482	2,872,542
<b>TOTAL OTHER FINANCING SOURCES (USES)</b>	<u>(600,945)</u>	<u>848,375</u>	<u>7,583,052</u>	<u>7,830,482</u>	<u>2,872,542</u>
<b>NET CHANGE IN FUND BALANCES</b>	<u>175,994</u>	<u>26,533</u>	<u>281,743</u>	<u>484,270</u>	<u>(158,453)</u>
<b>FUND BALANCES, BEGINNING OF YEAR</b>	<u>1,870,718</u>	<u>900,716</u>	<u>41,880</u>	<u>2,813,314</u>	<u>2,971,767</u>
<b>FUND BALANCES, END OF YEAR</b>	<u>\$ 2,046,712</u>	<u>\$ 927,249</u>	<u>\$ 323,623</u>	<u>\$ 3,297,584</u>	<u>\$ 2,813,314</u>

The accompanying notes are an integral part of these financial statements.

**DELAWARE MILITARY ACADEMY CHARTER SCHOOL  
RECONCILIATION OF STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN  
FUND BALANCES - GOVERNMENTAL FUNDS TO STATEMENT OF ACTIVITIES  
FOR THE YEAR ENDED JUNE 30, 2018**

NET CHANGE IN FUND BALANCES - TOTAL GOVERNMENTAL FUNDS \$ 484,270

Amounts reported for governmental activities in the statement of activities are different because:

Governmental funds report capital outlays as expenditures. However, in the statement of activities, assets with an initial, individual cost of more than \$1,000 are capitalized, and the cost is allocated over their estimated useful lives and reported as depreciation expense. This is the amount by which capital outlays exceeded depreciation expense in the current period.

Capital outlays	\$ 2,504,193	
Depreciation expense	<u>(429,079)</u>	2,075,114

Some revenues reported in the statement of activities are not available to finance current expenditures and, therefore, are not reported as revenues in the governmental funds. (469,527)

The issuance of long-term debt (e.g., notes, bonds) provides current financial resources to governmental funds, while the repayment of the principal of long-term debt consumes the current financial resources of governmental funds. Neither transaction, however, has any effect on net position. Similarly, amortization of premium reduces the liability in the statement of net position. Interest on long term debt is not accrued for in the governmental funds, but is recognized on the statement of net position - therefore the change in accrual must be recognized.

Payment of bond & note principal	5,409,014	
Proceeds from issuance of long-term debt	(7,830,482)	
Amortization of bond premium	3,683	
Accrued interest on bonds payable	<u>9,754</u>	(2,408,031)

Some expenses reported in the statement of activities do not require the use of current financial resources and, therefore, are not reported as expenditures in the governmental funds.

Compensated absences (18,418)

Pension expenses in the statement of activities differ from the amount reported in the governmental funds because pension expenses are recognized on the statement of activities based on the School's proportionate share of the expenses of the cost-sharing pension plan, whereas pension expenditures are recognized in the governmental funds when a requirement to remit contributions to the plan exists.

(97,510)

OPEB expenses in the statement of activities differ from the amount reported in the governmental funds because OPEB expenses are recognized on the statement of activities based on the School's proportionate share of the expenses of the cost-sharing plan, whereas OPEB expenditures are recognized in the governmental funds when a requirement to remit contributions to the plan exists.

(238,081)

CHANGE IN NET DEFICIT - GOVERNMENTAL ACTIVITIES

\$ (672,183)

The accompanying notes are an integral part of these financial statements.

**DELAWARE MILITARY ACADEMY CHARTER SCHOOL  
STATEMENTS OF FIDUCIARY NET POSITION - AGENCY FUND  
JUNE 30, 2018 AND 2017**

	Student Activities Fund	
	2018	2017
ASSETS:		
Cash and cash equivalents	\$ 26,285	\$ 32,673
TOTAL ASSETS	<u>\$ 26,285</u>	<u>\$ 32,673</u>
LIABILITIES AND NET POSITION:		
LIABILITIES		
Other current liabilities	\$ 26,285	\$ 32,673
TOTAL LIABILITIES	<u>26,285</u>	<u>32,673</u>
NET POSITION	<u>-</u>	<u>-</u>
TOTAL LIABILITIES AND NET POSITION	<u>\$ 26,285</u>	<u>\$ 32,673</u>

The accompanying notes are an integral part of these financial statements.

# DELAWARE MILITARY ACADEMY CHARTER SCHOOL

## NOTES TO FINANCIAL STATEMENTS

### NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

#### Description of the Charter School

The Delaware Military Academy Charter School is organized under Delaware Code, Title 14, Chapter 5 of the State of Delaware. The Charter School Law grants authority for independent public schools to be created for the purpose of increasing choices for parents of public school students and increasing academic performance. A charter school is an independent public school governed by an independent board of directors. In Delaware, charter schools have the same basic standing as a school district with some exceptions - most notably, they may not levy taxes. To encourage innovation, charter schools operate free from a number of state laws and regulations. The Delaware Military Academy Charter School's initial charter was granted for a three-year period, renewable every five years thereafter.

Charter schools are funded similarly to other public schools in that state and local funds are allocated for each enrolled student. Public funds are not provided for facilities. Charter schools may charge for selected additional costs consistent with those permitted by other school districts. Because charter schools receive local, state, and federal funds, they may not charge tuition.

The Delaware Military Academy Charter School was established in November 2002 but did not begin a regular school year until September 2003. The year 2018 was the fifteenth full year of operations, which was funded primarily with state and local funding based upon student enrollment.

The financial statements of the Delaware Military Academy Charter School have been prepared in conformity with generally accepted accounting principles as applied to local governmental units. The Governmental Accounting Standards Board ("GASB") is the accepted standard-setting body for establishing governmental accounting and financial reporting principles. The more significant accounting policies of the Delaware Military Academy Charter School ("the School") are described below.

#### Reporting Entity

The School is a special purpose government and is considered a component unit of the State of Delaware. A component unit, although a legally separate entity, is, in substance, part of the State of Delaware's operations.

#### Blended Component Unit

Seahawk CLS LLC is a non-profit limited liability company established in April 2017 by the School for the purpose of supporting the School's future operations. The School is the sole corporate member of Seahawk CLS LLC. In accordance with the requirements of GASB Statement No. 80, "Blending Requirements for Certain Component Units," Seahawk CLS LLC is reported in the

## DELAWARE MILITARY ACADEMY CHARTER SCHOOL

### NOTES TO FINANCIAL STATEMENTS

#### NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (cont'd)

School's financial statements as a blended component unit. As of June 30, 2018, Seahawk CLS LLC had no reportable activity; therefore, no information for this component unit is included in the School's financial statements.

#### Entity-wide and Fund Financial Statements

The entity-wide financial statements (the statement of net position and the statement of activities) report information on all of the activities of the School. For the most part, the effect of interfund activity has been removed from these financial statements.

The statement of activities demonstrates the degree to which the direct expenses of a given program are offset by program revenues. Direct expenses are those that are clearly identifiable with a specific program. Program revenues include grants and contributions that are restricted to meeting the operational or capital requirements of a particular function.

Separate financial statements are provided for governmental funds. The major individual governmental funds are reported as separate columns in the fund financial statements.

#### Measurement Focus, Basis of Accounting, and Financial Statement Presentation

**Entity-wide financial statements** are reported using the economic resources measurement focus and the accrual basis of accounting. Revenues are recorded when earned and expenses are recorded when a liability is incurred, regardless of the timing of related cash flows. Charges to the School are recognized as revenues in the year for which they are billed. Grants and similar items are recognized as revenue as soon as all eligibility requirements imposed by the provider have been met.

**Governmental fund financial statements** are reported using the current financial resources measurement focus and the modified accrual basis of accounting. Revenues are recognized as soon as they are both measurable and available. Revenues are considered to be available when they are collectible within the current period or soon enough thereafter to pay liabilities of the current period. For this purpose, the School considers revenues to be available if they are collected within 60 days of the end of the current fiscal period. Expenditures generally are recorded when a liability is incurred, as under accrual accounting. However, debt service expenditures, as well as expenditures related to compensated absences, are recorded only when payment is due.

Charges to the school districts, state appropriations, and interest associated with the current fiscal period are all considered to be susceptible to accrual and so have been recognized as revenues of the current fiscal period. All other revenue items are considered to be measurable and available only when the School receives cash.

DELAWARE MILITARY ACADEMY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (cont'd)

The School reports the following major governmental funds:

- **General Fund.** The general fund is the School's primary operating fund. It accounts for all financial resources of the School, except those required to be accounted for in another fund.
- **Debt Service Fund.** This fund is maintained to accumulate resources for the payment of interest and principal on long-term debt.
- **Capital Projects Fund.** This fund is used to account for the acquisition, construction, and renovation of major capital facilities and their related capital assets.

Amounts reported or to be reported as program revenues include 1) charges to students for special fees, supplies, or services provided; 2) operating grants and contributions; and 3) capital grants and contributions. Internally dedicated resources are reported as general revenues rather than as program revenues. Likewise, general revenues include charges to school districts.

Fiduciary Funds

Fiduciary funds account for the assets held by the School as a trustee or agent for individuals, private organizations, and/or governmental units and are, therefore, not available to support the School's own programs. The School accounts for these assets in an agency fund. The agency fund accounts for funds held on behalf of students of the School. The measurement focus and basis of accounting for the agency fund is custodial in nature (assets equal liabilities) and does not involve the measurement of results of operations.

Cash and Cash Equivalents

The School's cash and cash equivalents are considered to be cash on hand, demand deposits, and short-term investments with original maturities of three months or less from the date of acquisition, as well as cash deposits held in an investment pool controlled by the personnel of the State Treasurer's Office in Dover, Delaware.

Investments

Investments are recorded at fair value.

In establishing the fair value of investments, the School uses the following hierarchy. The lowest available level of valuation available is used for all investments.

*Level 1* – Valuations based on quoted market prices in active markets for identical assets or liabilities that the entity has the ability to access.

DELAWARE MILITARY ACADEMY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (cont'd)

*Level 2* – Valuations based on quoted prices of similar products in active markets or identical products in markets that are not active or for which all significant inputs are observable, directly or indirectly.

*Level 3* – Valuations based on inputs that are unobservable and significant to the overall fair value measurement.

Pledges Receivable

The School recognizes pledges as support in the period in which the unconditional promise to give is received.

The School estimates an allowance for doubtful accounts based on historical collection rates and an analysis of the collectibility of individual receivables. The allowance for doubtful accounts for pledges receivable was \$0 at June 30, 2018.

Capital Assets

Capital assets, which include leasehold improvements and furniture and equipment, are reported in the entity-wide financial statements. The School defines capital assets as assets with an initial cost of more than \$5,000 and an estimated useful life in excess of one year. Such assets are recorded at historical cost or estimated cost if purchased or constructed. Donated capital assets are recorded at estimated fair value at the date of donation. The costs of normal maintenance and repairs that do not add to the value of the asset or materially extend lives of the assets are not capitalized. Major outlays for capital assets and improvements are capitalized as projects are constructed. Interest cost incurred during construction is not capitalized.

Capital assets of the School are depreciated using the straight-line method over the estimated useful lives of the related assets. The School generally uses the following estimated useful lives:

Building	40 years
Furniture and fixtures	10 years
Equipment	7 years

Compensated Absences

Vacation pay plus related payroll taxes are accrued when incurred in the entity-wide financial statements. A liability for these amounts is reported in the governmental funds only when the liability matures, for example, as a result of employee resignations and retirements. In addition, the State of Delaware Department of Education will reimburse the School a portion of the liability.



DELAWARE MILITARY ACADEMY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (cont'd)

**Vacation** – Twelve-month employees can accumulate up to 42 days of vacation. Any days in excess of 42 are dropped as of July 1 of each year. Employees are paid for unused vacation upon termination and/or retirement at the current rate of pay.

**Sick Leave** – Sick leave allowances are as follows: teachers shall be allowed 10 days of sick leave per year, and annual employees earn one day of sick leave for each month worked. Any unused sick days shall be accumulated to the employee's credit up to a maximum of 90 days. Compensation for accumulated sick days is received when employees (a) qualify and apply for state pension and are paid at a rate of 50 percent of the per diem rate of pay not to exceed 90 days; or (b) in the case of death, when payment is made to the employee's estate at a rate of one day's pay for each day of unused sick leave not to exceed 90 days.

Fund Equity

Fund balance is displayed in the following classification (if applicable) depicting the relative strength of the spending constraints placed on the purposes for which resources can be used:

*Nonspendable* – amounts that cannot be spent either because they are in nonspendable form or because they are legally or contractually required to be maintained intact.

*Restricted* – amounts that can be spent only for specific purposes because of constitutional provisions or enabling legislation or because of constraints that are externally imposed by creditors, grantors, contributors, or the laws or regulations of other governments.

*Committed* – amounts that can be used only for specific purposes determined by formal action of the Board of Directors. The Board is the highest level of decision-making authority for the School. Commitments may be established, modified, or rescinded only through resolutions approved by the Board of Directors.

*Assigned* – amounts that do not meet the criteria to be classified as restricted or committed but that are intended to be used for specific purposes. The Commandant may assign amounts for specific purposes.

*Unassigned* – all other spendable amounts.

When an expenditure is incurred for purposes for which both restricted and unrestricted fund balances are available, the School considers restricted funds to have been spent first. When an expenditure is incurred for which committed, assigned, or unassigned fund balances are available, the School considers amounts to have been spent first out of committed funds, then assigned funds, and finally unassigned funds, as needed, unless the Board or the Commandant have provided otherwise in their commitment or assignment actions.

DELAWARE MILITARY ACADEMY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (cont'd)

Net Position

Net position represents the difference between assets and deferred outflows of resources and liabilities and deferred inflows of resources. Net position invested in capital assets consists of capital assets, net of accumulated depreciation, reduced by the outstanding balances of any borrowings used for the acquisition, construction, or improvement of those assets. Net position is reported as restricted when there are limitations imposed on their use either through the enabling legislation adopted by the School or through external restrictions imposed by creditors, grantors, or laws or regulations of other governments. Any remaining portions of net position are reflected as unrestricted. When both restricted and unrestricted resources are available for use, it is the School's policy to use restricted resources first and then unrestricted resources as they are needed.

Income Tax Status

The School is exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code and, therefore, has no provision for federal income taxes. The School qualifies for the charitable contribution deduction under Section 170(b)(1)(A) and has been classified as an organization that is not a private foundation under Section 509(a)(1). The School did not engage in any unrelated business activities during the fiscal year. Management believes more likely than not that its tax-exempt status and tax positions will be sustained if examined by authorities.

Deferred Inflows and Outflows of Resources

In addition to assets, the statement of net position includes a separate section for deferred outflows of resources. This separate financial statement element, deferred outflows of resources, represents a consumption of net position that applies to future periods and so will not be recognized as an outflow of resources (expense) until then. The School reports deferred pension and OPEB contributions resulting from pension and OPEB contributions subsequent to the measurement date of the net pension and OPEB liabilities and certain other items which represent differences related to changes in the net pension and OPEB liabilities which will be amortized over future periods. In addition to liabilities, the statement of net position includes a separate section for deferred inflows of resources. This separate financial statement element represents a source of net position that applies to future periods. The School reports certain items which represent differences related to changes in the net pension and OPEB liabilities which will be amortized over future periods.

In the governmental fund financial statements, deferred inflows of resources consist of unavailable revenue from pledges. Deferred inflows of resources represent an acquisition of fund balance that applies to a future period(s) and therefore, will not be recognized as an inflow of resources (revenue) until that time.

DELAWARE MILITARY ACADEMY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (cont'd)

Use of Estimates in the Preparation of Financial Statements

The preparation of basic financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect the amounts reported in the financial statements and accompanying notes. Actual results may differ from those estimates.

Comparative Data

Comparative total data for the prior year is presented in the basic financial statements to provide an understanding of changes in the School's financial position and operations. That comparative data is not at the level of detail required for a presentation in conformity with generally accepted accounting principles and has been restated and reclassified, as needed, from the presentation in the School's June 30, 2017 basic financial statements to be comparative with the current year presentation.

Implementation of GASB Statement

During the year ended June 30, 2018, the School implemented GASB Statement No. 75, "Accounting and Financial Reporting for Postemployment Benefits Other than Pensions." GASB Statement No. 75 replaces the requirements of GASB Statement No. 45, with the objective of improving the accounting and financial reporting of state and local governments for other postemployment benefits. It requires that state and local governments recognize and record the actuarially determined net other postemployment benefit liability, or, for multi-employer cost sharing plans, the entity's share of the net other postemployment benefit liability, in the entity's financial statements.

NOTE 2 CASH, POOLED CASH, AND INVESTMENTS

***Deposits***

At June 30, 2018, the School had a cash and pooled cash balance of \$3,354,591. Of that amount, \$2,916,149 is part of an investment pool controlled by the personnel of the State Treasurer's Office in Dover, Delaware. All investment decisions are made by the State Treasurer's Office. These funds are considered to be highly liquid and available for immediate use and, thus, are recorded as cash equivalents in these financial statements.

The funds held by the State of Delaware investment pool, an internal investment pool, are specifically identified for the School, but the credit risk cannot be categorized for these funds. Credit risk for such investments depends on the financial stability of the State of Delaware. The State reports that its investment securities are stated at quoted market prices, except that investment securities with a remaining maturity at time of purchase of one year or less are stated at cost or amortized cost.

# DELAWARE MILITARY ACADEMY CHARTER SCHOOL

## NOTES TO FINANCIAL STATEMENTS

### NOTE 2 CASH, POOLED CASH, AND INVESTMENTS (cont'd)

At June 30, 2018, the reported amount of the School's deposits not held with the State Treasurer's Office was \$438,442, and the bank balance was \$445,813, of which \$364,819 was covered by federal depository insurance and \$80,994 was exposed to custodial risk because it was uninsured.

#### ***Investments***

State statutes authorize the School to invest in U.S. government securities, government agency securities, certificates of deposit, time deposits and bankers acceptances, corporate debt instruments, money market funds, and other similar instruments that are insured by the Federal Deposit Insurance Corporation ("FDIC") or are backed by the full faith and credit of the United States of America or any of its agencies or instrumentalities.

The School categorizes its fair value measurements within the fair value hierarchy established by generally accepted accounting principles. The School has the following recurring fair value measurements as of June 30, 2018:

<u>Investment Type</u>	<u>Fair Value</u>	<u>Level 2</u>
Certificates of deposit	\$ 838,715	\$ 838,715
Delaware Community Foundation	74,359	74,359
<b>TOTAL</b>	<b>\$ 913,074</b>	<b>\$ 913,074</b>

The School's Level 2 investments in certificates of deposit are valued based on the value at which the investment could be redeemed as of the report date. All certificates of deposit held by the School at year end mature within one year. The School also maintains accounts within the Delaware Community Foundation. The accounts contain cash, money market funds, and securities on a commingled, unitized basis. There are no securities independently held in the School's name. The total amount invested with the Delaware Community Foundation at June 30, 2018 was \$74,359.

#### Custodial Credit Risk

For an investment, custodial credit risk is the risk that, in the event of the failure of the counterparty, the School will not be able to recover the value of its investments or collateral security that are in the possession of an outside party. As of June 30, 2018, none of School's investments were subject to custodial credit risk.

#### Interest Rate Risk

The School's investment policy does not limit investment maturities as a means of managing its exposure to fair value losses arising from increasing interest rates. However, to ensure that its

# DELAWARE MILITARY ACADEMY CHARTER SCHOOL

## NOTES TO FINANCIAL STATEMENTS

### NOTE 2 CASH, POOLED CASH, AND INVESTMENTS (cont'd)

assets remain liquid enough to satisfy its current obligations, at June 30, 2018, all of the School's certificates of deposit had maturity dates of less than one year.

#### Credit Risk

The School investment policy does not limit its investment choices to those with certain credit ratings.

### NOTE 3 PLEDGES RECEIVABLE

As of June 30, 2018, the School has unconditional promises to give in the amount of \$2,312,593. The portion of the pledges receivable that have not been collected within 60 days of year-end are not considered to be available, and have been reported as unavailable revenues in the fund level financial statements. Total pledges receivable are expected to be collected as follows:

Due in:	
Less than one year	\$ 112,593
One to five years	200,000
More than five years	<u>2,000,000</u>
Total pledges receivable	<u>\$2,312,593</u>

### NOTE 4 CAPITAL ASSETS

Capital asset activity for the year ended June 30, 2018 is as follows:

	Beginning Balance	Increase	Disposals	Ending Balance
<i>Governmental Activities</i>				
Capital assets not being depreciated:				
Land and land improvements	\$ 3,007,540	\$ -	\$ -	\$ 3,007,540
Construction-in-progress	<u>4,647,054</u>	<u>2,463,063</u>	<u>(6,971,781)</u>	<u>138,336</u>
Total Capital Assets Being Depreciated	<u>7,654,594</u>	<u>2,463,063</u>	<u>(6,971,781)</u>	<u>3,145,876</u>
Capital assets being depreciated:				
Buildings	11,394,645	6,971,781	-	18,366,426
Equipment	277,747	41,130	-	318,877
Furniture and fixtures	<u>285,241</u>	<u>-</u>	<u>-</u>	<u>285,241</u>
Total Capital Assets Being Depreciated	<u>11,957,633</u>	<u>7,012,911</u>	<u>-</u>	<u>18,970,544</u>

# DELAWARE MILITARY ACADEMY CHARTER SCHOOL

## NOTES TO FINANCIAL STATEMENTS

### NOTE 4 CAPITAL ASSETS (cont'd)

	Beginning Balance	Increase	Disposals	Ending Balance
Accumulated depreciation:				
Buildings	(3,462,542)	(401,062)	-	(3,863,604)
Equipment	(246,276)	(12,221)	-	(258,497)
Furniture and fixtures	(226,671)	(14,796)	-	(242,467)
Total accumulated depreciation	(3,935,489)	(429,079)	-	(4,364,568)
Total Capital Assets Being Depreciated, Net	8,022,144	6,583,832	-	14,605,976
Governmental Activities Capital Assets, Net	<u>\$15,676,738</u>	<u>\$9,046,895</u>	<u>\$ (6,971,781)</u>	<u>\$17,751,852</u>

Depreciation expense was charged to the following activities:

Governmental Activities:	
Instructional services	\$ 28,017
Operation and maintenance of facilities	<u>401,062</u>
	<u>\$ 429,079</u>

### NOTE 5 LONG-TERM LIABILITIES

On November 18, 2014, the School issued \$13,640,000 of Series of 2014 Revenue Bonds through the Delaware Economic Development Authority for the purpose of refunding the Series of 2008 bonds and to purchase land for future expansion. The bonds bear interest at rates from 4.00 to 5.00 percent. The rates were 4.00 to 5.00 percent at June 30, 2018. Interest is payable semiannually on March 1 and September 1 of each year, and the bond matures on September 1, 2049. At June 30, 2018, accrued interest related to the Series of 2014 Revenue Bonds amounted to \$211,481. At June 30, 2018, the outstanding principal and bond premium amounted to \$13,160,000 and \$114,187, respectively.

Under the terms of the bond agreement, the School is required to maintain a bank account with a trustee. As of June 30, 2018, these funds held with the trustee totaled \$927,249, and consisted of cash available to fund future principal and interest payments and investments in short-term certificates of deposit, which are included in the debt service fund in the accompanying financial statements.

The School is in compliance with the covenants to maintain a debt service coverage ratio at or above 1.10 for the fiscal year and to maintain not less than 60 days cash on hand.

On November 4, 2016, the School issued \$5,500,000 of Series of 2016 Revenue Bonds through the Delaware Economic Development Authority for the purpose of funding the construction of a new building. The bonds were purchased by Wilmington Savings and Fund Society, and the Series 2016 Note replaced the bond agreement with the funds to be advanced from time to time to finance the construction of the building. The note bears interest at a fixed rate of 2.98 percent through April 30, 2018, and bears interest at a variable rate beginning May 1, 2018

DELAWARE MILITARY ACADEMY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS

NOTE 5 LONG-TERM LIABILITIES (cont'd)

until the maturity date at a rate equal to 68 percent of the LIBOR rate, plus 3.10 percent, with a maximum of 6.00 percent. The note matures on November 1, 2019. Interest-only payments are due monthly on the first of each month on this note commencing December 1, 2016 through November 1, 2017. This note was refinanced through a loan received from the United States Department of Agriculture as part of the Community Facilities Loans and Grants program during the year ended June 30, 2018. The outstanding balance at June 30, 2018 was \$0.

On March 9, 2018, the School issued a \$5,500,000 note through the United States Department of Agriculture as part of the Community Facilities Loans and Grants program. The funds from this issuance were used to fully refund the Series of 2016 Revenue Bonds. The note bears interest at a fixed rate of 2.375 percent per annum fixed for the life of the debt. The note matures March 9, 2048. The outstanding balance at June 30, 2018 was \$5,479,010.

Interest expense was \$722,339 for the year ended June 30, 2018.

An analysis of debt service requirements to maturity on this obligation is as follows:

<u>Year Ending June 30,</u>	<u>Principal</u>	<u>Interest</u>	<u>Total</u>
2019	\$ 318,001	\$ 759,145	\$ 1,077,146
2020	331,073	747,786	1,078,859
2021	344,223	735,923	1,080,146
2022	352,444	723,671	1,076,115
2023	350,747	711,599	1,062,346
2024 - 2028	1,936,063	3,363,503	5,299,566
2029 - 2033	2,331,294	2,965,819	5,297,113
2034 - 2038	2,813,517	2,468,183	5,281,700
2039 - 2043	3,444,252	1,825,073	5,269,325
2044 - 2048	4,177,396	1,020,220	5,197,616
2049 - 2050	2,240,000	133,250	2,373,250
Total	<u>\$ 18,639,010</u>	<u>\$ 15,454,172</u>	<u>\$ 34,093,182</u>

A schedule of changes in long-term liabilities is as follows:

	<u>Beginning 07/01/2017</u>	<u>Additions</u>	<u>Retirements</u>	<u>Outstanding 06/30/2018</u>	<u>Amounts Due within One Year</u>
<i>Governmental Activities</i>					
Bonds payable	\$16,217,542	\$ 2,330,482	\$ 5,388,024	\$13,160,000	\$ 190,000
Bond premium	117,870	-	3,683	114,187	3,683
Notes payable	-	5,500,000	20,990	5,479,010	128,001
Bonds and notes payable, net	16,335,412	7,830,482	5,412,697	18,753,197	321,684
Compensated absences	478,788	18,418	-	497,206	-
Net OPEB liability	12,856,063	-	1,066,961	11,789,102	-
Net pension liability	2,200,789	-	58,333	2,142,456	-
Total	<u>\$31,871,052</u>	<u>\$ 7,848,900</u>	<u>\$ 6,537,991</u>	<u>\$33,181,961</u>	<u>\$ 321,684</u>

DELAWARE MILITARY ACADEMY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS

NOTE 6 PENSION PLAN

Plan Description

School employees are considered state employees and are covered under the State of Delaware Employees' Pension Plan ("the Plan"), which is a cost-sharing, multiple-employer defined benefit public employees' retirement system ("the State PERS") defined by the Delaware Code.

The State of Delaware General Assembly is responsible for setting benefits and contributions, and amending plan provisions; administrative rules and regulations are adopted and maintained by the Board of Pension Trustees ("the Board").

The following are brief descriptions of the Plan in effect as of June 30, 2018. For a more complete description, please refer to the Delaware Employees' Pension Plan Comprehensive Annual Financial Report. Separately issued financial statements for the Plan may be obtained by writing to the State of Delaware Public Employee Retirement System, McArdle Building, Suite 1, 860 Silver Lake Boulevard, Dover, DE 19904; by calling 1-800-722-7300; or by visiting the PERS website at [www.delawarepensions.com](http://www.delawarepensions.com).

Plan Description and Eligibility

The State Employees' Pension Plan covers virtually all full-time or regular part-time employees of the State, including employees of other affiliated entities.

There are two tiers within this plan: 1) employees hired prior to January 1, 2012, and 2) employees hired on or after January 1, 2012.

Benefits Provided

*Service Benefits*

Final average monthly compensation (employees hired on or after January 1, 2012 may not include overtime in pension compensation) multiplied by 2.0 percent and multiplied by years of credited service prior to January 1, 1997, plus final average monthly compensation multiplied by 1.85 percent and multiplied by years of credited service after December 31, 1996, subject to minimum limitations. For this plan, final average monthly compensation is the monthly average of the highest three periods of 12 consecutive months of compensation.

*Vesting*

Employees hired before January 1, 2012 vest in the plan after five years of credited service. Employees hired on or after January 1, 2012 vest in the plan after 10 years of credited service.



DELAWARE MILITARY ACADEMY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS

NOTE 6 PENSION PLAN (cont'd)

*Retirement*

Employees hired before January 1, 2012 may retire at age 62 with five years of credited service; at age 60 with 15 years of credited service; or after 30 years of credited service at any age. Employees hired on or after January 1, 2012 may retire at age 65 with at least 10 years of credited service; at age 60 with 20 years of credited service; or after 30 years of credited service at any age.

*Disability Benefits*

Disability benefits for those employees hired before January 1, 2012 are offered using the same calculations as the Service Benefits described above. Employees in this program must have five years of credited service. In lieu of disability pension benefits, over 90 percent of the members of this plan opted into a Disability Insurance Program offered by the State effective January 1, 2006. Employees hired on or after January 1, 2012 are also included in the Disability Insurance Program.

*Survivor and Burial Benefits*

In the event of the death of a member of the Plan, the eligible survivor receives 50 percent of the benefits received under the pension (or 75 percent with a three percent reduction of the benefit). If the employee is an active member of the Plan with at least five years of credited service, the eligible survivor receives 75 percent of the benefit the active employee would have received at age 62.

Burial benefits are established at \$7,000 per plan member.

Contributions

*Member Contributions*

Employees hired before January 1, 2012 contribute three percent of earnings in excess of \$6,000. Employees hired on or after January 1, 2012 contribute five percent of earnings in excess of \$6,000.

*Employer Contributions*

Employer contributions are determined by the Board of Pension Trustees. For the year ended June 30, 2018, the rate of the employer contribution was 9.58 percent of covered payroll. The School's contribution to PERS for the years ended June 30, 2018 was \$318,088.

DELAWARE MILITARY ACADEMY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS

NOTE 6 PENSION PLAN (cont'd)

*PRI Contribution*

All reporting units participating in the State PERS make contributions to a PRI fund which accumulates resources to fund ad hoc post-retirement increases granted by the General Assembly. The increases are funded over a five-year period from the PRI fund. The allocation of the contribution from the PRI fund to the Pension Trust is a reduction of the net pension liability of each participating employer.

At June 30, 2018, the School reported a liability of \$2,142,456 for its proportionate share of the net pension liability. The net pension liability was measured as of June 30, 2017, and the total pension liability used to calculate the net pension liability was determined by rolling forward the Plan's total pension liability as of June 30, 2016 to June 30, 2017. The School's proportion of the net pension liability was calculated based on the actual contributions made during the measurement period in proportion to the total of all employer contributions made during the measurement period. At June 30, 2017, the School's proportion was 0.1461 percent, which was an increase of 0.0001 percent from its proportion measured as of June 30, 2016.

For the year ended June 30, 2018, the School recognized pension expense in the amount of \$415,598. At June 30, 2018, the School reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Net difference between projected and actual investment earnings	\$ 250,461	\$ -
Changes of assumptions	420,965	-
Changes in proportions	38,439	2,803
Differences between actual and expected experience	24,732	37,773
Contributions subsequent to the date of measurement	318,088	-
	<u>\$ 1,052,685</u>	<u>\$ 40,576</u>

Pension Liability and Expense, and Deferred Outflows and Inflows of Resources

An amount of \$318,088 is reported as deferred outflows of resources resulting from the School's contributions subsequent to the June 30, 2017 measurement date and will be recognized as a reduction of the net pension liability in the year ended June 30, 2019. Other amounts will

# DELAWARE MILITARY ACADEMY CHARTER SCHOOL

## NOTES TO FINANCIAL STATEMENTS

### NOTE 6 PENSION PLAN (cont'd)

be reported as deferred outflows of resources and deferred inflows of resources related to pensions, and will be recognized in pension expense as follows:

#### Year Ending June 30,

2019	\$ 92,670
2020	306,459
2021	220,434
2022	10,819
2023	<u>63,639</u>
	<u>\$ 694,021</u>

#### Actuarial Assumptions

The total pension liability as of the June 30, 2017 measurement date was determined by an actuarial valuation as of June 30, 2016, and update procedures were used to roll forward the total pension liability to June 30, 2017. These actuarial valuations used the following actuarial assumptions, applied to all periods:

- Investment return/discount rate – 7.0 percent, including inflation of 2.5 percent
- Salary increases – 2.5 percent to 11.5 percent, including inflation of 2.5 percent
- Cost-of-living adjustments – ad hoc

The total pension liabilities are measured based on the assumptions pertaining to interest rates, inflation rates, and employee demographic behavior in future years. The assumptions used were based on the results of an actuarial experience study conducted in 2011. It is likely that future experience will not exactly conform to these assumptions. To the extent that actual experience deviates from these assumptions, the emerging liabilities may be higher or lower than anticipated. The more the actual experience deviates, the larger the impact on future financial statements.

Mortality rates were based on the Sex Distinct RP-2014 Combined Mortality Table projected to 2017 using an adjusted version on MP-2015 mortality improvement scale on a fully generational basis.

Projected benefit payments do not include the effects of projected ad hoc cost-of-living adjustments ("ad hoc COLAs"), as they are not substantively automatic. The primary considerations relevant to making this determination include the historical patterns of granting the changes and the consistency in the amounts of the changes.

# DELAWARE MILITARY ACADEMY CHARTER SCHOOL

## NOTES TO FINANCIAL STATEMENTS

### NOTE 6 PENSION PLAN (cont'd)

The long-term expected rate of return on pension plan investments was determined using a building-block method in which best estimate ranges of expected future real rates of return (expected returns, net of investment expense and inflation) are developed for each major asset class. These ranges are combined to produce the long-term expected rate of return by weighting the expected future real rates of return by an asset allocation percentage, which is based on the nature and mix of current and expected plan investments, and by adding expected inflation. Best estimates of geometric real rates of return for each major asset class included in the Plan are summarized in the following table:

<u>Asset Class</u>	<u>Long-term Expected Real Rate of Return</u>	<u>Target Asset Allocation</u>
Domestic equity	5.7%	33.5%
International equity	5.7%	13.7%
Fixed income	2.0%	26.6%
Alternative investments	7.8%	22.7%
Cash and equivalents	0.0%	3.5%

### Discount Rate

The discount used to measure the total pension liability was 7.0 percent. The projection of cash flows used to determine the discount rate assumed that contributions from plan members will be made at the current contribution rate and that contributions from employers will be made at rates determined by the Board of Pension Trustees, as actuarially determined. Based on those assumptions, the pension plan's fiduciary net position was projected to be available to make all projected future benefit payments of current plan members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

### Sensitivity of the School's Proportionate Share of the Net Pension Liability to Changes in the Discount Rate

The following presents the net pension liability, calculated using the discount rate of 7.0 percent, as well as what the net pension liability would be if it were calculated using a discount rate that is one percentage point lower (6.0 percent) or one percentage point higher (8.0 percent) than the current rate.

	<u>1% Decrease 6.0%</u>	<u>Current Rate Discount Rate 7.0%</u>	<u>1% Increase 8.0%</u>
School's proportionate share of the net pension liability	\$ 3,856,946	\$ 2,142,456	\$ 688,997

DELAWARE MILITARY ACADEMY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS

NOTE 6 PENSION PLAN (cont'd)

Pension Plan Fiduciary Net Position

Detailed information about the PERS' fiduciary net position is available in the PERS Comprehensive Annual Financial Report, which can be found on the Plan's website at [www.delawarepensions.com](http://www.delawarepensions.com).

NOTE 7 OTHER POSTEMPLOYMENT BENEFITS PLAN

Plan Description

School employees are considered state employees and are covered under the State of Delaware Employees' Other Postemployment Benefit Fund Trust ("the Plan"), which is a cost-sharing, multiple-employer defined benefit plan defined by the Delaware Code.

The State of Delaware General Assembly is responsible for setting benefits and contributions, and amending plan provisions; administrative rules and regulations are adopted and maintained by the DPERS Board of Pension Trustees, which acts as the Board of Trustees ("the Board") for the Plan and is responsible for the financial management of the Plan.

The following are brief descriptions of the Plan in effect as of June 30, 2018. For a more complete description, please refer to the Delaware Public Employees' Retirement System Comprehensive Annual Financial Report. Separately issued financial statements for the Plan may be obtained by writing to the State of Delaware Public Employee Retirement System, McArdle Building, Suite 1, 860 Silver Lake Boulevard, Dover, DE 19904; by calling 1-800-722-7300; or by visiting the PERS website at [www.delawarepensions.com](http://www.delawarepensions.com).

Plan Description and Eligibility

The State of Delaware Employees' Other Postemployment Benefit ("OPEB") Fund Trust is a cost-sharing multiple employer plan that covers all employees of the State that are eligible to participate in the defined benefit pension plan, including employees of other affiliated entities.

Benefits Provided

The Plan provides medical coverage to pensioners and their eligible dependents. The participant's cost of Plan benefits is variable based on years of service. Pensioners who retire after July 1, 2012 and who become eligible for Medicare will pay an additional five percent of the Medicare Supplement offered by the State. Surviving spouses are eligible for coverage after a retiree's death.

DELAWARE MILITARY ACADEMY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS

NOTE 7 OTHER POSTEMPLOYMENT BENEFITS PLAN (cont'd)

Contributions

*Member Contributions*

By State Statute Chapter 52, Title 29 of the Delaware Code, contribution requirements of plan members are established and may not be amended by the State Legislature.

*Employer Contributions*

Participating employers fund the Plan for current retirees on a pay-as-you-go basis along with funding for future benefits at a rate that is approved in the annual budget, but not actuarially determined. For the year ended June 30, 2018, the rate of the employer contribution was 11.52 percent of covered payroll. The School's contribution to the Plan for the year ended June 30, 2018 was \$336,615.

Other Postemployment Benefits Plan Liability and Expense, and Deferred Outflows and Inflows of Resources

At June 30, 2018, the School reported a liability of \$11,789,102 for its proportionate share of the net OPEB liability. The net OPEB liability was measured as of June 30, 2017, and the total pension liability used to calculate the net OPEB liability was determined by rolling forward the Plan's total OPEB liability as of June 30, 2016 to June 30, 2017. The School's proportion of the net OPEB liability was calculated based on the actual contributions made during the measurement period in proportion to the total of all employer contributions made during the measurement period. At June 30, 2017, the School's proportion was 0.1428 percent, which was an increase of 0.0013 percent from its proportion measured as of June 30, 2016.

For the year ended June 30, 2018, the School recognized OPEB expense of \$574,696. At June 30, 2018, the School reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Net difference between projected and actual investment earnings	\$ -	\$ 23,343
Changes in proportions	96,729	-
Changes in assumptions	-	1,376,289
Contributions subsequent to the date of measurement	336,615	-
	<u>\$ 433,344</u>	<u>\$ 1,399,632</u>

DELAWARE MILITARY ACADEMY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS

NOTE 7 OTHER POSTEMPLOYMENT BENEFITS PLAN (cont'd)

An amount of \$336,615 is reported as deferred outflows of resources resulting from the School's contributions subsequent to the June 30, 2017 measurement date and will be recognized as a reduction of the net pension liability in the year ended June 30, 2019. Other amounts will be reported as deferred outflows of resources and deferred inflows of resources related to pensions, and will be recognized in OPEB expense as follows:

Year Ending June 30,

2019	\$ (261,748)
2020	(261,748)
2021	(261,748)
2022	(261,748)
2023	<u>(255,911)</u>

\$ (1,302,903)

Actuarial Assumptions

The total OPEB liability as of the June 30, 2017 measurement date was determined by an actuarial valuation as of June 30, 2016, and update procedures were used to roll forward the total pension liability to June 30, 2017. These actuarial valuations used the following actuarial assumptions:

- Discount rate – 3.58 percent
- Salary increases – 3.25 percent + merit
- Healthcare cost trend rates – 7.00 percent

Mortality rates were based on the Sex Distinct RP-2014 Total Dataset Healthy Annuitant Mortality Table, including adjustment for healthy annuitant and disabled annuitant. Future mortality improvements are projected to 2020.

The total OPEB liabilities are measured based on the assumptions pertaining to interest rates, inflation rates, and employee demographic behavior in future years. The assumptions used were based on the results of an actuarial experience study conducted in 2016. It is likely that future experience will not exactly conform to these assumptions. To the extent that actual experience deviates from these assumptions, the emerging liabilities may be higher or lower than anticipated. The more the actual experience deviates, the larger the impact on future financial statements.

# DELAWARE MILITARY ACADEMY CHARTER SCHOOL

## NOTES TO FINANCIAL STATEMENTS

### NOTE 7 OTHER POSTEMPLOYMENT BENEFITS PLAN (cont'd)

#### Discount Rate

The discount rate to measure the total OPEB liability was 2.85 percent at the beginning of the current measurement period and 3.58 percent at the end, based on the Bond Buyer GO 20-Bond Municipal Bond Index, an index satisfying the GASB requirement of an index rate for 20-year, tax-exempt general obligation municipal bonds with an average rating of AA/Aa or higher. The projection of cash flows used to determine the discount rate assumed that contributions from plan members will be made at the current contribution rate and that employer contributions to the Plan will continue to follow the pay-as-you-go contribution policy. Based on the assumptions of a pay-as-you-go plan, the discount rates used at the June 30, 2017 and 2016 measurement dates are equal to the applicable rate of the 20-year, tax-exempt general obligation municipal bonds with an average rating of AA/Aa or higher.

#### Sensitivity of the School's Proportionate Share of the Net OPEB Liability to Changes in the Discount Rate

The following presents the net OPEB liability, calculated using the discount rate of 3.58 percent, as well as what the net OPEB liability would be if it were calculated using a discount rate that is one percentage point lower (2.58 percent) or one percentage point higher (4.58 percent) than the current rate.

	1% Decrease 2.58%	Current Rate Discount Rate 3.58%	1% Increase 4.58%
School's proportionate share of the net pension liability	\$ 14,135,691	\$ 11,789,102	\$ 9,960,574

#### Sensitivity of the School's Proportionate Share of the Net OPEB Liability to Changes in the Healthcare Cost Trend Rates

The following presents the net OPEB liability, calculated using the healthcare cost trend rate of 7.0 percent, as well as what the net OPEB liability would be if it were calculated using a healthcare cost trend rate that is one percentage point lower (6.0 percent) or one percentage point higher (8.0 percent) than the current rate.

	1% Decrease 6.0%	Current Rate Discount Rate 7.0%	1% Increase 8.0%
School's proportionate share of the net pension liability	\$ 9,981,813	\$ 11,789,102	\$ 14,002,958



DELAWARE MILITARY ACADEMY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS

NOTE 7 OTHER POSTEMPLOYMENT BENEFITS PLAN (cont'd)

Plan Fiduciary Net Position

Detailed information about the Plan's fiduciary net position is available in the PERS Comprehensive Annual Financial Report, which can be found on the Plan's website at [www.delawarepensions.com](http://www.delawarepensions.com).

NOTE 8 RISK MANAGEMENT

The School has purchased commercial insurance policies for various risks of loss related to torts; theft, damage, or destruction of assets; errors or omissions; injuries to employees; or acts of God. Payments of premiums for these policies are recorded as expenses of the School. Insurance settlements have not exceeded insurance coverage in the past year.

NOTE 9 COMMITMENTS AND CONTINGENCIES

In the normal course of business, there are outstanding various commitments and contingent liabilities in addition to the normal encumbrances for the purchase of goods and services. The School does not anticipate losses from these transactions.

Grants

The School receives financial assistance from federal agencies in the form of grants. The disbursement of funds received under these programs generally requires compliance with terms and conditions specified in the grant agreements and are subject to audit by the State Office of Auditor of Accounts and other federal agencies. Any disallowed claims resulting from such audits could become a liability of the general fund. The School's administration believes such disallowance, if any, would be immaterial.

Construction Commitments

The School is currently in the process of constructing a new athletic field. As of June 30, 2018 the School has incurred \$138,336 in costs related to this project, none of which are under a formal contract.

NOTE 10 EXCESS EXPENDITURES OVER APPROPRIATIONS

The School incurred expenditures in excess of appropriations in the following categories for the year ended June 30, 2018:

# DELAWARE MILITARY ACADEMY CHARTER SCHOOL

## NOTES TO FINANCIAL STATEMENTS

### NOTE 10 EXCESS EXPENDITURES OVER APPROPRIATIONS (cont')

Salaries	\$	86,998
Benefit and employment costs	\$	47,407
Travel	\$	5,180
Insurance	\$	5,494
Land, building, and facilities	\$	8,629
Repairs and maintenance	\$	39,816
Student activities	\$	11,338
Supplies and materials	\$	108,391
Capital outlays: equipment	\$	41,130
Financing costs	\$	9,600

The excess expenditures were funded from other financing sources exceeding their budgeted amount for the year.

### NOTE 11 FUND BALANCES

As of June 30, 2018, fund balances are composed of the following:

	General Fund	Debt Service Fund	Capital Projects Fund	Total Governmental Funds
Committed:				
Delaware Community Foundation	\$ 74,359	\$ -	\$ -	\$ 74,359
Capital	200,000	-	-	200,000
JROTC	19,443	-	-	19,443
Restricted:				
Capital projects	-	88,534	323,623	412,157
Debt service	-	838,715	-	838,715
Unassigned	1,752,910	-	-	1,752,910
Total Fund Balances	<u>\$ 2,046,712</u>	<u>\$ 927,249</u>	<u>\$ 323,623</u>	<u>\$ 3,297,584</u>

During 2007, the School received contributions of \$30,014 to be held with the Delaware Community Foundation. The monies held are to be spent at the discretion of the Board of Directors. As of June 30, 2018, the balance was \$74,359. In addition, the Board has committed \$200,000 for future capital needs and \$19,443 for the JROTC program as of June 30, 2018.

DELAWARE MILITARY ACADEMY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS

NOTE 12 INTERNAL TRANSFERS

Interfund transfers for the year ended June 30, 2018 are as follows:

Transfer In	Transfer Out	Amount
Debt Service Fund	General Fund	\$ 848,375
General Fund	Capital Projects Fund	\$ 247,430

Transfers from the general fund to the debt service fund were to cover current year debt service payment. Transfers from the capital projects fund to the general fund were to reimburse the general fund for capital outlays paid out of the general fund. There were no interfund payables or receivables as of June 30, 2018.

NOTE 13 PRIOR PERIOD RESTATEMENT

The School has decreased its July 1, 2016 net position by \$12,517,309 due to the effects of implementing GASB Statement No. 75, "Accounting and Financial Reporting for Postemployment Benefits Other than Pensions." The School recorded a beginning deferred outflow for OPEB contributions of \$338,754 and a beginning net OPEB liability of \$12,856,063.

NOTE 14 DEFICIT NET POSITION

For governmental activities, the unrestricted net deficit amount of \$10,901,285 includes the effect of deferring the recognition of pension and OPEB contributions made subsequent to the measurement date of the net pension liability and net OPEB liability, and the deferred outflows related to the pension and OPEB plans. This is offset by the School's actuarially determined pension liability and OPEB liability, and the deferred inflows related to the pension and OPEB plans.

NOTE 15 SUBSEQUENT EVENTS

The School has evaluated all subsequent events through September 28, 2018, the date the financial statements were available to be issued.

## **REQUIRED SUPPLEMENTARY INFORMATION**

**DELAWARE MILITARY ACADEMY CHARTER SCHOOL  
BUDGETARY COMPARISON SCHEDULE - GENERAL FUND  
FOR THE YEAR ENDED JUNE 30, 2018**

	Budgeted Amounts		Actual	Variance with
	Original	Final	Amounts	Final Budget Positive (Negative)
<b>REVENUES</b>				
Charges to school districts	\$ 2,349,903	\$ 2,349,903	\$ 2,019,735	\$ (330,168)
State aid	4,085,641	4,085,641	4,094,707	9,066
Federal aid	204,688	204,688	142,690	(61,998)
Food service	80,000	80,000	82,659	2,659
Cadet fees	75,000	75,000	75,490	490
Earnings on cash and investments	-	-	16,681	16,681
Contributions	458,039	458,039	364,189	(93,850)
<b>TOTAL REVENUES</b>	<u>7,253,271</u>	<u>7,253,271</u>	<u>6,796,151</u>	<u>(457,120)</u>
<b>EXPENDITURES</b>				
Current:				
Salaries	3,190,432	3,190,432	3,277,430	(86,998)
Benefits and employment costs	1,478,450	1,478,450	1,525,857	(47,407)
Travel	1,500	1,500	6,680	(5,180)
Contractual services	269,193	269,193	112,867	156,326
Communications	56,080	56,080	54,392	1,688
Public utility services	127,400	127,400	110,067	17,333
Insurance	25,000	25,000	30,494	(5,494)
Land/building/facilities	17,755	17,755	26,384	(8,629)
Transportation	325,000	325,000	325,000	-
Repairs and maintenance	56,750	56,750	96,566	(39,816)
Student activities	20,000	20,000	31,338	(11,338)
Supplies and materials	263,016	263,016	371,407	(108,391)
Capital outlays:				
Property	120,000	120,000	-	120,000
Equipment	-	-	41,130	(41,130)
Debt service:				
Financing costs	-	-	9,600	(9,600)
<b>TOTAL EXPENDITURES</b>	<u>5,950,576</u>	<u>5,950,576</u>	<u>6,019,212</u>	<u>(68,636)</u>
<b>EXCESS OF REVENUES OVER EXPENDITURES</b>	<u>1,302,695</u>	<u>1,302,695</u>	<u>776,939</u>	<u>(525,756)</u>
<b>OTHER FINANCING SOURCES (USES)</b>				
Transfers in	-	-	247,430	247,430
Transfers out	(1,086,906)	(1,086,906)	(848,375)	238,531
Contingency	(215,789)	(215,789)	-	215,789
<b>TOTAL OTHER FINANCING USES</b>	<u>(1,302,695)</u>	<u>(1,302,695)</u>	<u>(600,945)</u>	<u>701,750</u>
<b>NET CHANGE IN FUND BALANCE</b>	-	-	175,994	175,994
<b>FUND BALANCE, BEGINNING OF YEAR</b>	<u>1,870,718</u>	<u>1,870,718</u>	<u>1,870,718</u>	<u>-</u>
<b>FUND BALANCE, END OF YEAR</b>	<u>\$ 1,870,718</u>	<u>\$ 1,870,718</u>	<u>\$ 2,046,712</u>	<u>\$ 175,994</u>

Note: The School's budget is presented on the modified accrual basis of accounting.

**DELAWARE MILITARY ACADEMY CHARTER SCHOOL  
REQUIRED SUPPLEMENTARY INFORMATION  
SCHEDULE OF THE SCHOOL'S PROPORTIONATE SHARE OF THE NET PENSION LIABILITY**

<u>PROPORTIONATE SHARE OF NET PENSION LIABILITY</u>	<u>MEASUREMENT DATE</u>		
	<u>JUNE 30, 2017</u>	<u>JUNE 30, 2016</u>	<u>JUNE 30, 2015</u>
School's proportion of the net pension liability	0.1461%	0.1460%	0.1418%
School's proportion of the net pension liability - dollar value	\$ 2,142,456	\$ 2,200,789	\$ 943,136
School's covered employee payroll	\$ 2,846,952	\$ 2,785,292	\$ 2,643,954
School's proportionate share of the net pension liability as a percentage of its covered employee payroll	75.25%	79.01%	35.67%
Plan fiduciary net position as a percentage of the total pension liability	85.31%	84.11%	92.67%
			20.13%
			95.80%

Note: The above information is provided as of the plan's measurement date.

In accordance with GASB Statement No. 68, this schedule has been prepared prospectively as the above information for the preceding years is not readily available. This schedule will accumulate each year until sufficient information to present a ten-year trend is available.

**DELAWARE MILITARY ACADEMY CHARTER SCHOOL  
REQUIRED SUPPLEMENTARY INFORMATION  
SCHEDULE OF SCHOOL PENSION CONTRIBUTIONS**

	<u>JUNE 30, 2018</u>	<u>JUNE 30, 2017</u>	<u>JUNE 30, 2016</u>	<u>JUNE 30, 2015</u>
<u>CONTRIBUTIONS</u>				
Contractually required contribution	\$ 318,088	\$ 272,738	\$ 266,831	\$ 252,762
Contributions in relation to the contractually required contribution	<u>318,088</u>	<u>272,738</u>	<u>266,831</u>	<u>252,762</u>
Contribution excess	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
School's covered employee payroll	\$ 2,761,181	\$ 2,846,952	\$ 2,785,292	\$ 2,643,954
Contributions as a percentage of covered-employee payroll	11.52%	9.58%	9.58%	9.56%

In accordance with GASB Statement No. 68, this schedule has been prepared prospectively as the above information for the preceding years is not readily available. This schedule will accumulate each year until sufficient information to present a ten-year trend is available.

**DELAWARE MILITARY ACADEMY CHARTER SCHOOL  
REQUIRED SUPPLEMENTARY INFORMATION  
SCHEDULE OF THE SCHOOL'S PROPORTIONATE SHARE OF THE NET OPEB LIABILITY**

	MEASUREMENT DATE <u>JUNE 30, 2017</u>
<u>PROPORTIONATE SHARE OF NET OPEB LIABILITY</u>	
School's proportion of the net OPEB liability	0.1428%
School's proportion of the net OPEB liability - dollar value	\$ 11,789,102
School's covered employee payroll	\$ 2,922,813
School's proportionate share of the net OPEB liability as a percentage of its covered employee payroll	403.35%
Plan fiduciary net position as a percentage of the total OPEB liability	4.13%

In accordance with GASB Statement No. 75, this schedule has been prepared prospectively as the above information for the preceding years is not readily available. This schedule will accumulate each year until sufficient information to present a ten-year trend is available.



**DELAWARE MILITARY ACADEMY CHARTER SCHOOL  
REQUIRED SUPPLEMENTARY INFORMATION  
SCHEDULE OF SCHOOL OPEB CONTRIBUTIONS**

<u>CONTRIBUTIONS</u>	<u>JUNE 30, 2018</u>
Contractually required contribution	\$ 336,615
Contributions in relation to the contractually required contribution	<u>336,615</u>
Contribution excess	<u>\$ -</u>
School's covered employee payroll	\$ 3,284,049
Contributions as a percentage of covered-employee payroll	10.25%

In accordance with GASB Statement No. 75, this schedule has been prepared prospectively as the above information for the preceding years is not readily available. This schedule will accumulate each year until sufficient information to present a ten-year trend is available.

## **SUPPLEMENTARY INFORMATION**

**DELAWARE MILITARY ACADEMY CHARTER SCHOOL  
COMBINING BALANCE SHEET - GENERAL FUND  
JUNE 30, 2018**

	State Allocation	Local Funding	Federal Funding	Total
<b>ASSETS</b>				
Cash and pooled cash	\$ 89,615	\$2,826,534	\$ -	\$2,916,149
Investments	-	74,359	-	74,359
<b>TOTAL ASSETS</b>	<u>\$ 89,615</u>	<u>\$2,900,893</u>	<u>\$ -</u>	<u>\$2,990,508</u>
<b>LIABILITIES AND FUND BALANCE</b>				
<b>LIABILITIES:</b>				
Accounts payable	\$ -	\$ 44,541	\$ -	\$ 44,541
Accrued salaries and employment costs	-	899,255	-	899,255
<b>TOTAL LIABILITIES</b>	<u>-</u>	<u>943,796</u>	<u>-</u>	<u>943,796</u>
<b>FUND BALANCES:</b>				
Committed	-	293,802	-	293,802
Unassigned	89,615	1,663,295	-	1,752,910
<b>TOTAL FUND BALANCES</b>	<u>89,615</u>	<u>1,957,097</u>	<u>-</u>	<u>2,046,712</u>
<b>TOTAL LIABILITIES AND FUND BALANCE</b>	<u>\$ 89,615</u>	<u>\$2,900,893</u>	<u>\$ -</u>	<u>\$2,990,508</u>

**DELAWARE MILITARY ACADEMY CHARTER SCHOOL  
COMBINING STATEMENT OF REVENUES, EXPENDITURES, AND  
CHANGES IN FUND BALANCES - GENERAL FUND  
FOR THE YEAR ENDED JUNE 30, 2018**

	State Allocation	Local Funding	Federal Funding	Total
<b>REVENUES</b>				
Charges to school districts	\$ -	\$2,019,735	\$ -	\$2,019,735
State aid	4,094,707	-	-	4,094,707
Federal aid	-	-	142,690	142,690
Food service	-	82,659	-	82,659
Cadet fees	-	75,490	-	75,490
Earnings on cash and investments	-	16,681	-	16,681
Contributions	-	364,189	-	364,189
<b>TOTAL REVENUES</b>	<u>4,094,707</u>	<u>2,558,754</u>	<u>142,690</u>	<u>6,796,151</u>
<b>EXPENDITURES</b>				
Current:				
Instructional services	3,421,347	1,675,841	142,690	5,239,878
Operation and maintenance of facilities	261,842	54,051	-	315,893
Transportation	325,000	-	-	325,000
Food service	30,494	57,217	-	87,711
Capital outlays:				
Property	-	-	-	-
Equipment	15,974	25,156	-	41,130
Debt service:				
Financing costs	-	9,600	-	9,600
<b>TOTAL EXPENDITURES</b>	<u>4,054,657</u>	<u>1,821,865</u>	<u>142,690</u>	<u>6,019,212</u>
<b>EXCESS OF REVENUES OVER EXPENDITURES</b>	<u>40,050</u>	<u>736,889</u>	<u>-</u>	<u>776,939</u>
<b>OTHER FINANCING SOURCES (USES)</b>				
Transfers in	-	247,430	-	247,430
Transfers out	-	(848,375)	-	(848,375)
<b>TOTAL OTHER FINANCING USES</b>	<u>-</u>	<u>(600,945)</u>	<u>-</u>	<u>(600,945)</u>
<b>NET CHANGE IN FUND BALANCES</b>	40,050	135,944	-	175,994
<b>FUND BALANCES, BEGINNING OF YEAR</b>	<u>49,565</u>	<u>1,821,153</u>	<u>-</u>	<u>1,870,718</u>
<b>FUND BALANCES, END OF YEAR</b>	<u>\$ 89,615</u>	<u>\$1,957,097</u>	<u>\$ -</u>	<u>\$2,046,712</u>

**DELAWARE MILITARY ACADEMY CHARTER SCHOOL**  
**SCHEDULE OF EXPENDITURES BY NATURAL CLASSIFICATION - GOVERNMENTAL FUNDS**  
**FOR THE YEAR ENDED JUNE 30, 2018**

**EXPENDITURES**

**Current:**

Salaries	\$ 3,277,430
Benefits and employment costs	1,525,857
Travel	6,680
Contractual services	112,867
Communications	54,392
Public utility services	110,067
Insurance	30,494
Land/building/facilities	27,134
Transportation	325,000
Repairs and maintenance	102,103
Student activities	31,338
Supplies and materials	371,407

**Capital outlays:**

Property	2,463,063
Equipment	41,130

**Debt service:**

Principal	5,409,014
Interest	735,776
Financing costs	55,150

**TOTAL EXPENDITURES**

\$ 14,678,902

**SINGLE AUDIT SUPPLEMENT**

INDEPENDENT AUDITOR'S  
REPORT ON INTERNAL CONTROL  
OVER FINANCIAL REPORTING AND ON  
COMPLIANCE AND OTHER MATTERS BASED  
ON AN AUDIT OF FINANCIAL STATEMENTS  
PERFORMED IN ACCORDANCE WITH  
GOVERNMENT AUDITING STANDARDS

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September 28, 2018

Board of Directors  
Delaware Military Academy Charter School  
Wilmington, Delaware

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of the Delaware Military Academy Charter School ("the School"), Wilmington, Delaware, as of and for the year ended June 30, 2018, and the related notes to the financial statements, which collectively comprise the School's basic financial statements and have issued our report thereon dated September 28, 2018.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the School's internal control over financial reporting ("internal control") to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

*A deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Board of Directors  
Delaware Military Academy Charter School

#### Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

#### Purpose of This Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

*Barbacane, Thornton & Company LLP*  
BARBACANE, THORNTON & COMPANY LLP



INDEPENDENT AUDITOR'S  
REPORT ON COMPLIANCE FOR EACH  
MAJOR PROGRAM AND ON INTERNAL CONTROL  
OVER COMPLIANCE REQUIRED BY  
THE UNIFORM GUIDANCE

September 28, 2018

Board of Directors  
Delaware Military Academy Charter School  
Wilmington, Delaware

Report on Compliance for Each Major Federal Program

We have audited the Delaware Military Academy Charter School's ("the School") compliance with the types of compliance requirements described in the OMB *Compliance Supplement* that could have a direct and material effect on the School's major federal program for the year ended June 30, 2018. The School's major federal program is identified in the summary of auditor's results section of the accompanying schedule of findings and recommendations.

Management's Responsibility

Management is responsible for compliance with federal statutes, regulations, and the terms and conditions of its federal awards applicable to its federal programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for the School's major federal program based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* ("Uniform Guidance"). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about the School's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for the major federal program. However, our audit does not provide a legal determination of the School's compliance.

Board of Directors  
Delaware Military Academy Charter School

Opinion on the Major Federal Program

In our opinion, the Delaware Military Academy Charter School complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on its major federal program for the year ended June 30, 2018.

Report on Internal Control Over Compliance

Management of the School is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered the School's internal control over compliance with the types of requirements that could have a direct and material effect on its major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for its major federal program and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the School's internal control over compliance.

*A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A material weakness in internal control over compliance is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A significant deficiency in internal control over compliance is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.*

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

*Barbacane, Thornton & Company LLP*  
BARBACANE, THORNTON & COMPANY LLP

**DELAWARE MILITARY ACADEMY CHARTER SCHOOL  
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS  
FOR THE YEAR ENDED JUNE 30, 2018**

FEDERAL GRANTOR PROJECT TITLE	SOURCE CODE	FEDERAL CFDA NUMBER	GRANT PERIOD BEGINNING/ ENDING DATES	GRANT AMOUNT	TOTAL RECEIVED FOR YEAR	ACCRUED REVENUE 07/01/17	REVENUE RECOGNIZED	EXPENDITURES	ACCRUED REVENUE 06/30/18	PASSED THROUGH TO SUB- RECIPIENTS	OUTSTANDING LOAN BALANCE
U.S. Department of Agriculture Community Facilities Loans and Grants	D	10.766	12/21/16-11/01/19	\$ 5,500,000	\$ 3,710,983	\$ 1,083,525	\$ 2,627,458	\$ 2,627,458	\$ -	\$ -	\$ 5,479,010
Total U.S. Department of Agriculture					3,710,983	1,083,525	2,627,458	2,627,458	-	-	5,479,010
U.S. Department of Education Passed through the Delaware Department of Education											
Title II - Improving Teacher Quality	I	84.367	07/01/16-11/30/17	14,090	8,373	-	8,373	8,373	-	-	-
Title II - Improving Teacher Quality	I	84.367	07/01/17-11/30/18	13,574	2,708	-	2,708	2,708	-	-	-
Total CFDA #84.367					11,081	-	11,081	11,081	-	-	-
Title I - Grants to Local Education Agencies	I	84.010	07/01/16-11/30/18	17,202	12,215	-	12,215	12,215	-	-	-
Title I - Grants to Local Education Agencies	I	84.010	07/01/17-11/30/19	17,702	10,843	-	10,843	10,843	-	-	-
Total CFDA #84.010					23,058	-	23,058	23,058	-	-	-
Title IV - Student Support and Academic Enrichment Program	I	84.424	07/01/17-11/30/19	10,000	4,672	-	4,672	4,672	-	-	-
I.D.E.A.	I	84.027	07/01/16-11/30/18	80,541	20,514	-	20,514	20,514	-	-	-
I.D.E.A.	I	84.027	07/01/17-11/30/19	84,398	72,149	-	72,149	72,149	-	-	-
Total CFDA #84.027					92,663	-	92,663	92,663	-	-	-
Career and Technical Education	I	84.048	07/01/16-11/30/18	5,459	5,276	-	5,276	5,276	-	-	-
Career and Technical Education	I	84.048	07/01/17-11/30/19	18,069	5,940	-	5,940	5,940	-	-	-
Total CFDA #84.048					11,216	-	11,216	11,216	-	-	-
Total U.S. Department of Education					142,690	-	142,690	142,690	-	-	-
TOTAL FEDERAL AWARDS					\$ 3,853,673	\$ 1,083,525	\$ 2,770,148	\$ 2,770,148	\$ -	\$ -	\$ 5,479,010

**SOURCE CODE:**

D - Direct Funding  
I - Indirect Funding

**DELAWARE MILITARY ACADEMY CHARTER SCHOOL**  
**NOTES TO SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS**

**NOTE A      BASIS OF ACCOUNTING**

The School uses the modified accrual method of recording transactions. Revenues are recorded when measurable and available. Expenditures are recorded when incurred.

**NOTE B      FEDERAL EXPENDITURES**

The schedule of expenditures of federal awards reflects federal expenditures for all individual grants which were active during the fiscal year.

**NOTE C      INDIRECT COST RATE**

The School has not elected to use the 10 percent de minimis indirect cost rate allowed under the Uniform Guidance. For the year ended June 30, 2018, there were no indirect costs included in the schedule of expenditures of federal awards.

**NOTE D      LOAN BALANCES INVOLVING FEDERAL FUNDS**

On March 9, 2018, the School issued a \$5,500,000 note through the United States Department of Agriculture as part of the Community Facilities Loans and Grants program. The funds from this issuance were used to fully refund the Series of 2016 Revenue Bonds. The note bears interest at a fixed rate of 2.375 percent per annum fixed for the life of the debt. The note matures on March 9, 2048.

## **SCHEDULE OF FINDINGS AND RECOMMENDATIONS**

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DELAWARE MILITARY ACADEMY CHARTER SCHOOL  
SCHEDULE OF FINDINGS AND RECOMMENDATIONS

**PART A - SUMMARY OF AUDITOR'S RESULTS**

*Financial Statements*

Type of auditor's report issued [*unmodified, qualified, adverse, or disclaimer*]:

Unmodified

Internal control over financial reporting:

- Material weakness(es) identified?
- Significant deficiency(ies) identified?
- Noncompliance material to financial statements noted?

       Yes

       Yes

       Yes

  X   No

  X   None reported

  X   No

*Federal Awards*

Internal control over major programs:

- Material weakness(es) identified?
- Significant deficiency(ies) identified?

       Yes

       Yes

  X   No

  X   None reported

Type of auditor's report issued on compliance for major programs [*unmodified, qualified, adverse, or disclaimer*]:

Unmodified

Any audit findings disclosed that are required to be reported in accordance under the Uniform Guidance?

       Yes

  X   No

Identification of major programs:

CFDA Number

10.766

Name of Federal Program or Cluster

Community Facilities Loans and Grants

Dollar threshold used to distinguish between Type A and Type B programs:

\$750,000

Auditee qualified as low-risk auditee?

       Yes

  X   No

DELAWARE MILITARY ACADEMY CHARTER SCHOOL  
SCHEDULE OF FINDINGS AND RECOMMENDATIONS (cont'd)

**PART B - FINDINGS RELATED TO FINANCIAL STATEMENTS**

STATUS OF PRIOR YEAR FINDINGS

None.

CURRENT YEAR FINDINGS AND RECOMMENDATIONS

None.

**PART C - FINDINGS RELATED TO FEDERAL AWARDS**

STATUS OF PRIOR YEAR FINDINGS

2017-001 – WRITTEN POLICIES AND PROCEDURES

Finding

During our prior year audit, we noted that the School had not developed and implemented certain written policies governing the School's procedures and controls for the administration of its federal awards. As outlined in the Uniform Guidance, the School must develop and implement procedures for the financial management of its awards (2 CFR 200.302), its policies and procedures governing cash management of federal awards (2 CFR 200.305), its conflict of interest policy (2 CFR 200.112), its policies and procedures for determining the allowability of costs and activities applied to its federal award programs (2 CFR 200.403), its policy for reimbursing travel costs (2 CFR 200.474), and its policy for the procurement of goods and services (2 CFR 200.318).

While we noted that the School had developed a system of internal controls and procedures that provided for the proper administration and reporting of its federal awards, it had not formally documented these policies and procedures in a written format.

Status

During our current year audit, we noted that the School has developed and implemented the written policies governing the School's procedures and controls for the administration of its federal awards. Therefore, this finding is no longer applicable.



## RENEWAL APPLICATION SUPPLEMENT

Charter Renewal Period  
FY 2020 – FY 2024

EXHIBIT F  
FY20 Preliminary Budget

September 30, 2019

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**DELAWARE MILITARY ACADEMY**  
**Monthly Financial Report**  
**Fiscal Year 2019-20**  
**As of August 31, 2019**

**REVENUE**

	Preliminary Budget	Receipt To Date	% Received	Anticipated Receipts Remaining
<b>STATE FUNDS</b>				
Operations (05213) & (50022)	\$ 3,972,238	\$ 3,444,788	86.7%	\$ 527,450
Sustainment Fund (05289)	\$ 75,855	\$ 75,855	100.0%	\$ -
Technology Block Grant (05235)	\$ 10,152	\$ 10,152	100.0%	\$ -
Minor Capital Improvement (50022)	\$ 93,542	\$ -	0.0%	\$ 93,542
Other State Funds	\$ -	\$ -	-	\$ -
<b>Total State Funds</b>	<b>\$ 4,151,787</b>	<b>\$ 3,530,795</b>	<b>85.0%</b>	<b>\$ 620,992</b>
<b>LOCAL FUNDS</b>				
Local Funds (98000)	\$ 2,256,067	\$ 13,692	0.6%	\$ 2,242,375
Navy Aid	\$ 268,000	\$ 66,793	24.9%	\$ 201,207
ROTC Program (98032)	\$ 75,000	\$ 900	1.2%	\$ 74,100
Admin. Fees	\$ 115,000	\$ -	0.0%	\$ 115,000
Lunch Program (91100)	\$ 80,000	\$ -	0.0%	\$ 80,000
Donations (98220)	\$ 100,000	\$ 1,800	1.8%	\$ 98,200
Other	\$ 41,600	\$ -	0.0%	\$ 41,600
<b>Total Local Funds</b>	<b>\$ 2,935,667</b>	<b>\$ 83,185</b>	<b>2.8%</b>	<b>\$ 2,852,482</b>
<b>ALL FUNDS</b>				
Total State Funds	\$ 4,151,787	\$ 3,530,795	85.0%	\$ 620,992
Total Local Funds	\$ 2,935,667	\$ 83,185	2.8%	\$ 2,852,482
<b>Total All Funds</b>	<b>\$ 7,087,454</b>	<b>\$ 3,613,980</b>	<b>51.0%</b>	<b>\$ 3,473,474</b>

**EXPENDITURES**

Description	Preliminary Budget	Encumbrances	Expenditures	Remaining Balance	Obligated
1 Salaries & Benefits	\$ 4,723,328	\$ -	\$ 901,399	\$ 3,821,929	19.1%
2 Utilities	\$ 113,100	\$ 92,942	\$ 26,205	\$ (6,047)	105.3%
3 Debt Service	\$ 1,079,327	\$ -	\$ 769,924	\$ 309,403	71.3%
4 Transportation	\$ 350,000	\$ 350,000	\$ -	\$ -	100.0%
5 Textbooks & Instructional Supplies	\$ 55,500	\$ -	\$ 9,865	\$ 45,635	17.8%
6 Computer Supplies & Technology	\$ 20,000	\$ -	\$ -	\$ 20,000	0.0%
7 Maintenance & Custodial Services	\$ 64,265	\$ -	\$ 25,237	\$ 39,028	39.3%
8 Building & Land Improvements	\$ 70,000	\$ -	\$ 3,335	\$ 66,665	4.8%
9 Capital Repairs/Improvements Reserve	\$ 75,000	\$ -	\$ -	\$ 75,000	0.0%
10 Other Expenses	\$ 536,934	\$ 102,446	\$ 33,842	\$ 400,646	25.4%
11 Contingency	\$ -	\$ -	\$ -	\$ -	#DIV/0!
<b>Total Operating Expenses</b>	<b>\$ 7,087,454</b>	<b>\$ 545,388</b>	<b>\$ 1,769,807</b>	<b>\$ 4,772,259</b>	<b>25.0%</b>
<b>FY20 Surplus/(Deficit)</b>	<b>\$ (0)</b>				

**Restricted funds in addition to Operating Budget:**

	Budget	Receipt to Date	Encumbrances	Expenditures	Balance	Obligated
<b>FEDERAL FUNDS</b>	\$ 209,758	\$ 209,758	\$ -	\$ 162,013	\$ 47,745	77.2%
<b>Total Restricted Funds</b>	<b>\$ 209,758</b>	<b>\$ 209,758</b>	<b>\$ -</b>	<b>\$ 162,013</b>	<b>\$ 47,745</b>	<b>77.2%</b>



## RENEWAL APPLICATION SUPPLEMENT

Charter Renewal Period

FY 2020 – FY 2024

### EXHIBIT G

Mission, Philosophy, Beliefs and Profile of our Graduates

September 30, 2019

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## **Our Story**

The Delaware Military Academy was founded in 2003 by a retired Army Colonel and a retired Navy Master Chief. The school was designed to develop young men and women to be strong citizens, confident leaders and excellent students. The first cadet class graduated in June of 2006. Since then, eleven more classes have graduated from the Delaware Military Academy totaling 1699 alumni. These fourteen classes have earned in excess of one hundred seventeen million dollars in scholarship monies and 86% of them have gone on to a post-secondary program of study. In addition, the Academy has sent 36 graduates off to United States Service Academies and 78 graduates have attended college for free on ROTC scholarships. In 2013, the Academy had four alumni graduate in the same class from the United States Naval Academy – a first in Naval Academy history. We continue to strive to provide the best education for all our cadets on a daily basis. You are all a part of making that happen!

## **Mission Statement**

The mission of the Delaware Military Academy is to prepare young men and women for their next level of education by providing them with a foundation that leads to good citizenship. Encouraged by military training, learning will take place within an environment that embraces both mental and physical health. This holistic approach to education fosters an understanding of the obligations of citizenship and self-discipline. In addition, cadets are exposed to positive moral ideals while being afforded opportunities to engage in appropriate social activities.

## **Philosophy**

Delaware Military Academy's academic, extra-curricular, and leadership programs intertwine to create a well-rounded learning experience for cadets. Through the development of honor, discipline, and integrity, cadets will cultivate strength of character, individual excellence, and responsible leadership. Upon graduation, cadets will possess the skills and characteristics needed to lead lives of academic, personal and professional achievement.

## **Belief Statements**

1. The role of the Delaware Military Academy is to educate the entire cadet, paying particular attention to academic, social and emotional needs.
2. An education at the Delaware Military Academy fosters citizenship, leadership, self-discipline and independent thought.
3. Military training teaches cadets a sense of responsibility, integrity and morality.
4. Responsible citizens have a sense of honor and respect for themselves and for others.
5. Hard work, dedication, and motivation are essential for learning.
6. Cadets, parents and teachers share accountability and responsibility for the cadet's education.
7. A safe and enjoyable learning environment promotes positive interaction between cadets and teachers.
8. Cadets graduate from DMA ready to accept an adult role in society.
9. Service builds strong character, unity, and a sense of responsibility for others.

## **Profile of Our Graduates**

Graduates of Delaware Military exhibit the following skills and characteristics:

### **Scholarship**

- Ability to express oneself clearly in oral and written form
- Ability to think for oneself
- Proficient in all academic content areas
- Proficient in the use of technology
- Prepared to enter a post-secondary program of study

### **Leadership**

- Ability to give and receive respect
- Ability to set goals, motivate others, and lead by example
- Ability to see a mission through to completion
- Maturity in thought and expression
- Commitment to excellence
- Command presence
- Integrity
- Physical and mental wellness

### **Citizenship**

- Patriotism
- Cultural, political and environmental awareness
- Respect for rules and regulations in the community
- Regard for honesty in self and others
- Compassion and empathy for others
- Sense of duty to serve the community



## RENEWAL APPLICATION SUPPLEMENT

Charter Renewal Period

FY 2020 – FY 2024

### EXHIBIT H

School Profile

(updated for 2019-2020 school year)

September 30, 2019

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# Delaware Military Academy

## **Delaware Military Academy**

**CEEB Code: 080171**

112 Middleboro Road

Wilmington, DE 19804

(302) 998-0745

Website: [www.demilacad.org](http://www.demilacad.org)

Principal: Anthony Pullella

College Counselors: John Grant and Debra Certesio

## **Community**

The Delaware Military Academy resides within the boundaries of the Red Clay Consolidated School District in New Castle County, Delaware. As a charter school, DMA serves students in all districts in New Castle County. Eighty-two percent of the cadet population are residents of the Red Clay Consolidated School District, which includes inside the city limits of Wilmington. It is important to note that 24% of DMA cadets are at or below the poverty level and that 2.8% are identified as having special learning needs.

## **The School**

Delaware Military Academy (DMA) is a public charter school serving approximately 580 cadets in grades 9-12. The school opened in 2003 and graduated its first class in June of 2006. The school's charter is authorized by the Red Clay Consolidated School District and accredited by the Middle States Association for Secondary Schools. In accordance with the charter, any high school student in Delaware can gain admission to the Academy but preference is given to those applicants that reside in Red Clay Consolidated School District. The school offers Delaware high school students a tuition-free, four-year, college preparatory curriculum. DMA has consistently performed well and earned the rating of "Exceeds Expectations" under the new Delaware accountability system.

DMA is a military themed high school that uses military values to teach ethics, personal and civic responsibility and leadership. This strong value system promotes and develops integrity, citizenship, service, fitness, patriotism, leadership, teamwork, and self-esteem. DMA is the first successful all Junior ROTC Military Charter School in the United States and is considered the "flagship" of the Navy's Junior ROTC programs. The United States Navy has consistently rated our Corp of Cadets as a 'Distinguished Unit with Academic Honors.' This designation entitles the Delaware Military Academy to nominate twelve (12) seniors to attend service academies (six to the United States Naval Academy, three to the United States Military Academy at West Point and another three to the Coast Guard Academy) each year for qualified applicants.

## **Our Mission**

The Mission of the Delaware Military Academy is to prepare young men and women for their next level of education by providing them with a foundation that leads to good citizenship. Encouraged by military training, learning will take place within an environment that embraces both mental and physical health. This holistic approach to education fosters an understanding of the obligations of citizenship and self-discipline.

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# Delaware Military Academy

In addition, cadets are exposed to positive moral ideals while being afforded opportunities to engage in appropriate social activities.

## Curriculum

Our academic program is intended to ensure that every graduate is prepared, and qualified, to enter a 4-year post-secondary program of study. There are no general courses offered at DMA and all cadets are expected to participate in the college prep, honors, AP or dual enrollment programs. Our teachers have high standards in the classroom and cadets are expected to work at a high level each day to ensure they are prepared for the rigors of college, the armed services or the corporate world. Cadets are strongly encouraged to complete at least two honors level courses while at the Academy.

The academic program is organized on a modified block schedule. Cadets are enrolled in four credit hours per semester with a maximum of nine credit hours available per year. Cadets take four 90 minute classes and one 45 minute class per day. Most classes run on a semester schedule and last for half the school year. There are a few exceptions: Naval Science and all AP level courses are full year courses. In addition, classes that meet during the 45 minute block are full year courses that meet each day. Block scheduling was instituted at DMA in September 2016. DMA offers a total of 17 honors level courses in English, Math, Science and Social Studies starting in 9<sup>th</sup> grade.

The following AP® courses are offered at DMA: Calculus AB, Calculus BC, Biology, Physics and Computer Science A. Cadets must meet specific criteria in order to enter AP level courses. In addition, DMA offers a full complement of dual enrollment courses through the Delaware Technical and Community College. Our dual enrollment options include Critical Thinking and Academic Writing (ENG101), Composition and Research (ENG102), US History: Pre Civil War (HIS111), US History: Post Civil War (HIS112), World History II (HIS210), College Algebra (MAT180), and College Pre-calculus (MAT190). Admission criteria for dual enrollment courses is defined by Delaware Technical and Community College.

## Navy Junior ROTC Program

DMA is the only public school in the country where every student (cadet) is a member of the Navy Junior ROTC Corp of Cadets. Our NJROTC program is supported by our Naval Science curriculum. All cadets at DMA are enrolled in Naval Science, our leadership course, for all four years. The Naval Science program exposes cadets to the precepts of citizenship, the elements of leadership, and the value of scholarship in attaining life goals. The program is also designed to engender a sound appreciation for the heritage and traditions of the United States of America with a focus on the historical significance of sea power. The Naval Science curriculum includes advanced instruction in the areas of astronomy, meteorology, navigation skills, sea power, national security, and naval history. Hands on leadership skills are developed through cadet involvement in teaching new cadet drill, proper uniform care, and managing unit activities.

The senior year Naval Science course includes instruction in theoretical and applied aspects of leadership, training, and evaluation of performance. Cadets are taught the techniques to create motivation, to develop goals and activities for a work group, and the proper ways to set a leadership example. The practicum part of the course focuses primarily on practical leadership techniques and implementation. The intent is to

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# Delaware Military Academy

assist seniors in understanding leadership and improving their leadership skills by putting them in positions of leadership in the NJROTC unit. As part of the NJROTC program, cadets earn rank and take on leadership roles at the platoon, company, battalion and regimental level. A cadet's daily responsibilities include project management, supervision of staff and interacting with adults in a professional manner both inside the school and in the local community. ***The highest rank a cadet can earn in this program is Cadet Captain which is reserved for our Regimental Commanding Officer and Regimental Executive Officer.***

## Grading Scale, Grade Point Average and Class Rank

	Letter Grade	Quality Pts
93 – 100	A	4
85 – 92	B	3
77 – 84	C	2
70 – 76	D	1
Below 70	F	0

DMA calculates GPA utilizing the above quality points. All final grades, whether pass or fail, are included in the grade point average. DMA calculates both a weighted and non-weighted grade point average for each cadet at the end of each semester (January and June). A minimum of 27 credits are required for graduation. Cadets earn an additional weight of 1.0 for all college level courses (AP and dual enrollment) where they earn a grade of C or higher. In addition, cadets earn an additional weight of .5 for all honors level courses where they earn a grade of C or higher. Cadets are ranked based on weighted and unweighted GPA. Unless otherwise specified by the college, the academy provides weighted GPA and class rank for all college applications. ***The highest GPA in the Class of 2019 was 4.0 (unweighted) and 4.34 (weighted).***

## Post High School Placement

### Class of 2019

- 64% matriculated to a 4-year college program\*
- 26% matriculated to a 2-year college program
- 9% entered a branch of military service
- 1% entered a trade program, apprenticeship or the work force

\* This number includes two graduates who entered a United States Service Academy and seven who earned ROTC scholarships

Over the last fourteen years, the Delaware Military Academy has graduated 1,699 cadets. Our cadets have gone on to a wide variety of colleges, internships, trade schools and military branches of service. Our goal is to support all our graduating seniors in following their path. Since 2003, thirty-six of our graduates have entered a United States Service Academy after graduation. The chart below identifies the path our cadets have chosen after graduation.

## **LEADERSHIP • CITIZENSHIP • SCHOLARSHIP**

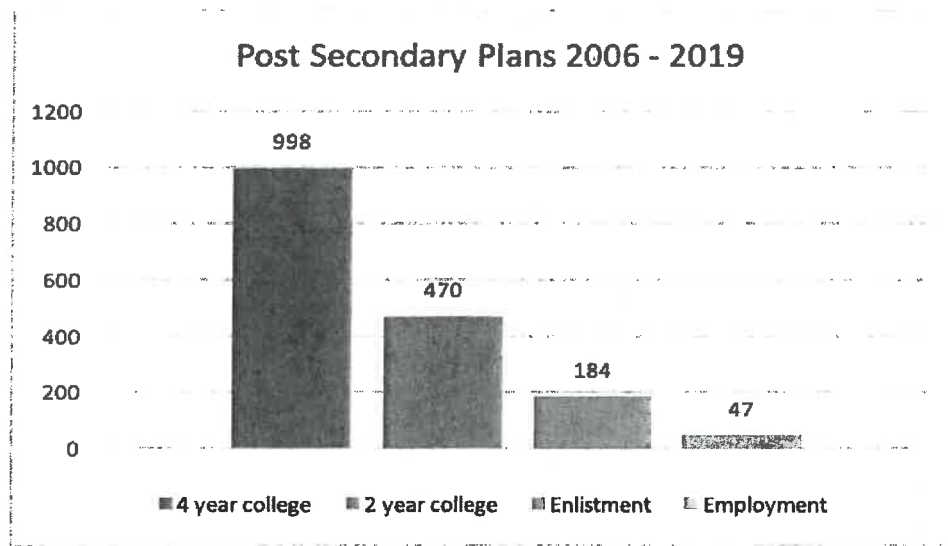
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# Delaware Military Academy



Our graduates have attended the following schools over the last four years:

Alabama State  
Albright College  
Alfred College  
American University  
Arcadia University  
Arizona State University  
Baylor University  
Bloomsburg University  
Bridgewater College  
Butler University  
Cabrini College  
Caldwell University  
California State University - Northridge  
Camden County  
Catholic University  
Cedar Crest College  
Chatham University  
Clark Atlanta University  
Coastal Carolina University  
Coker College  
Coppin State University  
Cornell College  
Dean College

Delaware State University  
Delaware Technical and Community College  
Delaware Valley University  
DeSales University  
Drexel university  
Dusquene University  
East Carolina University  
East Stroudsburg University  
Eastern Kentucky University  
Elizabeth City State University  
Elizabethtown College  
Elon University  
Embry Riddle Aeronautical University  
Fairleigh Dickinson University  
Ferris State University  
Florida Atlantic University  
Florida Southern College  
Florida Institute of Technology  
Franklin Pierce University  
Frostburg State University  
Gannon University  
George Mason University

Georgetown University  
Georgian Court University  
Goldey-Beacom College  
Gwynedd Mercy University  
High Point  
Hofstra University  
Holy Names University  
Hood College  
Immaculata University  
Indiana University  
Indiana University of PA  
Jacksonville University  
James Madison University  
Kansas Wesleyan University  
Kean College  
Keystone College  
King's College  
Kutztown University  
La Salle University  
Lebanon Valley College  
Liberty University  
Limestone College  
Lock Haven University  
Los Angeles City College

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# Delaware Military Academy

Lynchburg College  
Maine Maritime Academy  
Mary Baldwin University  
Marywood University  
Massachusetts Maritime  
Academy  
McDaniel College  
Mercyhurst College  
Messiah College  
Millersville University  
Misericordia University  
Monmouth University  
Montclair State University  
Mount St Mary's College  
Neumann University  
New Jersey Institute of  
Technology  
Newberry College  
Niagara University  
North Carolina Central  
University  
North Carolina State  
University  
Norwich University  
Notre Dame of Maryland  
University  
Ohio State University  
Oklahoma State University  
Old Dominion University  
Old Dominion University  
Pace University  
Penn State Berks  
Penn State Brandywine  
Penn State Harrisburg  
Penn State Main Campus  
Pfeiffer University

Pittsburgh at Johnstown  
Point Park University  
Radford University  
Randolph College  
Rider University  
Roanoke College  
Robert Morris University  
Roger Williams University  
Rowan University  
Rutgers University  
Saint Francis University  
Saint Leo University  
Salisbury University  
Seton Hall University  
Seton Hill University  
Shippensburg University  
St. John's University  
Stetson University  
Stevenson University  
SUNY Maritime College  
Susquehanna University  
Syracuse University  
Temple University  
Tennessee State University  
The Citadel  
Towson University  
United States Coast Guard  
Academy  
United States Merchant  
Marine Academy  
United States Military  
Academy at West Point  
United States Naval Academy  
University of Central Missouri  
University of Akron  
University of Delaware

University of Evansville  
University of Harford  
University of Maine  
University of Maryland  
University of Maryland  
Baltimore County  
University of Maryland  
Eastern Shore  
University of Mississippi  
University of Nebraska  
University of North Florida  
University of North Texas  
University of Pittsburgh  
University of Rhode Island  
University of Scranton  
University of South Carolina  
University of Tampa  
University of the Sciences  
University of West Florida  
Ursinus College  
Valencia College  
Valley Forge Military  
Virginia Military Institute  
Washington College  
Washington State University  
Wesley College  
West Chester University  
West Virginia University  
Westminster College  
Wheeling Jesuit University  
Whittier College  
Widener University  
Wilkes University  
Wilmington University  
York College of PA  
... and many more!

## Contact Information:

### **Debra Certesio**

Dean of Cadets/College Counselor (last names N – Z)  
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### **John Grant**

College Counselor (last names A – M)  
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(302) 998-0745

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## RENEWAL APPLICATION SUPPLEMENT

Charter Renewal Period

FY 2020 – FY 2024

### EXHIBIT I

#### Five-Year Post-Secondary Statistics

September 30, 2019

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**Delaware Military Academy College Statistics**  
Last 5 Graduating Classes

<b>Graduating Class</b>
<b>Total Graduates</b>
UD
UD AA
Other 4 year
Academies
ROTC
DTCC/ 2yr programs
Employment
Enlistment

<b>2015</b>	
10	
137	
30	22%
6	4%
44	32%
1	1%
6	4%
30	22%
7	5%
13	9%

<b>2016</b>	
11	
126	
23	18%
10	8%
48	38%
2	2%
5	4%
20	16%
5	4%
13	10%

<b>2017</b>	
12	
134	
32	24%
6	4%
51	38%
2	1%
7	5%
17	13%
1	1%
18	13%

<b>2018</b>	
13	
141	
31	22%
3	2%
58	41%
3	2%
4	3%
25	18%
3	2%
14	10%

<b>2019</b>	
14	
132	
22	17%
9	7%
54	41%
2	2%
7	5%
25	19%
1	1%
12	9%

TOTALS (since 2006)	
1699	
271	16%
81	5%
613	36%
36	2%
78	5%
389	23%
47	3%
184	11%

Scholarship Monies

\$14,200,000

\$12,303,000

\$16,864,000

\$11,899,000

\$14,152,000



## RENEWAL APPLICATION SUPPLEMENT

Charter Renewal Period

FY 2020 – FY 2024

**EXHIBIT J**

**Board of Directors**

**September 30, 2019**

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# Delaware Military Academy

## Board of Directors

Sharon Kurfuerst  
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[skurfuerst@christianacare.org](mailto:skurfuerst@christianacare.org)  
Christiana Care Health System

Al DiEmedio  
Secretary  
[al.d.diemedio@wilmu.edu](mailto:al.d.diemedio@wilmu.edu)  
Wilmington University

Anthony Pullella  
Commandant  
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Delaware Military Academy

Victoria Alexitch  
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Edward Capodanno  
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Associated Builders and Contractors, Inc.

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Tarabicos Grosso, LLP

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Delaware Military Academy

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## RENEWAL APPLICATION SUPPLEMENT

Charter Renewal Period

FY 2020 – FY 2024

EXHIBIT K

Employees

September 30, 2019

**LEADERSHIP • CITIZENSHIP • SCHOLARSHIP**

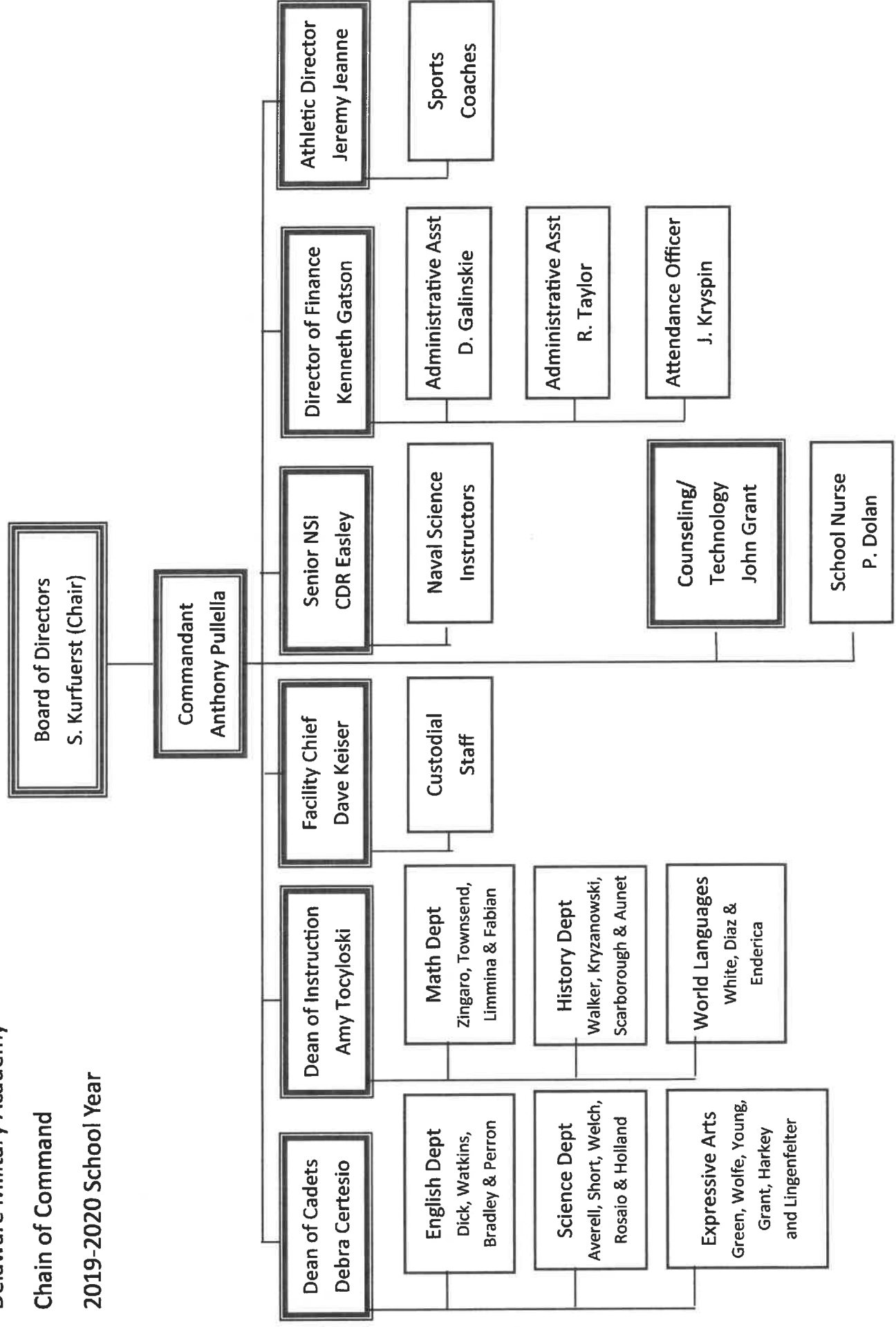
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# Delaware Military Academy

## Chain of Command

2019-2020 School Year







# Delaware Military Academy

## Administrative Staff

Anthony Pullella  
Commandant  
[Anthony.pullella@dma.k12.de.us](mailto:Anthony.pullella@dma.k12.de.us)

Commander Sean Easley  
Commander of the Naval Science Department  
Title IX Coordinator  
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# Delaware Military Academy

## Mathematics Department

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## Music Department

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## Maintenance Department

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Shawn McGee  
Ryan Douglas  
Alex Torres  
LuAnn Muller – Food Services

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## RENEWAL APPLICATION SUPPLEMENT

Charter Renewal Period

FY 2020 – FY 2024

### EXHIBIT L

#### Liability Insurance Coverage

September 30, 2019

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# Summary of Insurance

Prepared: 8/14/2019

Page 1

For: Delaware Military Academy, Inc

Pratt Insurance, Inc.

112 Middleboro Road  
Wilmington, DE  
19804-1621 302-494-2363

Four Village Square  
Smyrna, DE  
19977 302-653-6681

Coverage	Amount	Company	Policy No	Eff	Exp
<b>Commercial Application</b>  Premise 1 - Building 1 - 5 112 Middleboro Road Wilmington, DE 19804		Liberty Mutual Insurance Co	CBP8997552	10/01/18	10/01/19

## Summary of Insurance

**Prepared: 8/14/2019**

**For: Delaware Military Academy, Inc**

**Pratt Insurance, Inc.**

**112 Middleboro Road  
Wilmington, DE  
19804-1621 302-494-2363**

**Four Village Square**  
**Smyrna, DE**  
**19977 302-653-6681**

Coverage	Amount	Company	Policy No	Eff	Exp
<b>Property</b>		Liberty Mutual Insurance Co	CBP8997552	10/01/19	10/01/20
Premise 1 Building Blanket Building & Contents	*19,330,000				
Coinsurance            Waived Valuation               Replacement Cost Cause of Loss          Special "All Risk" Deductible              2,500					
<b>Additional Coverages:</b>					
Flood	1,000,000	(5% Deductible)			
Equipment Breakdown	Included				
Sewer Backup	1,000,000				
Employee Dishonesty	100,000	(500 Deductible)			
Equipment (HDW) Owned	207,600				
<b>Mortgagee:</b> Wilmington Savings Fund Society FSB ISAOA ATTN: Commercial Loan Services PO Box 729 Claymont DE 19703					
<b>Loss Payee:</b> Marlin Business Bank c/o Insurance Service Center PO Box 368 Marlton NJ 08053					
	*Bldg # 1 \$ 6,600,000 Bldg # 2 - \$ 4,900,000 Bldg # 3- \$ 180,000 Bldg # 4 - \$ 6,500,000	Contents - \$ 600,000 Contents - \$ 400,000  Contents - \$150,000			

# Summary of Insurance

Prepared: 8/14/2019

For: Delaware Military Academy, Inc

Pratt Insurance, Inc.

112 Middleboro Road  
Wilmington, DE  
19804-1621 302-494-2363

Four Village Square  
Smyrna, DE  
19977 302-653-6681

Coverage	Amount	Company	Policy No	Eff	Exp
<b>General Liability</b>		Liberty Mutual Insurance Co	CBP8997552	10/01/19	10/01/20
General Aggregate	2,000,000				
Products/Completed Operations Aggregate	2,000,000				
Personal & Advertising Injury	1,000,000				
Each Occurrence	1,000,000				
Damage to Rented Premises	300,000				
Medical Expense (Any One Person)	15,000				
Employee Benefits Liability	1,000,000				
Sexual Abuse & Molestation	1,000,000	(5,000 Deductible)			
E & O – School District	1,000,000	(5,000 Deductible)			
Violent Event Response	1,000,000				
<b>Premium Basis:</b>					
1 School - Private					
Premium Basis: 582/ Students					
1 Vacant Land – NFP					
Premium Basis: 1 Acre					
1 Vacant Land – NFP					
Premium Basis: 3 Acres					
1 School – Faculty Liab for Corporal punishment of pupils					
Premium Basis: 38					
<b>Additional Insureds:</b>					
Heads Up Football LLC USA Football Inc					
see coi for special wording					
45 N Pennsylvania St, Ste 700					
Indianapolis, IN 46204					
Caravel Academy, Inc. RC Peoples, Inc.					
DM Peoples Investment, Inc.					
2801 Del Laws Road					
Bear, DE 19701					
Emory Hill Real Estate Services, Inc.					
And Airport Business Center CILP					
10 Corporate Circle , Suite 100					
New Castle, DE 19720					
White Clay Soccer Club					
PO Box 324					
West Grove, PA 19390					

# Summary of Insurance

Prepared: 8/14/2019

For: Delaware Military Academy, Inc

Pratt Insurance, Inc.

112 Middleboro Road  
Wilmington, DE  
19804-1621 302-494-2363

Four Village Square  
Smyrna, DE  
19977 302-653-6681

Coverage	Amount	Company	Policy No	Eff	Exp
----------	--------	---------	-----------	-----	-----

Wilmington Savings Fund Society FSB ISAOA PO Box 729 Claymont, DE 19703					
--	--	--	--	--	--

Wilmington Friends School 101 School Rd. Wilmington, DE 19803					
---	--	--	--	--	--

## Summary of Insurance

Prepared: 8/14/2019

For: Delaware Military Academy, Inc

Pratt Insurance, Inc.

112 Middleboro Road  
Wilmington, DE  
19804-1621 302-494-2363

Four Village Square  
Smyrna, DE  
19977 302-653-6681

Coverage	Amount	Company	Policy No	Eff	Exp
<b>Business Auto</b>		Liberty Mutual Insurance Co	BA8990053	10/01/19	10/01/20
Liability					
Hired/ Non-Owned Automobile Liability	1,000,000				
Comprehensive Deductible	See Schedule				
Collision Deductible	See Schedule				
<u>Additional Coverages:</u>					
Hired Car Physical damage	50,000				
* See Attached Vehicle Schedule					



## Summary of Insurance

**Prepared: 8/14/2019**

For: **Delaware Military Academy, Inc**

Pratt Insurance, Inc.

**112 Middleboro Road  
Wilmington, DE  
19804-1621 302-494-2363**

**Four Village Square**  
**Smyrna, DE**  
**19977 302-653-6681**

**Business Automobile - Vehicle Schedule** Policy No. BA8990053

**Policy No. BA8990053**

Co #	Year	Make	Model	VIN	Garage Loc	Class	Liab	Comp	Coll
1	2006	Haulmark	Trlr	T57X16DT2	Wilmington, DE 19804	68199	X	500	1,000
2	2006	Pamr	Trlr	40LFB12106P127129	Wilmington, DE 19804	68199	X	500	1,000
3	2003	Homemade	Trailer	ASN59318DEL	Wilmington, DE 19804	68199	X	500	1,000
4	2004	Ford	Crown Vic	2FAHP71W74X140439	Wilmington, DE 19804	7391	X	N/C	N/C

# Summary of Insurance

Prepared: 8/14/2019

For: Delaware Military Academy, Inc

Pratt Insurance, Inc.

112 Middleboro Road  
Wilmington, DE  
19804-1621 302-494-2363

Four Village Square  
Smyrna, DE  
19977 302-653-6681

Coverage	Amount	Company	Policy No	Eff	Exp
----------	--------	---------	-----------	-----	-----

## Umbrella

Liability Limit Each Occurrence  
Liability Aggregate Limit  
Retained Limit

1,000,000  
1,000,000  
10,000

Liberty Mutual Insurance Co

CU8990253

10/01/19

10/01/20



## RENEWAL APPLICATION SUPPLEMENT

Charter Renewal Period

FY 2020 – FY 2024

### EXHIBIT M

### Monthly Financial Reports

September 30, 2019

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**DELAWARE MILITARY ACADEMY**  
**Monthly Financial Report**  
**Fiscal Year 2018-19**  
**As of June 30, 2019**

**REVENUE**

	Final Budget	Receipt To Date	% Received	Anticipated Receipts Remaining
<b>STATE FUNDS</b>				
Operations (05213) & (50022)	\$ 4,029,598	\$ 4,122,494	102.3%	\$ -
Sustainment Fund (05289)	\$ 84,120	\$ 84,120	100.0%	\$ -
Technology Block Grant (05235)	\$ 10,355	\$ 11,258	108.7%	\$ -
Minor Capital Improvement (50022)	\$ 93,987	\$ 93,987	100.0%	\$ -
Other State Funds	\$ -	\$ -	-	\$ -
<b>Total State Funds</b>	<b>\$ 4,218,060</b>	<b>\$ 4,311,859</b>	<b>102.2%</b>	<b>\$ -</b>
<b>LOCAL FUNDS</b>				
Local Funds (98000)	\$ 2,256,360	\$ 2,169,751	96.2%	\$ 86,609
Navy Aid	\$ 269,048	\$ 266,641	99.1%	\$ 2,406
ROTC Program (98032)	\$ 75,000	\$ 50,702	67.6%	\$ 24,298
Admin. Fees	\$ 75,000	\$ 115,135	153.5%	\$ (40,135)
Lunch Program (91100)	\$ 80,000	\$ 77,064	96.3%	\$ 2,936
Donations (98220)	\$ 100,000	\$ 71,878	71.9%	\$ 28,122
Other	\$ 40,000	\$ 38,655	96.6%	\$ 1,345
<b>Total Local Funds</b>	<b>\$ 2,895,407</b>	<b>\$ 2,789,826</b>	<b>96.4%</b>	<b>\$ 105,581</b>
<b>ALL FUNDS</b>				
Total State Funds	\$ 4,218,060	\$ 4,311,859	102.2%	\$ -
Total Local Funds	\$ 2,895,407	\$ 2,789,826	96.4%	\$ 105,581
<b>Total All Funds</b>	<b>\$ 7,113,467</b>	<b>\$ 7,101,685</b>	<b>99.8%</b>	<b>\$ 105,581</b>

**EXPENDITURES**

Description	Final Budget	Encumbrances	Expenditures	Remaining Balance	Obligated
1 Salaries & Benefits	\$ 4,555,631	\$ -	\$ 4,642,963	\$ (87,331)	101.9%
2 Utilities	\$ 112,000	\$ -	\$ 111,633	\$ 367	99.7%
3 Debt Service	\$ 1,098,365	\$ -	\$ 1,099,346	\$ (981)	100.1%
4 Transportation	\$ 350,000	\$ -	\$ 337,500	\$ 12,500	96.4%
5 Textbooks & Instructional Supplies	\$ 88,000	\$ -	\$ 107,733	\$ (19,733)	122.4%
6 Computer Supplies & Technology	\$ 20,000	\$ -	\$ 18,742	\$ 1,258	93.7%
7 Maintenance & Custodial Services	\$ 48,713	\$ -	\$ 64,153	\$ (15,440)	131.7%
8 Building & Land Improvements	\$ 70,000	\$ -	\$ 117,782	\$ (47,782)	168.3%
9 Capital Repairs/Improvements Reserve	\$ 75,000	\$ -	\$ 75,000	\$ -	100.0%
10 Other Expenses	\$ 551,893	\$ -	\$ 542,632	\$ 9,262	98.3%
11 Contingency	\$ 143,865	\$ -	\$ 18,950	\$ 124,916	13.2%
<b>Total Operating Expenses</b>	<b>\$ 7,113,467</b>	<b>\$ -</b>	<b>\$ 7,136,432</b>	<b>\$ (22,965)</b>	<b>100.3%</b>
<b>FY19 Surplus/(Deficit)</b>	<b>\$ 0</b>				

Restricted funds in addition to Operating Budget:

	Budget	Receipt to Date	Encumbrances	Expenditures	Balance	Obligated
<b>FEDERAL FUNDS</b>	\$ 209,758	\$ 209,758	\$ -	\$ 154,210	\$ 55,548	73.5%
<b>Total Restricted Funds</b>	<b>\$ 209,758</b>	<b>\$ 209,758</b>	<b>\$ -</b>	<b>\$ 154,210</b>	<b>\$ 55,548</b>	<b>73.5%</b>

**DELAWARE MILITARY ACADEMY**  
**Monthly Financial Report**  
**Fiscal Year 2019-20**  
**As of July 31, 2019**

**REVENUE**

	Preliminary Budget	Receipt To Date	% Received	Anticipated Receipts Remaining
<b>STATE FUNDS</b>				
Operations (05213) & (50022)	\$ 3,972,238	\$ 3,444,788	86.7%	\$ 527,450
Sustainment Fund (05289)	\$ 75,855	\$ 75,855	100.0%	\$ -
Technology Block Grant (05235)	\$ 10,152	\$ 10,152	100.0%	\$ -
Minor Capital Improvement (50022)	\$ 93,542	\$ -	0.0%	\$ 93,542
Other State Funds	\$ -	\$ -	-	\$ -
<b>Total State Funds</b>	<b>\$ 4,151,787</b>	<b>\$ 3,530,795</b>	<b>85.0%</b>	<b>\$ 620,992</b>
<b>LOCAL FUNDS</b>				
Local Funds (98000)	\$ 2,256,067	\$ 7,012	0.3%	\$ 2,249,055
Navy Aid	\$ 268,000	\$ 66,793	24.9%	\$ 201,207
ROTC Program (98032)	\$ 75,000	\$ -	0.0%	\$ 75,000
Admin. Fees	\$ 115,000	\$ -	0.0%	\$ 115,000
Lunch Program (91100)	\$ 80,000	\$ -	0.0%	\$ 80,000
Donations (98220)	\$ 100,000	\$ 1,800	1.8%	\$ 98,200
Other	\$ 41,600	\$ -	0.0%	\$ 41,600
<b>Total Local Funds</b>	<b>\$ 2,935,667</b>	<b>\$ 75,605</b>	<b>2.6%</b>	<b>\$ 2,860,062</b>
<b>ALL FUNDS</b>				
Total State Funds	\$ 4,151,787	\$ 3,530,795	85.0%	\$ 620,992
Total Local Funds	\$ 2,935,667	\$ 75,605	2.6%	\$ 2,860,062
<b>Total All Funds</b>	<b>\$ 7,087,454</b>	<b>\$ 3,606,400</b>	<b>50.9%</b>	<b>\$ 3,481,054</b>

**EXPENDITURES**

Description	Preliminary Budget	Encumbrances	Expenditures	Remaining Balance	Obligated
1 Salaries & Benefits	\$ 4,723,328	\$ -	\$ 381,118	\$ 4,342,210	8.1%
2 Utilities	\$ 113,100	\$ 99,647	\$ 17,784	\$ (4,331)	103.8%
3 Debt Service	\$ 1,079,327	\$ 513,184	\$ 256,740	\$ 309,403	71.3%
4 Transportation	\$ 350,000	\$ 350,000	\$ -	\$ -	100.0%
5 Textbooks & Instructional Supplies	\$ 55,500	\$ -	\$ -	\$ 55,500	0.0%
6 Computer Supplies & Technology	\$ 20,000	\$ -	\$ -	\$ 20,000	0.0%
7 Maintenance & Custodial Services	\$ 64,265	\$ -	\$ 7,632	\$ 56,633	11.9%
8 Building & Land Improvements	\$ 70,000	\$ -	\$ -	\$ 70,000	0.0%
9 Capital Repairs/Improvements Reserve	\$ 75,000	\$ -	\$ -	\$ 75,000	0.0%
10 Other Expenses	\$ 536,934	\$ 113,738	\$ 14,729	\$ 408,467	23.9%
11 Contingency	\$ -	\$ -	\$ -	\$ -	#DIV/0!
<b>Total Operating Expenses</b>	<b>\$ 7,087,454</b>	<b>\$ 1,076,570</b>	<b>\$ 678,003</b>	<b>\$ 5,332,882</b>	<b>9.6%</b>
<b>FY20 Surplus/(Deficit)</b>	<b>\$ (0)</b>				

**Restricted funds in addition to Operating Budget:**

	Budget	Receipt to Date	Encumbrances	Expenditures	Balance	Obligated
<b>FEDERAL FUNDS</b>	\$ 209,758	\$ 209,758	\$ -	\$ 154,210	\$ 55,548	73.5%
<b>Total Restricted Funds</b>	<b>\$ 209,758</b>	<b>\$ 209,758</b>	<b>\$ -</b>	<b>\$ 154,210</b>	<b>\$ 55,548</b>	<b>73.5%</b>

**DELAWARE MILITARY ACADEMY**  
**Monthly Financial Report**  
**Fiscal Year 2019-20**  
**As of August 31, 2019**

**REVENUE**

	Preliminary Budget	Receipt To Date	% Received	Anticipated Receipts Remaining
<b>STATE FUNDS</b>				
Operations (05213) & (50022)	\$ 3,972,238	\$ 3,444,788	86.7%	\$ 527,450
Sustainment Fund (05289)	\$ 75,855	\$ 75,855	100.0%	\$ -
Technology Block Grant (05235)	\$ 10,152	\$ 10,152	100.0%	\$ -
Minor Capital Improvement (50022)	\$ 93,542	\$ -	0.0%	\$ 93,542
Other State Funds	\$ -	\$ -	---	\$ -
<b>Total State Funds</b>	<b>\$ 4,151,787</b>	<b>\$ 3,530,795</b>	<b>85.0%</b>	<b>\$ 620,992</b>
<b>LOCAL FUNDS</b>				
Local Funds (98000)	\$ 2,256,067	\$ 13,692	0.6%	\$ 2,242,375
Navy Aid	\$ 268,000	\$ 66,793	24.9%	\$ 201,207
ROTC Program (98032)	\$ 75,000	\$ 900	1.2%	\$ 74,100
Admin. Fees	\$ 115,000	\$ -	0.0%	\$ 115,000
Lunch Program (91100)	\$ 80,000	\$ -	0.0%	\$ 80,000
Donations (98220)	\$ 100,000	\$ 1,800	1.8%	\$ 98,200
Other	\$ 41,600	\$ -	0.0%	\$ 41,600
<b>Total Local Funds</b>	<b>\$ 2,935,667</b>	<b>\$ 83,185</b>	<b>2.8%</b>	<b>\$ 2,852,482</b>
<b>ALL FUNDS</b>				
Total State Funds	\$ 4,151,787	\$ 3,530,795	85.0%	\$ 620,992
Total Local Funds	\$ 2,935,667	\$ 83,185	2.8%	\$ 2,852,482
<b>Total All Funds</b>	<b>\$ 7,087,454</b>	<b>\$ 3,613,980</b>	<b>51.0%</b>	<b>\$ 3,473,474</b>

**EXPENDITURES**

Description	Preliminary Budget	Encumbrances	Expenditures	Remaining Balance	Obligated
1 Salaries & Benefits	\$ 4,723,328	\$ -	\$ 901,399	\$ 3,821,929	19.1%
2 Utilities	\$ 113,100	\$ 92,942	\$ 26,205	\$ (6,047)	105.3%
3 Debt Service	\$ 1,079,327	\$ -	\$ 769,924	\$ 309,403	71.3%
4 Transportation	\$ 350,000	\$ 350,000	\$ -	\$ -	100.0%
5 Textbooks & Instructional Supplies	\$ 55,500	\$ -	\$ 9,865	\$ 45,635	17.8%
6 Computer Supplies & Technology	\$ 20,000	\$ -	\$ -	\$ 20,000	0.0%
7 Maintenance & Custodial Services	\$ 64,265	\$ -	\$ 25,237	\$ 39,028	39.3%
8 Building & Land Improvements	\$ 70,000	\$ -	\$ 3,335	\$ 66,665	4.8%
9 Capital Repairs/Improvements Reserve	\$ 75,000	\$ -	\$ -	\$ 75,000	0.0%
10 Other Expenses	\$ 536,934	\$ 102,446	\$ 33,842	\$ 400,646	25.4%
11 Contingency	\$ -	\$ -	\$ -	\$ -	#DIV/0!
<b>Total Operating Expenses</b>	<b>\$ 7,087,454</b>	<b>\$ 545,388</b>	<b>\$ 1,769,807</b>	<b>\$ 4,772,259</b>	<b>25.0%</b>
<b>FY20 Surplus/(Deficit)</b>	<b>\$ (0)</b>				

Restricted funds in addition to Operating Budget:

	Budget	Receipt to Date	Encumbrances	Expenditures	Balance	Obligated
<b>FEDERAL FUNDS</b>	\$ 209,758	\$ 209,758	\$ -	\$ 162,013	\$ 47,745	77.2%
<b>Total Restricted Funds</b>	<b>\$ 209,758</b>	<b>\$ 209,758</b>	<b>\$ -</b>	<b>\$ 162,013</b>	<b>\$ 47,745</b>	<b>77.2%</b>



## RENEWAL APPLICATION SUPPLEMENT

Charter Renewal Period

FY 2020 – FY 2024

### EXHIBIT N

### DEEDS Credentials Report

September 30, 2019

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**Credentials Report As of 6/30/2029**

Name	Institution	Degree	Major	Minor	Position	Certificates	HQ
Aunet, Jenny	UNIVERSITY OF DELAWARE	Master	Curriculum & Instruction		Teacher, Secondary, Social Studies, Comprehensive	Teacher of Social Studies Grades 9-12 (Valid 5-8 in a Middle School)	Civics/Government (Standard);Economics (Standard);Geography (Standard);History (Standard);Middle Civics/Government (Standard);Middle Economics (Standard);Middle Geography (Standard);Middle History (Standard);Middle Social Studies (Standard);Multi-Subject (Standard);Social Studies (Standard)
Averell, Tamara	UNIVERSITY OF DELAWARE	Bachelor	Animal Science Pre-Vet		Teacher, Secondary, General Science	Teacher of Biology Grades 9-12 (Valid 5-8 in a Middle School);Teacher of Earth Science Grades 9-12 (Valid 6-8 in a Middle School);Teacher of General Science	Biology (Standard);General Science (Standard);Integrated Physical Earth Science (Standard);Integrated Science (Standard);Middle Science (Standard);Multi-Subject (Standard);Science (Standard)
Bradley, Colleen	PENNSYLVANIA ST UNIV UNIV PARK	Bachelor	Humanities		Teacher, Secondary, English, Comprehensive	Teacher of English Language Arts Grades 9-12 (Valid 5-8 in a Middle School)	English (Standard);Language Arts (Standard);Middle English (Standard);Middle Language Arts (Standard);Reading (Standard);Multi-Subject (Standard)
Cali, Dave					ROTC Navy		
Certesio, Debra	Wilmington College	Master	M.ED. Principal/Assistant Principal		Director, School Admin.	Certified Central Office Personnel;School Principal and Assistant School Principal;Teacher of Business Education Grades 9-12 (Valid 5-8 in a Middle School)	
Craig, Edwin					ROTC Navy		
Diaz de Olivera, Monica	National University of Trujillo	Bachelor	English/French		Teacher, Secondary, Spanish	Teacher of World Languages - Spanish Grades K-12	English (Standard);Language Arts (Standard);Middle English (Standard);Middle Language Arts (Standard);Reading (Standard)
Dick, Tara	UNIVERSITY OF DELAWARE	Bachelor	English		Teacher, Secondary, English, Comprehensive	Teacher of English Language Arts Grades 9-12 (Valid 5-8 in a Middle School)	English (Standard);Language Arts (Standard);Middle English (Standard);Middle Language Arts (Standard);Reading (Standard)
Dolan, Palje	WILMINGTON UNIVERSITY	Master	Leadership (nursing)		Nurse	School Nurse	Spanish (Standard)
Enderica, Maria	UNIVERSITY OF PHOENIX	Master	Educational Leadership		Teacher, Secondary, Spanish	Teacher of Secondary Mathematics Grades 9-12 (Valid 6-8 in a Middle School)	Mathematics (Standard);Middle Mathematics (Standard)
Fabian, Anne	DELAWARE STATE UNIVERSITY	Master	Mathematics		Teacher, Secondary, Math, Comprehensive		
Galskie, Donna					Secretary, Admin. Gen Admin		
Gatson, Kenneth					Director, Finance		
Grant, John	Wilmington College	Master	School Counseling		Other, Guidance Services	School Guidance Counselor Grades 9-12 (Valid 5-8 in a Middle School);Teacher of Music Grades K-12	Music (Standard)
Green, Scott	UNIVERSITY OF DELAWARE	Bachelor	Economics	Education	Teacher, Secondary Computer Science, Comprehensive	Teacher of Business Education Grades 9-12 (Valid 5-8 in a Middle School)	
Harkley, Joyce	MANSFIELD UNIVERSITY	Bachelor	German		Teacher, Secondary, Music, Comprehensive		General Science (Standard);Integrated Physical Earth Science (Standard);Integrated Science (Standard);Middle Science (Standard);Multi-Subject (Standard);Physical Science (Standard);Physics (Standard);Science (Standard)
Holland, Dane	UNIVERSITY OF DELAWARE	Master	Teacher Leadership		Teacher, Secondary, Physics	Teacher of Chemistry Grades 9-12 (Valid 6-8 in a Middle School);Teacher of Physical Science Grades 9-12 (Valid 6-8 in a Middle School);Teacher of Physics Grades 9-12 (Valid 5-8 in a Middle School)	
Howie, Kevin					ROTC Navy		
Jeanne, Jeremy	WILMINGTON UNIVERSITY	Master	Education Studies - Secondary Education 7-12		Teacher, Secondary, Social Studies, Comprehensive	Teacher of World Languages - French Grades K-12	French (Standard)
Kryspin, Jennifer	WILMINGTON UNIVERSITY	Bachelor	Human Resource Management		Administrative Assistant, General	Instructional Paraeducator;Service Paraeducator;Title I Paraeducator	Civics/Government (Standard);Economics (Standard);Geography (Standard);History (Standard);Middle Civics/Government (Standard);Middle Economics (Standard);Middle Geography (Standard);Middle History (Standard);Middle Mathematics (Standard);Middle Social Studies (Standard);Multi-Subject (Standard)
Krzyzanowski, Amy	Wilmington College	Master	Secondary Teaching 7-12		Teacher, Secondary, Social Studies, Comprehensive	Teacher of Middle Level Mathematics Grades 6-8;Teacher of Social Studies Grades 9-12 (Valid 6-8 in a Middle School)	
Ummima, Valerie	UNIVERSITY OF DELAWARE	Bachelor	Mathematics Education		Teacher, Secondary, Math, Comprehensive	Secondary Mathematics Teacher (Grades 9-12, also valid grades 6-8 in a Middle School)	
Lingenfelter, Robert	WILMINGTON COLLEGE DE	Master	Instruction		Teacher, Secondary, Safety & Driver Education	Elementary Teacher 1-8;Teacher of Driver Education and Traffic Safety Education;Teacher of Elementary Grades K-5;Teacher of Middle Level English Language Arts Grades 6-8;Teacher of Middle Level Social Studies Grades 6-8	Civics/Government (Standard);Economics (Standard);Geography (Standard);History (Standard);Middle Civics/Government (Standard);Middle Economics (Standard);Middle Geography (Standard);Middle History (Standard);Middle Social Studies (Standard);Multi-Subject (Standard);Social Studies (Standard)



Perron, Erica	Bridgewater State College	Master	Elementary Education		Teacher, Secondary, English, Comprehensive	Secondary English Language Arts Teacher (Grades 9-12, also valid grades 6-8 in a Middle School); Teacher of Early Childhood Birth to Grade 2; Teacher of Elementary Grades K-6	Elementary - ELA (Standard); Elementary - Math (Standard); Elementary - Science (Standard); Elementary - Social Studies (Standard); Elementary Generalist (Standard)
Pullella, Anthony	WILMINGTON UNIVERSITY	Master	School Leadership		Principal, Secondary	Principal/Assistant Principal	Elementary - ELA (Standard); Elementary - Math (Standard); Elementary - Science (Standard); Elementary - Social Studies (Standard); Elementary Generalist (Standard)
Rosario, Nancy	WILMINGTON COLLEGE DE	Master	Primary Ed K-4		Teacher, Secondary, Math, Comprehensive	Teacher of Agriculture Grades K-12; Teacher of Biology Grades 9-12 (Valid 6-8 in a Middle School); Teacher of Elementary Grades K-6; Teacher of Exceptional Children Grades K-12; Teacher of Integrated Science Grades 9-12 (Valid 6-8 in a Middle School); Teacher of Middle Level English Language Arts Grades 6-8; Teacher of Middle Level Mathematics Grades 6-8; Teacher of Middle Level Science Grades 5-8; Teacher of Middle Level Social Studies Grades 6-8; Teacher of Physical Science Grades 9-12 (Valid 6-8 in a Middle School)	Elementary - ELA (Standard); Elementary - Math (Standard); Elementary - Science (Standard); Elementary - Social Studies (Standard); Elementary Generalist (Standard); General Science (Standard); Integrated Middle School Science (Standard); Mathematics (Standard); Middle Mathematics (Standard); Middle Science (Standard); Multi-Subject (Standard); Science (Standard)
Scarborough, Michael	Elon University	Bachelor	History		Teacher, Secondary, Social Studies, Comprehensive	Teacher of Social Studies Grades 9-12 (Valid 5-8 in a Middle School)	Civics/Government (Standard); Economics (Standard); Geography (Standard); History (Standard); Middle Civics/Government (Standard); Middle Economics (Standard); Middle Geography (Standard); Middle History (Standard); Middle Social Studies (Standard); Multi-Subject (Standard); Social Studies (Standard)
Short, Brandy	WILMINGTON UNIVERSITY	Master	Secondary Teaching		Teacher, Secondary, Chemistry	Teacher of Biology Grades 9-12 (Valid 5-8 in a Middle School); Teacher of Middle Level Science Grades 5-8	Biology (Standard); General Science (Standard); Integrated Science (Standard); Middle Science (Standard); Multi-Subject (Standard); Science (Standard)
Taylor, Rachel					Administrative Assistant, General		
Toczyloski, Amy	WALDEN UNIVERSITY	Master	Education		Assistant Principal, Secondary (Assoc.)	Early Childhood Exceptional Children Special Education Teacher (Birth to Grade 2); Teacher of Elementary Grades K-6; Teacher of Exceptional Children Grades K-12	Mathematics (Standard); Middle Mathematics (Standard)
Townsend, Brett Jason	University of Phoenix	Master	Curriculum and Instruction: Mathematics		Teacher, Secondary, Math, Comprehensive	Teacher of Mathematics Grades 9-12 (Valid 5-8 in a Middle School)	Mathematics (Standard); Middle Mathematics (Standard)
Walker, Kevin	DeSales University	Bachelor	History		Teacher, Secondary, Social Studies, Comprehensive	Teacher of Exceptional Children Grades K-12; Teacher of Social Studies Grades 9-12 (Valid 6-8 in a Middle School)	Civics/Government (Standard); Economics (Standard); Geography (Standard); History (Standard); Middle Civics/Government (Standard); Middle Economics (Standard); Middle Geography (Standard); Middle History (Standard); Middle Social Studies (Standard); Multi-Subject (Standard); Social Studies (Standard)
Watkins, Brittany	University of Delaware	Bachelor	English		Teacher, Secondary, English, Comprehensive	Teacher of English Language Arts Grades 9-12 (Valid 6-8 in a Middle School)	English (Standard); Language Arts (Standard); Middle English (Standard); Middle Language Arts (Standard); Middle Reading (Standard); Multi-Subject (Standard); Reading (Standard)
Welch, Cristina	VIRGINIA COMMONWEALTH UNIVERSITY	Bachelor	Forensic Science	Chemistry	Teacher, Secondary, Chemistry	Teacher of Biology Grades 9-12 (Valid 6-8 in a Middle School); Teacher of Chemistry Grades 9-12 (Valid 6-8 in a Middle School)	Science (Standard)
White, Danielle	WILMINGTON UNIVERSITY	Master	Teaching and Learning		Teacher, Secondary, Spanish	Teacher of World Languages - Spanish Grades K-12	Spanish (Standard)
Wolfe, Jessica	ROBERT MORRIS UNIVERSITY	Master	Instructional Leadership - Education		Teacher, Secondary Computer Science, Comprehensive	Teacher of Business Education Grades 9-12 (Valid 6-8 in a Middle School)	
Young, Craig	University of Delaware	Bachelor	Health & Physical Education		Teacher, Secondary, Health & Physical Education, C	Teacher of Physical Education Grades K-12	
Zingaro, Elaine	WILMINGTON COLLEGE DE	Master	Elementary Education 5 - 8		Teacher, Secondary, Math, Comprehensive	Teacher of Elementary Grades K-6; Teacher of Exceptional Children Grades K-12; Teacher of Mathematics Grades 9-12 (Valid 6-8 in a Middle School); Teacher of Middle Level English Language Arts Grades 6-8; Teacher of Middle Level Science Grades 5-8 (Except 7th and 8th Grade Science/Math); Teacher of Middle Level Mathematics Grades 5-8; Teacher of Middle Level Social Studies Grades 6-8	Elementary - ELA (Standard); Elementary - Math (Standard); Elementary - Science (Standard); Elementary - Social Studies (Standard); Elementary Generalist (Standard); Mathematics (Standard); Middle Mathematics (Standard)



## RENEWAL APPLICATION SUPPLEMENT

Charter Renewal Period  
FY 2020 – FY 2024

### EXHIBIT O 2019-20 Course Selection Guide

September 30, 2019

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## COURSE SELECTION OVERVIEW

Ninth Grade  
Intro to Literature  
Algebra I  
Integrated Science I  
Civics & Geography  
Spanish I  
Naval Science I  
Fitness  
**Total Credits**

Credits  
1.0  
1.0  
1.0  
1.0  
1.0  
1.0  
1.0  
**7.0**

Advanced Options  
AP Calculus A/B and B/C  
Spanish IV  
AP Biology  
AP Physics  
DTCC ENG101  
DTCC ENG102  
DTCC HIS101  
DTCC HIS102  
DTCC HIS211  
DTCC MAT180  
DTCC MAT190

Tenth Grade  
World Literature  
Geometry  
Biology  
Historical Economics  
Spanish II  
Naval Science II  
Health (online)  
Drivers Education  
Business CTE pathway  
**Total Credits**

Credits  
1.0  
1.0  
1.0  
1.0  
1.0  
1.0  
.50  
.25  
1.0  
**7.75**

Other Electives  
Marching Band  
Introduction to Theater Arts  
Piano Fundamentals I & II  
Concert Choir  
Spanish Cultural Studies  
Cont. Political Issues  
Real World Economics  
Leadership Academy  
Business Communications &  
Professionalism  
Studies in Drama  
Sports Psychology  
Food Science (.5 credit)  
Engineering (.5 credit)  
Forensics (.5 credit)

Eleventh Grade  
American Literature  
Algebra II  
Chemistry  
U. S. History  
Spanish III  
Naval Science III  
Business CTE pathway  
**Total Credits**

Credits  
1.0  
1.0  
1.0  
1.0  
1.0  
1.0  
1.0  
**7.0**

Graduation Requirements  
English 4.0  
Mathematics 4.0  
Science 4.0  
Social Studies 4.0  
Spanish 3.0  
Naval Science 4.0  
Physical Education 1.0  
Health .5  
Electives 3.5  
**Total 28**

Twelfth Grade  
British Literature  
Pre-Calculus  
World History  
Physics  
Naval Science IV  
Business CTE pathway  
Elective Course  
**Total Credits**

Credits  
1.0  
1.0  
1.0  
1.0  
1.0  
1.0  
1.0  
**7.0**

## **2019-2020 Curriculum Guide Delaware Military Academy**

The Delaware Military Academy, in partnership with cadets and parents, is working to develop our young men and women to be outstanding scholars, leaders and citizens. We call these the “three ships in our fleet.” We are a college preparatory program, but we recognize that not all our graduates will choose to attend a post-secondary school. Our academic program is intended to ensure that every graduate is prepared, and qualified, to enter a 4 year post-secondary program of study.

There are no general courses offered at DMA and all cadets are expected to participate in the college preparatory, honors, AP or dual enrollment programs. Our teachers have high standards in the classroom and cadets are expected to work at a high level each day so they are prepared for the rigors of college, the armed services, and apprenticeship or the corporate world.

Cadets will be strongly encouraged to complete at least two honors level courses while at the Academy. Teachers will maintain high academic expectations in the classroom. After school tutoring is available (see the school calendar for details) for those cadets who require more time or assistance in order to meet course requirements. We are continually reviewing and updating our course offerings to reflect the most recent requirements established by private and public universities and colleges for admission.

### **DMA’s Post Secondary Statistics (as of the Class of 2018):**

- We have graduated 1,567 cadets
- Our graduates have earned a combined 103,293,000 in scholarship monies
- 86% of our graduates go on to a 2-year or 4-year college program
- 11% enlist in the military after graduation
- 3% go directly in to the work force

### **DMA’s Mission**

The Mission of the Delaware Military Academy is to prepare young men and women for their next level of education by providing them with a foundation that leads to good citizenship. Encouraged by military training, learning will take place within an environment that embraces both mental and physical health. This holistic approach to education fosters an understanding of the obligations of citizenship and self-discipline. In addition, cadets are exposed to positive moral ideals while being afforded opportunities to engage in appropriate social activities.

### **DMA’s Philosophy**

- The role of the Delaware Military Academy is to educate the entire cadet, paying particular attention to academic, social and emotional needs.
- An education at the Delaware Military Academy fosters citizenship, leadership and self-discipline.
- Military training gives cadets a sense of responsibility, integrity and morality.

- Responsible citizens have a sense of honor and respect for themselves and for others.
- Hard work, dedication and motivation are essential for learning.
- Cadets, parents and teachers share accountability and responsibility for the cadets' education.
- A safe and enjoyable learning environment promotes positive interaction between cadets and teachers.
- Cadets graduate from the Delaware Military Academy ready to accept an adult role in society.
- Community service builds strong character, unity and a sense of responsibility for others.
- A Delaware Military Academy graduate exhibits creative, critical and independent thinking skills.

### **Profile of Our Graduates:**

#### **Scholarship**

- Ability to express oneself effectively in oral and written form
- Ability to think independently
- Proficient in all academic content areas
- Proficient in the use of technology
- Prepared to enter a post-secondary program of study

#### **Leadership**

- Ability to give and receive respect
- Ability to set goals, motivate others, and lead by example
- Ability to see a mission through to completion
- Maturity in thought and expression
- Commitment to excellence
- Command presence
- Integrity
- Physical and mental wellness

#### **Citizenship**

- Patriotism
- Cultural, political and environmental awareness
- Respect for rules and regulations in the community
- Regard for honesty in self and others
- Compassion and empathy for others
- Sense of duty to serve the community

## **DMA Minimum Graduation Requirements**

*DMA Graduation Requirements include the Delaware Department of Education Requirements –*

English	4 credits	Electives	3.5 credits
Social Studies	4 credits	Health & Physical Ed.	1.5 credits
Mathematics	4 credits	Naval Science	3 credits
Science	4 credits		
World Language	3 credits		

Upon meeting the Delaware Military Academy standards for graduation and completing the minimum State Standards for a high school diploma a cadet will be eligible for graduation. DMA reserves the right to require additional credits in a specific discipline in response to changes in State Regulations and admission policies for colleges & universities.

## **State of Delaware Law Graduation Requirements**

Source: <http://regulations.delaware.gov/AdminCode/title14/500/505.shtml#TopOfPage>

### **4.0 Credit Requirements Beginning with the Graduation Class of 2016 (Freshman Class of 2012-2013)**

4.1 Beginning with the graduating class of 2016, a public school student shall be granted a State of Delaware Diploma when such student has successfully completed a minimum of twenty four (24) credits in order to graduate including: four (4) credits in English Language Arts, four (4) credits in Mathematics, three (3) credits in Science, three (3) credits in Social Studies, two (2) credits in a World Language, one (1) credit in physical education, one half (1/2) credit in health education, three (3) credits in a Career Pathway, and three and one half (3 ½) credits in elective courses.

#### **1.1 Definitions:**

"Credit" means a minimum of 135 hours of actual classroom instruction or a demonstration of competency.

"Career Pathway" means a planned program of sequenced or specialized courses designed to develop knowledge and skills in a particular career or academic area.

## **DMA Grading Scale:**

A	93 – 100	D	70 – 76
B	85 – 92	F	Below 70
C	77 – 84		

DMA Report Cards will be issued within five school days of the close of the semester. Academic Progress Reports will be sent home to parents after the fourth week of each marking period. All report cards and interim reports reflect the number grade, not a letter grade. This ensures that colleges have a clear picture of a cadet's performance and can accurately compare them against peers with different grading scales.

**NOTE: No Course-Adds or Course-Drops** will be permitted without a conversation with the Dean of Instruction and parent/guardian. The Dean of Instruction will determine if a Cadet may be excused from a specific course due to a documented learning issue. Additionally, conferences may be held to address such events as medical problems or a documented family crisis. Due dates for required work may be extended to allow the student to make up work within an agreed time limit.

### **Granting Credit**

Cadets only receive credits for courses successfully completed. Granting course credit requires a passing final grade (70% or higher) and the satisfactory completion of all major course requirements as well as attendance requirements. Cadets who are failing a course will remain in that course for the remainder of the instructional timeline. Practice in mastery of important skills will help them prepare to succeed when they retake the course. All recovery credit will be completed outside of the school day, at the expense of the cadet.

Cadets must pass all of their classes which require 4 credits to graduate to be promoted to the next academic year. DMA does not offer summer courses to earn credit for a course failed during the academic year. It is the cadet's obligation and responsibility to enroll in a "make-up" course to earn credit(s) for any courses "failed" during the academic year. Credit Recovery may be accomplished by attending summer school at the cadet's district of residence, taking a course at a credit recovery school or a correspondence or online school with approval of the Dean of Instruction and school administration. A certified letter is sent at the end of the school year to any cadet who has failed a course. Seniors who fail a first semester course will get a letter in February as well. This letter includes directions for registering for and completing recovery coursework. All recovery credit coursework must be completed by August 10<sup>th</sup>.

## ACADEMIC LEVEL OF COURSES

### HONORS LEVEL COURSES

Cadets are eligible for honors courses beginning in ninth grade. Ninth grade cadets will be considered for honors level courses based on a number of factors including, but not limited to: 8<sup>th</sup> grade report card and teacher comments, Smarter Balanced test scores, Red Clay end of course assessment results, previous teacher recommendations, or DMA placement testing. The following 9<sup>th</sup> grade honors courses will be available:

- Honors English Composition
- Honors Civics and Geography
- Honors Biology
- Honors Algebra I (or higher depending on Middle School curriculum)

Cadets may apply to enter the honors program after 9<sup>th</sup> grade for all content areas where they have achieved a final grade of 90% or higher in the previous CP level course. Once a cadet has entered the honors track, they must maintain an 80% or higher in the honors course to remain in the honors track.

### ADVANCED PLACEMENT LEVEL COURSES

Entrance requirements for AP level courses are defined by the Delaware Military Academy and exceptions can be handled on a case-by-case basis.

**AP Calculus AB** – successful completion of Honors Pre-calculus with an 85% or above OR successful completion of Honors Calculus.

**AP Calculus BC** – successful completion of AP Calculus BC

**AP Biology** – successful completion of a Biology course with an 85% or higher – seating will be based on your Biology grades **ONLY** and will be limited to the top 30 cadets who request the course.

**AP Physics** – successful completion of Honors Chemistry with an 85% or higher AND must have a minimum SAT mathematics score of 500 AND a minimum ERW (English, Reading and Writing) score of 500 by the end of junior year.

**AP Computer Science A** – Cadets are identified by the State for this online AP course based on PSAT test results.

***Every cadet enrolled in an Advanced Placement course is required to take the College Board assessment at the end of the school year. The test registration fees are the responsibility of the cadet and financial assistance is available for cadets who qualify for free or reduced lunch.***



### **DUAL ENROLLMENT COURSES (IN CONJUNCTION WITH DTCC)**

DTCC sets the admission requirements for all dual enrollment courses and they cannot be negotiated. Cadets may use SAT scores to determine placement or they may take the appropriate DTCC placement test. Cadets have up to two opportunities to obtain the required score on any DTCC placement test. The placement test will be administered at DMA in the spring by the DTCC advisement office. Cadets may not move from the College Prep (CP) level to Dual Enrollment – cadets must successfully complete an honors level course (in the appropriate content area) to be eligible to test for dual enrollment. ***See the course description for specific details about the required placement score results for each course.*** The following DTCC courses are offered at DMA for potential college credit:

***College Algebra (MAT180)*** - This course includes the algebra of functions, graphs and applications, absolute value equations and inequalities, polynomial, rational, radical, quadratic and piecewise functions, and the application of basic right triangle trigonometry.

Prerequisite: SAT Math Score of 500 or at least a 67 on the CPAL Placement test

***Precalculus (MAT190)*** - This course includes a study of exponential, logarithmic and trigonometric functions, vector applications, complex numbers, simple curve sketching of algebraic and trigonometric functions, nonlinear systems, matrix methods, polar coordinates, and properties of conic sections.

Prerequisite: SAT Math Score of 599 or successful completion of MAT 180

***Calculus (MAT281)*** - This course provides students with a study of limits and continuity and differential and integral calculus of single variable functions with applications.

Prerequisite: Successful completion of MAT 190

***Critical Thinking and Academic Writing (ENG101)*** - This college course is designed to teach the concepts of critical thinking and reading skills in the context of written response and essay writing. This course introduces and reinforces the skills necessary to complete academic essays and to respond to diverse texts in meaningful ways.

Pre-requisite: SAT ERW score of 475 or a score of 78 on CPT Reading test **AND** a score of 84 on CPT Sentence Skills test

***Composition and Research (ENG102)*** - This college course is designed to prepare cadets with the writing, research and speaking skills needed for college and beyond. Academic writing and reasoning are mastered for implementation in all college and career disciplines, and to foster lifelong learning.

Prerequisite: ENG 101

***US History: Pre Civil War (HIS111)*** - This course is a survey of colonial America and United States history through 1877. The course covers political, social, cultural, and economic factors that shaped the pattern of life in the United States through the period of Reconstruction.

***US History: Post Civil War (HIS112)*** - This course surveys United States history through 1877 to present. The course covers political, social, cultural, and economic factors that shaped the pattern of life in the United States.

***World History II (HIS210)*** - This course surveys world history from the sixteenth century to the present. Topics include political, social, economic, and cultural developments that shape the patterns of life on the African, American, Asian, and European landmasses.

### **DUAL ENROLLMENT COSTS**

DMA will cover the costs of textbooks for cadets enrolled in dual enrollment courses. If a cadet would like to have a textbook for future use, they should purchase their own copy. This would allow them to write in and highlight in the textbooks. This is entirely optional as a textbook will be provided for classroom/home use but must be returned at the completion of the course. Cadets will pay for dual enrollment courses based on the number of potential credits. All dual enrollment math courses have the potential of earning four (4) credit hours while all other dual enrollment courses for the 2019-2020 school year have the potential for three (3) credit hours. The cost per credit hour will be \$65. Cadets will receive invoices from DMA following the conclusion of the drop/add period. Grant funds are available for cadets who qualify for free or reduced lunch. Credit will be earned based on cadet performance in the class, not a single test.

***For comparison purposes, here is the cost (per credit hour) for the local colleges:***

DTCC Dual Enrollment @ DMA	\$65.00 per credit hour
DTCC On-campus Enrollment	\$149.50 per credit hour
Wilmington University	\$372.00 per credit hour
University of Delaware	\$510.00 per credit hour

### **DELAWARE TECHNICAL & COMMUNITY COLLEGE DROP/ADD POLICY**

Cadets wanting to drop a course must have a conversation with DMA's Dean of Instruction or Dean of Cadets, and provide written consent from their parent/guardian before a Dual Enrollment course will be dropped from their schedule. The Dean of Instruction will notify DTCC of the decision. The following guidelines apply:

Courses dropped during the first two weeks of the semester will not show on the student's transcript and no grade will be recorded. From the third week through the tenth week of the semester, students may drop a course(s) and receive a "W" grade on their transcript. After the tenth week, courses may not be dropped. Student requests to drop a course(s) after the tenth week, with a grade of "W" for the course, will be considered only under extraordinary circumstances, which must be documented and approved by the DTCC Dean of Instruction or the Dean's designee. Students who do not officially drop a course(s) according to these guidelines, but stop attending the course will receive an Unofficial Withdrawal grade (U) for the course. An Unofficial Withdrawal grade is calculated in the cumulative index as 0 quality points

## **DMA COURSE OFFERINGS**

### **English/Language Arts**

Literature & Composition  
World Literature  
American Literature  
British Literature  
Studies in Drama  
Journalism I - III  
Dual Enrollment ENG101 (3)  
Dual Enrollment ENG102 (3)

### **Mathematics**

Algebra I  
Geometry  
Algebra II  
Pre-Calculus  
College Math  
Discrete Math  
Calculus  
Dual Enrollment MAT180 (4)  
Dual Enrollment MAT190 (4)  
Dual Enrollment MAT281 (4)  
AP Calculus A/B  
AP Calculus B/C

### **Performing Arts**

Marching Band  
Concert Choir  
Introduction to Theater Arts  
Piano Fundamentals I  
Piano Fundamentals II

### **Military Science**

Naval Science I  
Naval Science II  
Naval Science III  
Naval Science IV  
Leadership Academy (LEAD)  
Drill and Ceremonies

### **Driver's Education**

Driver's Education

### **Social Studies**

Civics & Geography  
Historical Economics  
U.S. History  
World History  
Real World Economics  
Contemp. Political Issues  
Sports Psychology  
Dual Enrollment HIS111 (3)  
Dual Enrollment HIS112 (3)  
Dual Enrollment HIS210 (3)

### **Science**

Integrated Science  
Biology  
Chemistry  
Physics  
Intro to Engineering  
Intro to Forensics  
Intro to Food Science  
Anatomy and Physiology  
Environmental Science  
AP Biology  
AP Physics  
Science Olympiad

### **World Languages**

Spanish I  
Spanish II  
Spanish III  
Spanish IV  
Spanish Conv. & Culture

### **Health & Gym**

Physical Education  
Health (offered online only)

### **Business CTE Program**

Business Information Tech  
Global Business Economics  
Business Communications

Additional classes may be added or removed based on demand

## **DMA Course Descriptions**

### **ENGLISH/LANGUAGE ARTS**

#### **Introduction to Literature**

Cadets learn to analyze literature and to understand the author's purpose and techniques. They develop their vocabulary skills in preparation for PSATs. In addition to improving reading and grammar skills, emphasis is placed on the writing process which includes prewriting techniques, organizing material, creating first drafts, editing and publishing the corrected final version.

#### **World Literature**

This course is a survey of thematically integrated English and multicultural literature. Cadets learn the relationship between the writing of a literary period and the historical and social forces that characterize that time. There are frequent and varied writing experiences exposing the cadets to different written genres, such as; comparative analysis, literary analysis, reflection papers, and persuasive writing. The course focuses on both non-fictional and fictional genres. In composition, the cadets develop skill in writing persuasive essays using the basic techniques of research and MLA formatting. Cadets continue to increase their vocabulary skills in preparation for SATs.

#### **American Literature**

In this course, cadets will broaden their understanding of what it means to be an American by experiencing literature from America's earliest beginnings through modern day. The course focuses on critical thinking in response to literature, as well as, emphasizes analytical writing and the research writing process. SAT preparation is addressed through vocabulary practice, exposure to SAT question varieties and review strategies. Finally, it will review essential college- and career- ready skills and knowledge in reading, writing, speaking, and listening.

#### **British Literature**

British Literature is a survey course of British Literature and its cultural contexts. Cadets will develop a deeper understanding of British culture, from its earliest beginnings of the English civilization through the modern era, by examining works from a vast variety of British writers and time periods. Cadets will also make relevant, modern-day connections to the texts by relating the studied themes, motifs, and styles to contemporary works of all 21<sup>st</sup> century mediums. Cadets will also become well-versed in the research and writing process. They will gather extensive knowledge in all parts of the research and documentation process and will be required to submit a Senior Research Paper.

#### **DTCC Critical Thinking and Academic Writing (ENG101)**

This college course is designed to teach the concepts of critical thinking and reading skills in the context of written response and essay writing. This course introduces and reinforces the skills necessary to complete academic essays and to respond to diverse texts in meaningful ways.

**Pre-requisite:** SAT ERW score of 475 or higher OR meet the minimum score on the DTCC Reading (NGR) and WritePlacer (NGW) placement tests. A minimum score is 250 or higher on the NGR and a score of 5 or higher on the NGW test. In lieu of SAT scores, applicants must meet the minimum score on BOTH the DTCC placement tests (NGR and NGW).

### **DTCC Composition and Research (ENG102)**

This course is designed to prepare cadets with writing, research, and presentation skills needed for college and beyond. Academic writing and reasoning are mastered for implementation in all college and career disciplines, and to foster life-long learning. ENG102 students will access, retrieve, and evaluate data from academic secondary sources needed for effective research writing; they will compose and revise information-based documents for diverse audiences and purposes; and they will use strategies necessary to deliver effective oral presentation(s) for diverse audiences.

**Prerequisite:** ENG 101

### **Studies in Drama**

This course introduces you to one of the major genres of literature: drama. We will study the major elements of drama and will be reading plays of varying length and complexity, some tragic, some comic, and some in between. The readings include dramas that originate from various cultures and time periods. We will also read some supplemental writings about these plays. The aim is to expose you to the variety and quality of theater to help you to understand it, to begin to think critically about it, and appreciate it more fully. The plays we will explore are the following: 12 Angry Men – Reginald Rose; Medea – Euripides; Waiting for Godot – Samuel Beckett; Arsenic and Old Lace – Joseph Kesselring; The Importance of Being Earnest – Oscar Wilde; The Glass Menagerie – Tennessee Williams; A Midsummer Night's Dream – William Shakespeare; Dial 'M' for Murder – Friederick Knot; The Curious Incident of the Dog in the Nighttime - Mark Haddon.

### **Journalism I - III**

In this course, we will use real-life, published products to study the principles and practices of journalism as well as journalism's role in society. Our primary products for this course will be the DMA YEARBOOK (The Porthole) and NEWSPAPER (Scuttlebutt). Techniques, methods, and models guiding the contemporary practice of journalism will be given particular emphasis, and will be implemented in the production of the yearbook and the newspaper. The fundamental skills of a journalist will be introduced, including research and interviewing, fact-checking and editing, style and writing skills, photography, and distribution/business. Guest speakers may include journalists who can speak to specialized areas of journalism. Open to 10 – 12 grades; editorial staff will be selected from the juniors and seniors by the instructor.

**Prerequisite:** Interested cadets must apply to and be invited into the course.

## **MATHEMATICS**

### **Algebra I**

This is the first course in the mathematics program with a strong focus on Algebra I concepts. In this course, cadets will learn how to perform algebraic manipulation of variable expressions and equations, including the use of absolute value, exponents and radicals. Cadets will learn how to use multiple representations of linear, exponential and quadratic functions to model real life situations and will be able to convert between these representations. Concepts in geometry, statistics, and discrete math are integrated throughout the curriculum, emphasizing the connection between all strands of mathematics. Technology is used on a daily basis to support and improve mathematical understanding. Required for graduation in the State of Delaware.

### **Geometry**

This course is designed to emphasize the study of the properties and applications of common geometric figures in two- and three-dimensions, with particular emphasis on triangles, quadrilaterals, and circles and their three-dimensional extensions. It includes the study of transformations and right triangle trigonometry. Inductive and deductive thinking skills are used in problem solving situations, and applications to the real world are stressed. Required for graduation in the State of Delaware.

**Prerequisite course: Algebra I**

### **Algebra II**

Algebra II is a continuation of the skills learned in Algebra I. Algebra II also covers piecewise functions, quadratic functions, general polynomial functions, exponential/logarithmic functions, rational functions, trigonometric functions, radical functions, and sequences and series. Problem solving skills are emphasized throughout, as is use of the graphing calculator to expand modeling techniques. Required for graduation in the State of Delaware.

**Prerequisite courses: Algebra I and Geometry**

### **Pre-Calculus**

This course is offered to cadets who have successfully completed Algebra II. In pre-calculus, cadets will continue their study of functions and build on their algebra skills. There will be a focus on linear, polynomial, rational, exponential, logarithmic, parametric, and trigonometric functions, as well as an introduction to the concept of limits.

**Prerequisite courses: Algebra I, Geometry and Algebra II**

### **College Math**

This course is offered for cadets who have successfully completed Algebra II but are not planning to pursue a STEM related major in college. The class will strengthen all areas of the cadet's algebra skills and will cover algebra concepts not included in Algebra I and II. In addition, this course will include right triangle trigonometry. Cadets will be prepared for all college math placement tests upon completion of this course.

**Prerequisite courses: Algebra I, Geometry and Algebra II**



**Discrete Math**

This course is offered as an elective class for senior cadets only. Discrete math is the study of finite number sets. In this course, cadets will focus on finding practical purposes for several mathematical concepts including graph theory, linear programming, statistics and probability, cryptography, binary coding, geometry, and exponential functions. The concepts that cadets study in this course will involve mathematical applications in business, psychology, architecture, banking, military, journalism, city planning, and computer science.

**Prerequisite course: Pre-calculus**

**Calculus**

A college preparatory course that will cover the three main concepts of calculus: limits, derivatives, and integrals. The class will expose each student to the techniques of computation and applications to the real world. Upon completion, students will be well prepared for Business Calculus at the college level.

**Prerequisite course: Pre-calculus**

**AP Calculus A/B**

This course is available to junior or senior cadets who have successfully completed pre-calculus. In AP Calculus AB, cadets will continue to apply the behaviors of linear, polynomial, rational, exponential, logarithmic, parametric, and trigonometric functions to calculus-based problems. This course is designed for the higher level thinker, and is taught with the same rigor as a college level course. Cadets will learn the concepts of limits, derivatives, and integrals. All cadets enrolled in this course are expected to take the College Board's Advanced Placement Calculus AB examination in the spring.

**Pre-requisite course: Honors Pre-calculus (grade of B or better) or Calculus**

**AP Calculus B/C**

This course is an extension of AP Calculus AB. It includes a review of all of the topics learned in Calculus AB - limits, derivatives and their applications and integration. It then continues with many different applications of integrals as well as different methods of integration. The cadets will delve into differential equations through slope fields and will also study series and sequences. All cadets are expected to take the AP Calculus BC exam at the conclusion of this course.

**Pre-requisite course: AP Calculus A/B**

**DTCC College Algebra (MAT180)**

This course includes the algebra of functions, graphs and applications, absolute value equations and inequalities, polynomial, rational, radical, quadratic and piecewise functions, and the application of basic right triangle trigonometry. Cadets must have completed Algebra II to enroll in this course.

**Prerequisite: SAT Math Score of 530 or a score of 9-12 on the DTCC Algebra (NGAL) Placement test**

**DTCC Pre-Calculus (MAT190)**

This course includes a study of exponential, logarithmic and trigonometric functions, vector applications, complex numbers, simple curve sketching of algebraic and

trigonometric functions, nonlinear systems, matrix methods, polar coordinates, and properties of conic sections.

**Prerequisite: SAT Math Score of 620 OR a score of 250-275 on the DTCC Advanced Algebra and Functions (NGAAF) placement test OR successful completion of MAT 180**

### **DTCC Calculus (MAT281)**

This course provides students with a study of limits and continuity and differential and integral calculus of single variable functions with applications.

**Prerequisite: successful completion of MAT 190**

## **SOCIAL STUDIES**

### **Civics & Geography**

The course familiarizes the cadets with the American political system. They learn that the United States has a federalist, republican, and presidential form of government.

Considerable attention is paid to the three branches of government, how bills become laws, and the political processes involved. The cadets will learn about the US Constitution and important constitutional issues as civil rights, the freedoms guaranteed in the Bill of Rights, and the relevant Supreme Court decisions.

In the Geography portion of the course, the cadets develop an understanding of both the spatial and cultural relationships of the major world realms. Emphasis is placed on how different world regions contribute to the richness of human fabric. The cadets learn how humans adapt to such factors as climate and physical topography. The cadets also develop a working mental map of the political and physical features of the world, and of specific nations. Significant attention will be devoted to current events, political developments and trends.

### **Historical Economics**

This course provides cadets with the knowledge and decision-making tools necessary for understanding how a society organizes its limited resources to satisfy its wants. Cadets will understand the choices members of the economic community make. They examine how resources are allocated through market and non-market mechanisms. Topics include: supply and demand analysis; theory of consumer demand; theory of the firm including production and costs, perfect competition, monopoly, monopolistic competition and oligopoly; and public policy analysis of various issues including, but not limited to, taxation, externalities and market structure. Cadets will apply their knowledge to historical examples.

### **United States History**

This course is designed to provide cadets with the analytical skills and factual knowledge necessary to deal critically with the problems and concepts of U.S. History. The course has cadets practice their writing skills and research skills through writing assignments and projects. They will analyze primary source documents and learn how to interpret different historical perspectives and learn the social, political and economic changes that



have occurred throughout United States History. The course provides a balance between factual knowledge and critical analysis of the major concepts and trends that has defined this nation. It will concentrate on the Industrial Revolution (1820s) through the Cold War.

### **World History**

The peoples of the West have had to deal with a number of significant changes to their world view: from a flat to a round world, from a geocentric to a heliocentric universe, from a polytheistic but secular, strong centralized civilization to a monotheistic and devout decentralized feudalism, and from a religiously and spiritually oriented society to a materially - and secularly - oriented one. From these past struggles and how peoples coped with such difficult changes come useful models for coping with the world we are living in. This course is the study of the major cultural, economic, military, political, religious, and social events in Western History from antiquity to the 20th Century. Particular attention is given to the Western societies' contacts with the peoples of Africa, the Americas, and Asia.

### **Real World Economics**

Real World Economics offers a hands-on learning experience with plenty of opportunity to debate mainstream topics through an economic lens, such as: Are ticket scalpers all that bad? Why do cities spend billions of dollars to host the Olympic Games? Why does Eli Manning earn millions of dollars per year while public servants make much less? Through exploring such topics, cadets will gain a better understanding of how the economy influences major aspects of everyday life. The course will conclude with a focus on personal finance.

### **Contemporary Political Issues**

Contemporary Political Issues or C.P.I. is a course centered on the study of events in U.S. History from the end of World War II to Modern Times. Cadets will analyze the key events of this time period to gain an in depth understanding of how these events helped in the shaping of the political, social and economic ideology of our current society. Cadets will be exposed to a variety of resources through their study of one of the most significant time periods in American and World History. All course content is in alignment with the Delaware State Social Studies Standards in History, Economics, Geography, and Civics, along with the Common Core Standards of Reading Literacy in History.

### **Sports Psychology**

This course will provide students with knowledge about psychological factors that affect performance in athletics such as motivation, concentration, focus, confidence, and anxiety. Students will also be introduced to mental skills that can enhance sports performance and make participation more enjoyable, while learning skills that can be transferred to other aspects of their lives. Specific skills to be covered in this class will include: how to set measurable goals and strategies to achieve them, visualization and imagery techniques, leadership, team-building, and how to best cope and recover from injuries. Coaching practices, ethics, practice organization, and the teaching of sport skills will have a strong presence throughout the course. Issues and problems related to the

coaching profession are also covered. Coaching responsibilities related to discipline, sportsmanship, motivation, and the overall development of the student athlete will be addressed.

**Requirements for entrance to any of the three DTCC dual enrollment history courses: SAT ERW score of 475 or higher OR meet the minimum score on the DTCC Reading (NGR) and WritePlacer (NGW) placement tests. A minimum score is 250 or higher on the NGR and a score of 5 or higher on the NGW test. In lieu of SAT scores, applicants must meet the minimum score on BOTH the DTCC placement tests (NGR and NGW).**

**DTCC US History: Pre Civil War (HIS111)**

This course is a survey of colonial America and United States history through 1877. The course covers political, social, cultural, and economic factors that shaped the pattern of life in the United States through the period of Reconstruction.

**DTCC US History: Post Civil War (HIS112)**

This course surveys United States history through 1877 to present. The course covers political, social, cultural, and economic factors that shaped the pattern of life in the United States.

**DTCC World History II (HIS210)**

This course surveys world history from the sixteenth century to the present. Topics include political, social, economic, and cultural developments that shape the patterns of life on the African, American, Asian, and European landmasses

**SCIENCE**

**Integrated Science**

This course consists of three curricular units designed by the Delaware Science Coalition that cover topics in Energy Across Systems, Introduction to Chemistry, and Earth Systems. Cadets will be involved in a hands-on and inquiry based classroom activities throughout the three units.

**Biology (REQUIRED)**

Biology is a laboratory science course that covers the study of living things. Biology focuses on the study of life by examining the five fundamental concepts of cellular biology, genetics, ecology, evolution and physiology. The scientific process and laboratory skills are emphasized along with biology's connections to other scientific disciplines. Students learn scientific writing skills and also examine current biological issues. The foundation of the class is based upon the standards developed by the Delaware Board of Education. *(A ninth grade honors section is available for cadets who are enrolled in honors algebra I, geometry or algebra II as a 9<sup>th</sup> graders)*

### **Chemistry (REQUIRED)**

The course will focus on chemistry as a whole as it covers most aspects of inorganic, organic, nuclear, and biochemical studies while reviewing the chemical basics of scientific methods, gas laws, the atom, the periodic table, chemical bonding, reactions, analysis, and electrochemistry. The course will emphasize laboratory studies with individual and team research. Cadets must have sufficient writing ability to participate in projects to present scientific findings in publishable format.

### **Physics**

Physics is offered at three levels: CP, Honors and AP. All three courses are algebra-based and provide an introduction to the major areas of Physics including mechanics, electromagnetism, sound and light. The AP and Honors courses are intended for cadets entering college in any technical area such as engineering, medical, the sciences or construction. The CP course is intended for cadets entering college in a non-technical area and provides skills in problem solving and general understanding of physical phenomenon including cost of energy and renewable energy.

### **Human Anatomy & Physiology**

Human Anatomy and Physiology is a laboratory science course that consists of an in-depth study of all of the major body systems that maintain homeostasis from anatomical and physiological perspectives. Students explore the body through an inquiry approach.

**Prerequisite: Successful completion of a biology course.**

### **Environmental Science**

Environmental Science is a laboratory science course designed to provide students with the scientific principles, concepts, and methodologies required to understand the inter-relationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them.

### **Introduction to Forensics (.5 credit 10<sup>th</sup> grade elective)**

Forensic Science is the application of science to the enforcement of laws within the criminal justice system. This course will serve as a comprehensive introduction to the study of forensic science through the integration of historical contexts, the criminal justice system, physical and biological sciences, and ethics. Students will be introduced to the roles of police officers and forensic laboratory technicians during investigations. The course will focus primarily on the collection and analysis of evidence.

### **Introduction to Food Science (.5 credit 10<sup>th</sup> grade elective)**

This course introduces the field of food science and technology with emphasis on the science behind food technology, the importance of food in providing proper nutrition, including their application to health and well-being of humans throughout the life cycle and the role of diet therapy in the prevention and treatment of disease.

### **Introduction to Engineering (.5 credit 10<sup>th</sup> grade elective)**

Introduction to Engineering is a half-credit course that provides exposure to engineering principles involved in the design process, properties of materials, failure analysis, cost of

quality and other real-world engineering challenges. As engineering is interdisciplinary, this course explores topics from a wide variety of fields helping students understand the range of potential engineering careers.

### **Science Olympiad**

Cadets will design, build and present projects at the State level competition for Science Olympiad. Cadets may choose from several different areas of expertise in which they compete with other cadets throughout the state. Science Olympiad is open to all cadets with the approval of the Science Olympiad coach (Mrs. Averell).

### **AP Biology**

This course is designed to be the equivalent of a college introductory biology course usually taken by biology majors during their first year. Cadets accepting the challenge of an Advanced Placement course will be required to actively participate in all lectures and laboratory activities that are conducted during the year. There is an extensive reading requirement associated with this course. Cadets aiming to take AP Biology must obtain teacher recommendations and successfully complete the assigned summer enrichment. All cadets enrolled in this course are expected to take the College Board's Advanced Placement Biology examination in the spring.

*Specific entrance requirements are found on page 5 of this document.*

*Prerequisites: Biology*

### **AP Physics**

AP Physics I is equivalent to a first semester college course in Physics and covers four major areas of study: Linear Dynamics, Rotational Dynamics, Waves & Sound, and Circuit Electricity. Other areas of Physics are introduced for interest and exposure but are beyond the scope of the AP Exam. This course is algebra-based and is intended for students that have not had a prior Physics course or are pursuing careers outside of the pure sciences & engineering. The course designated AP Physics C is calculus-based and is an introductory course for students pursuing careers in the sciences and engineering. Currently AP Physics I is offered as a scheduled class. Independent study is available for the additional content covered in AP Physics C. Both courses include lecture, demonstration, lab exploration and a significant homework commitment. All cadets enrolled in this course are expected to take the College Board's Advanced Placement Physics I examination in the spring.

*Specific entrance requirements are found on page 5 of this document*

## **WORLD LANGUAGES**

### **Spanish I**

Spanish 1 is an introductory course that teaches cadets the fundamental skills necessary to complete the three year Spanish requirement at DMA. Cadets will be introduced to basic present tense grammatical structures and extensive vocabulary related to daily social and school interactions. Cadets will develop a basic level of communication skills. Cadets will be able to communicate in the target language using isolated words, formulaic speech, memorized chunks and contextual/rehearsed dialogs. Cadets will also

understand and gain an appreciation for Spanish culture and the benefits of learning a second language.

### **Spanish II**

In Spanish II, cadets continue to develop communication skills (listening, speaking, reading and writing) learning new vocabulary and grammar while reinforcing structures learned in Spanish I. Emphasis is placed on building complex sentences and reading comprehension with a continuation of the present tense, developing pronoun use, appropriate use of idiomatic expressions and preterit tense conjugations. The class is conducted in Spanish to encourage our cadets to follow directions and interact in the target language. The course also continues to expose Cadets to Spanish language and culture through an overview of geography, celebrations and daily activities.

**Prerequisites: Spanish I or Departmental Approval**

### **Spanish III**

In Spanish III, cadets continue to develop proficiency in the target language through learning new vocabulary and grammar while reinforcing structures learned in Spanish I and II. Emphasis is placed on reading comprehension and presentational writing with an introduction to the imperfect, future and subjunctive tenses. The class is conducted in Spanish to immerse our cadets in the target language. The course also continues to expose Cadets to Spanish language and culture through an overview of geography, celebrations and daily activities.

**Prerequisite course: Spanish II**

### **Spanish IV**

Spanish IV is an upper level elective course for college bound cadets. Cadets will be exposed to a variety of literary texts, internet articles and video recordings. Cadets demonstrate proficiency in the target language through learning new vocabulary and grammar while reinforcing structures learned in Spanish I, II and III. Emphasis is placed on written and oral communication with an introduction to subjunctive, conditional and compound verb tenses.

**Prerequisite: Spanish III, with an 80% or higher.**

### **Spanish Conversation and Culture**

Spanish Conversation and Culture is an upper level elective course. This course may be taken in lieu of or in addition to Spanish IV during the junior or senior year. The course focuses on developing conversational skills while learning about the history and culture of a variety of Spanish speaking countries. Although there will not be a primary focus on grammar instruction, prior knowledge of grammar concepts covered in Spanish levels 1-3 are expected. Cadets will continue to expand their vocabulary through learning new words and colloquial phrases related to each unit. An emphasis will also be placed on learning about specific traditions and celebrations of Spanish speaking countries.

**Prerequisite: Spanish III, with an 80% or higher.**

## **BUSINESS CTE PROGRAM OF STUDY**

### **Business Information Technology (BIT)**

Business Information Technology (BIT) provides students with an understanding of the role of ethics across professions and provides an overview of information technology (IT) today. Students will consider contemporary IT issues such as security and privacy, the effects of IT on society and the individual, and technological inequality. A culminating project will enable students to demonstrate the knowledge and skills they have developed in consideration of a serious ethical issue that the IT industry faces today.

### **Global Business Economics (GBE)**

Global Business Economics (GBE) introduces economics as it pertains to supply, demand, profit, costs, and markets with a differentiation between microeconomics and macroeconomics. This course focuses on the relationship of labor and business and provides a broad overview of the global economy. Cadets will explore the culture, economics, and the fundamentals of international trade, investments, and finance. Integrated culminating projects provide opportunities for students to analyze relevant financial information and assess specific countries for the potential risks and benefits of doing business globally.

**Prerequisite: Business Information Technology (BIT)**

### **Business Communications & Professionalism Elective**

Cadets in the Business Communications & Professionalism course will learn key skills, knowledge and tactics that will help them be successful in the business world. Cadets will learn the importance of proper communication skills, interpersonal skills and the value of being able to successfully work on a team. This technology based course will prepare cadets for the interview process and will teach cadets proper business etiquette along with presentation skills. Cadets will fully understand the benefits of networking, mentoring and work related experience. Customer service skills will also be taught as well as personal improvement tactics that relate to goal setting, self-motivation and self-improvement.

**Prerequisite: Open to juniors and seniors**

## **PERFORMING ARTS**

### **Marching Band**

Band is a performance-based class. Performances at football games, competitions, and parades will be observed as grades. Cadets will also receive points for in-class and after school rehearsals. All performances will be announced at least 3 weeks in advance and are mandatory unless otherwise noted. When the fall marching band season ends, the focus will be on parade work, scales, and lessons on music theory. In the spring, cadets will begin preparation for festival events and parades, as well as prepping for the upcoming fall music selections. A mandatory band camp will be held in August in order to prepare for the marching season.

**Performances and rehearsals (including summer band camp) outside of class are REQUIRED for successful completion of this course**



### **Concert Choir**

This course is for cadets interested in performing in a vocal music ensemble. Cadets will also learn music basics, such as some music theory and history. As this is a performance-based course, attendance at evening concerts is a mandatory requirement unless otherwise noted. The grading system for the DMA Chorus is a point based system. During the non-performance season, cadets will practice lessons in music theory, sight-reading, and sight-singing and will be assessed with quizzes and tests during that marking period.

**Performances and rehearsals outside of class are REQUIRED for successful completion of this course**

### **Piano Fundamentals I and II**

This course will focus on the aspects of reading music, music theory, music notation, and learning how to play the piano at the beginner level. This course is for cadets who are interested in learning how to read music and apply that knowledge to the keyboard.

During this course, the cadets learn different musical notations, such as note durations, the staff, major and minor scales, key signatures, etc. Cadets participate in group lessons, as well as individual lessons during class time. Cadets will work at their own pace using the provided piano lesson and theory books. Each keyboard will be accompanied with a set of headphones which the cadet will wear during individual practice time. By the end of this course, each cadet will be able to look at a musical score and be able to play it on the piano, as well as have the tools needed to be able to transfer learned musical knowledge to other instruments, choirs, etc. This course will provide each cadet with their own keyboard, stand, bench, and set of headphones (in-class use only). Once cadets have completed the first level, they are eligible for enrollment in the second level.

**Prerequisites: none**

### **Introduction to Theater Arts**

This beginner level course is designed to provide students with a fundamental understanding of theatrical performance and drama strategies in a safe and comfortable environment. Students will explore and apply skills in vocal production, physicality on stage and scene work, empowering them to become more comfortable performing in public settings. Exploration of character study will occur through scene work, structured dramatic activities and monologues. Students will learn to self-reflect and reflect on the work of others from an articulate, constructive and informed standpoint.

**Prerequisites: none**

### **Physical Education & Health**

The overall goal of the Physical Education and Health program at DMA is to provide every cadet with a positive personal attitude, to place emphasis on the need for physical activity, and to stress how it correlates to an individual's total health. Cadets will obtain knowledge and skills necessary for the development of a healthy, physically-active lifestyle, and an understanding that physical activity can provide enjoyment, challenges, self-expression, and social interactions that will last a lifetime. Course content will follow the State of Delaware curriculum standards and guidelines. The Physical Education program will stress biomechanics, continued large and small motor skills learning, social psychology within athletics, self-management, as well as, strength and conditioning.

The Health class is offered as an online courses through Educere, Inc. This course introduces cadets to aspects of physical, emotional, and personal health. Issues about Anatomy, Physiology and Family Life and Human Sexuality will also be discussed.

### **Driver's Education**

The State of Delaware, Department of Education approved Driver Education course is offered to all sophomores (in order of birth date) at DMA. The curriculum is developed by the State and administered by a State Certified driving instructor. Students will receive thirty (30) hours of instruction in the classroom daily during one of two mid-day mini-blocks. Students will then receive seven (7) hours of instruction behind the wheel and seven (7) hours of active observation in the "in-car" training. Students will miss one (1) academic class during that marking period. The State awards one (1) academic credit hour for this course. Upon successfully completion of the course, the student along with a parent or guardian can exchange the completion certificate for a Delaware Graduated Driver License (GDL) at Department of Motor Vehicles (DMV). A written test or driving test is NOT required for the student to obtain their GDL license at DMV. In the event there are not enough seats for all 10<sup>th</sup> graders to complete the course during the school year, there is an option for completion during the summer following sophomore year at no cost to the cadet.

**Prerequisites: Cadets must be passing all but one subject at the start of the course. If they do not meet this requirement, they will not participate in Driver's Education during that term.**

## **MILITARY SCIENCE**

### **Naval Science I**

Naval Science 1 introduces cadets to the precepts of citizenship, the elements of leadership, and the value of scholarship in attaining life goals. The course is also designed to engender a sound appreciation for the heritage and traditions of the United States of America with focus on the historical significance of sea power. An emphasis on the development, in each Cadet, of a sense of pride in his/her community, school, unit, associates, and self is a predominant theme throughout the course. These elements are developed from a fundamental level. Participation in numerous extra-curricular activities and field trips sponsored by the NJROTC, is highly encouraged.

### **Naval Science II**

Naval Science II builds on the general introduction provided in Naval Science I and further develops the traits of citizenship and leadership in cadets. It will introduce cadets to the technical areas of naval science study and will engender a deeper awareness of the vital importance of the world oceans to the continued well-being of the United States. Participation in numerous field trips, though not required, is highly encouraged.

**Prerequisite course: Naval Science I**



### **Naval Science III**

Naval Science III further develops the trait of leadership in cadets and introduces cadets to the vital importance of military justice and international law. Advance instruction in areas of astronomy, meteorology, and navigation skills will compliment instruction in sea power, national security, and naval history. Hands on leadership skills will be developed through cadet involvement in teaching new cadet drill, motivating them in proper uniform care, and managing unit activities. Participation and leadership in extra-curricular activities sponsored by the NJROTC unit, though not required, will be very highly encouraged.

**Prerequisite course: Naval Science II**

### **Naval Science IV**

Naval Science IV culminates the Naval Science Leadership experience. The course work includes instruction in theoretical and applied aspects of leadership, training, and evaluation of performance. Cadets are taught the techniques to create motivation, to develop goals and activities for a work group, and the proper ways to set a leadership example. The practicum part of the course focuses primarily on practical leadership techniques and implementation. The intent is to assist seniors in understanding leadership and improving their leadership skills by putting them in positions of leadership in the NJROTC unit, under supervision, then helping them analyze the reasons for their varying degrees of success throughout the year. This course is limited to those cadets who have completed the first three Naval Science courses.

### **Naval Science Drill and Ceremonies**

Naval Science D & C is a concurrent course with Naval Science 1 which will provide cadets the opportunity to learn the basics of leadership and discipline as applied to individual and squad military drill and athletic (field day) competitions. The course stresses individual responsibility, teamwork, and high standards of personal conduct and appearance. Military ceremonies; their concept, procedures and implementation; will be taught. Cadets will learn the proper procedures for conducting flag ceremonies, and how to properly display the national colors. Cadets will learn the skills to allow them to participate in unit competition in drill, color guard, honor guard, orienteering, marksmanship, and athletic teams.

### **Leadership Academy (LEAD)**

Naval Science Leadership Seminar provides Cadets with the opportunity to practice the elements of leadership, to expand drill and ceremony skills, and to refine leadership skills. Principles of navigation and basic seamanship will be developed and ethics of leadership will be discussed in seminar discussions of actual leadership dilemmas faced in modern times by junior officers of the armed services. Participation and leadership in extra-curricular activities sponsored by the NJROTC unit, though not required, is very highly encouraged. In addition, Leadership Academy will prepare qualified cadets to better compete for College and University scholarships, ROTC scholarships and/or Service Academy nominations and appointments.



## RENEWAL APPLICATION SUPPLEMENT

Charter Renewal Period

FY 2020 – FY 2024

### EXHIBIT P

Battle Bill – Emergency Plans

September 30, 2019

**LEADERSHIP • CITIZENSHIP • SCHOLARSHIP**

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# **DELAWARE MILITARY ACADEMY**

## **EMERGENCY BATTLE BILL**



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**Revision Date 5 MAR 2019**

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## 1. POLICY/DISCUSSION

- A. In the event of a critical incident the planned response of the Delaware Military Academy staff is imperative. The academy's Emergency Battle Bill includes provisions for mobilizing DMA administrative staff and instructors in response to a critical incident. This Battle Bill provides procedural guidelines for handling critical incidents, natural and manmade.
- B. The academy will normally receive advance warning of a natural disaster. When advance notification is received, it is a prudent management decision to alert all staff, on or off duty, of the situation and to protect the cadets with all means available.

## 2. DEFINITIONS

Active Shooter: an individual actively engaged in killing or attempting to kill people in a confined and populated area

Commandant: principal of the school

Dean of Cadets: vice principal of the school

Critical Incident: An emergency situation that results from a natural or manmade disaster (e.g., flood, earthquake, tornado, snow emergency, hazardous materials incident, explosion, aircraft disaster, active shooter) and civil disturbances. A bomb threat or bomb emergency (when a suspicious object is located) is not a critical incident; however, a bomb detonation would be categorized as a critical incident.

EMS: Emergency Medical Service

EMT: Emergency Management Team

ERT: Emergency Response Team

Officer in Charge: Refers to first responder personnel; could be police, fire or EMS

**NOTE:** due to the size of the academy and for purposes of this plan EMT and ERT are one in the same unless otherwise noted.

NIMS: National Incident Management System, a structured framework used nationwide for both governmental and nongovernmental agencies to respond to natural disasters or terrorist attacks at the local, state, and federal levels of government. It provides a standardized command structure for all police, fire and emergency responders.

Superintendent: For purposes of this institution (DMA), the Superintendent is the Commandant.

**Violent Action:** Violent actions are considered to be physical assaults, fights, verbal assaults directed toward either teachers or cadets.

### **3. EMERGENCY RESPONSE TEAM**

a. The Emergency Response Team (ERT) (also referred to as Emergency Management Team, ERT) will respond to emergency situations as they occur during the school day. The Commandant or his/her designee will serve as coordinator and will assemble the team in the event of an emergency. Contact information for the ERT can be found in Appendix B, Internal Contacts.

#### **Emergency Response Team**

Commandant  
Dean of Cadets  
Facilities Manager  
Senior Naval Science Instructor  
Nurse  
Counselor  
School Secretary  
Security Specialist/Parent

b. Information Verification

The (ERT) will verify all facts and report to appropriate authority.

State Police (non-emergency)	(302) 323-4408
Emergency	9-911
Ambulance	9-911
Fire Department	9-911

### **4. STAFF GENERAL RESPONSIBILITIES**

- **REMAIN CALM** – Cadets will panic if you panic.
- Verify information.
- Call 911 (if necessary or if a delay in reporting may cause further injury or damage).
- Call Office.
- Render first aid.
- Warn cadets if advised to do so.
- Lock classroom doors, unless evacuation orders are issued.
- Account for all cadets. If evacuation is required, take the class roster and report to administrator
- Assist special needs cadets.
- Stay with cadets during an evacuation and at the evacuation points.
- Evacuation points will be issued by the Commandant or designee at time of the evacuation.

- When feasible, take all personal belongings prior to evacuation (unless an active shooter incident)
- Keep detailed notes of the event in this book.
- Refer all media inquiries to the Commandant's Office.

## 5. CADET WELFARE

### School Secretary Responsibility

1. Maintain a list of cadets who are to be released to specific individuals
2. Red flag health records of identified cadets who are to be released to specific individuals
3. Written permission from the parent or guardian must be obtained before a cadet is released
4. Record custody changes in cadet record after receiving authorization from the Commandant based upon court documents. Keep documents on file
5. Hold in the office any cadet who is reluctant to go with the person picking them up. Notify Commandant
6. Ask for driver's license of anyone picking up a cadet. A State ID will be sufficient for those without a license
7. Any unauthorized removal, or attempted removal, notify the Commandant or designee

### Administrative responsibility

1. Secretary notifies police
2. Get license plate number
3. Contact parent/guardian on the cadet emergency card
4. Act as liaison for police
5. Respond to all media inquiries

## 6. WARNING AND NOTIFICATION

### Full Lockdown

- Assess life and safety issues first. Call 911 if necessary.
- Inform the Commandant, Dean of Cadets or their designee.
- Warn cadets and staff. If an emergency requires immediate action to protect the safety of cadets and staff, activate **preparatory alarm (Red Folder) followed by an announcement from the office**
- Use coded words in warning, if necessary. Codes should be used in situations in which immediate notification is necessary but the safety of cadets and staff may be compromised if everyone in the building knows of the emergency. For example, a hostile intruder may panic if the intruder's presence is announced over

the PA system. The codes will inform personnel of the type of emergency and appropriate actions. The codes are as follows:

<u>Code Word</u>	<u>Emergency</u>	<u>Actions</u>
Attention Staff: Red Folders are due (REPEAT)	Intruder/Active Shooter (Any situation where alerting would cause more danger to the school population)	Lock down in classroom Move to corner with book bags Shelter in place until police unlock door and present a badge

- If immediate action is not required, notify Crisis Team and all teachers at a meeting before or after school hours. Teachers will inform cadets during school.
- Commandant notifies designated emergency contact of affected person(s), if necessary

### **Modified Lockdown**

- Modified Lockdown procedures are fluid and predicated on the situation
- The Commandant or designee shall notify staff that a modified lockdown is now initiated
- No Code Word will be used for modified lockdown. The office staff or the administration will make a general announcement that a modified lockdown is now in effect.

## **7. LOCK DOWN PROCEDURES**

1. Commandant will issue lock down procedure by announcing warning over the PA system or by sending a messenger to every classroom
2. PA announcement may be coded or basic alert (see Warning and Notification section for coded warnings) message
  - **Full Lockdown:** code word shall be used
  - **Modified Lockdown:** plain language, ie: "We are initiating a modified lockdown at this time, return to your respective classrooms"
3. Direct all cadets and employees to their classrooms
4. Lock all doors
5. Designee's and alternate's responsible for each building shall ensure all building entrances for their respective buildings are secured.



6. Cover windows of rooms. This includes interior window lights and first floor exterior windows when practical.
7. Move all persons away from windows and doors.

**\*Note:** If this lock-down is due to an environment hazard, all outside air vents should be closed

## **8. SCHOOL LOCK DOWN CODE**

*Attention staff ... Red folders are due (REPEAT)*

## **9. GENERAL EVACUATION PROCEDURE**

Staff responsibilities:

- Evacuate when notified by EMT representative or academy administration
- Be aware of primary and alternate evacuation routes
- Take roll books
- Instruct last cadet to turn out lights and close door
- Lead class to designated area and hold immediate muster
- Report missing cadets to EMT
- Do not release cadets to anyone without permission of EMT
- Return to room when instructed by EMT

## **10. MEDICAL EMERGENCY PROCEDURE**

- In case of staff / cadet injury / illness / emergency requiring immediate assistance, use the following procedures.
- Use phone or messenger to notify office of emergency. State location, name of victim, and nature of emergency
- Isolate the affected staff / cadet member.
- Send messenger to nurse's office to ensure message received.
- Maintain a detailed written log of event.

### **Commandant's responsibilities**

- Notify 911 for EMS assistance
- Notify nurse of emergency

- Direct staff member to wait at entrance to escort emergency personnel upon arrival
- Contact parent of cadet

#### **Staff responsibilities**

- Use phone or messenger to notify office of emergency, office will notify nurse.
- State location, cadet or staff name, nature of emergency, collapsed on floor, fell off chair.
- Send messenger to nurse's office to ensure notification.
- At time of emergency inform office if 911 is required. 911 is always required for any person unresponsive.
- Maintain detailed log of events.

### **11. SCHOOL ACCIDENT**

#### **Staff responsibility:**

- Send for school nurse, give persons name and nature of emergency
- Keep person as stable as possible
- Notify Commandant

#### **School nurse responsibility:**

- Secure cadet's health information forms and take to the emergency site
- Assess severity of injury or illness
- Notify parent/guardian or emergency contact
- If needed, contact the primary care physician listed on the emergency card
- If serious problem:
  1. Call 911 for assistance
  2. Notify Commandant
  3. Stabilize person and administer first aid until medics arrive
  4. Obtain diagnosis and file report
- If minor problem:
  1. Move cadet to school clinic and assess
  2. Administer first aid
  3. Call parent or those listed on emergency release form and provide medical referral

**Administrative responsibilities:**

- Notify parent or those listed on emergency release form
- Appoint a staff member to secure health information from the nurse

**12. UTILITY FAILURE/POWER OUTAGE**

**Staff responsibility**

- Follow instructions of Commandant to either evacuate or remain in place

**Custodian responsibility**

- Assist Power Company in restoring power

**Administrative responsibility**

- Inform Power Company of outage
- Instruct staff to either remain in place or evacuate by use of bullhorn or messenger

**13. FIRE EMERGENCY**

All fires must be reported to the Fire Department.

**Staff responsibilities**

- Person who discovers fire must report to main office, location and nature of fire
- Evacuate building when alarm is sounded, or announcement is made via intercom
- Take roll book and assemble in designated area
- Hold muster and report to Commandant
- Assist handicapped cadets
- Close windows, turn off lights, close doors but leave unlocked

**Administrative responsibilities**

- Commandant will give appropriate signal to evacuate building
- Pull alarm and contact Fire Dept.
- Direct fire officials to location of fire
- Inform officials of unaccounted for personnel
- Have floor maps and master keys available for fire fighters.

## **14. MAJOR FIRE OR EXPLOSION**

### **Staff responsibilities**

1. Evacuate upon alarm or notification, take muster book and be aware of alternate routes and muster sites.
2. Close classroom door (unlocked) and turn out lights.
3. Leave building in single file and form up in designated area.
4. If warranted vehicle evacuation may be used to transport cadets to another site
5. Always evacuate crosswind and or upwind by a safe route.
6. Assemble cadets at least 300 feet from the building and hold muster
7. If your primary muster area is blocked muster at an alternate site
8. Report missing cadets to the Commandant
9. Do not release cadets to anyone with permission of the administration
10. Return to building when instructed

### **Administrative responsibilities**

1. Notify staff by PA if alternate routes are to be used for evacuation
2. Call 911 and advise if ambulance/ fire/police are required.
3. Have nurse administer first aid as necessary
4. Evacuate staff and cadets
5. Direct custodian to secure all electric power-driven equipment
6. Assist handicapped cadets with evacuation
7. Search all area of building for stragglers
8. Decide on whether to use vehicles for cadet transport
9. If cadets are dismissed for the day from their assembly area check out procedures must be used for accountability.
10. Signal all secure when appropriate

## **15. WEATHER EMERGENCY**

In the event of dangerous weather the following steps shall be followed

### **Staff responsibility**

1. Evacuate cadets to designated shelter area
2. Take roster book and leave classroom door open
3. Have cadets sit on floor
4. Hold muster and report to Commandant
5. Keep cadets calm and quiet

### **Custodian responsibility**

1. Be prepared to shut down main gas at meter.
2. Listen for warning signal

**Administrative responsibility**

1. Sound the alarm
2. Have all cadets move to shelter area
3. If tornado is spotted or reported as imminent have cadets "DROP and TUCK" immediately under their desks.
4. Ensure handicapped cadets are assisted
5. Parents at the school are to be invited to the shelter area
6. Keep all exterior doors CLOSED

**16. TORNADO**

***A TORNADO WATCH has been issued in an area near the building***

- Monitor Emergency Alert Stations (EAS) on battery operated radio or NOAA weather stations (National Weather Service or Weather Channel)
- Move all staff and cadets into the Fusco Dome
- Close all windows and doors in buildings prior to evacuating to the dome
- Review location of alternate safe areas. Tornado safe areas are in basements, in an inner room on the lowest floor, in hallways and away from windows and large rooms with exposed roofs, like gyms and auditoriums.

***A TORNADO WARNING has been issued or tornado has been spotted in nearby area:***

- Move cadets and employees to safe areas, away from windows and large rooms
- Commandant should account for all cadets
- Ensure that all persons are under sturdy furniture and use arms to protect head
- Contact Chief Custodian Dave Keiser at extension 120 or on his cell 302-530-7324 to shut off gas.
- Remain in safe area until warning expires or until emergency personnel have issued an all clear signal
- If building has been damaged, assemble crisis team to assess damage, administer first aid and order evacuation, if necessary.

## **17. HAZARDOUS MATERIALS**

### **Incident occurred in building**

1. Notify CPR/First Aid certified persons in building of medical emergencies
2. Seal off area of leak/spill
3. Call 911 and notify Commandant Pullella (w) 302-998-0745, (c) 302-494-2363 and/or Dean of Cadets Debra Certesio (w) 302-998-1728, (c) 302-983-4898.
4. Take actions directed by the Officer in Charge (First Responder that is in charge; police or fire)
5. Follow procedures for sheltering or evacuation, if directed
6. Notify cadets' emergency contact person(s) if evacuation is ordered
7. Resume normal operations after consulting with the Officer in Charge

### **Incident occurred near building**

1. Ensure Emergency Management Team has been informed by fire or police
2. Officer in Charge of scene will recommend shelter or evacuation actions, if necessary
3. Follow procedures for sheltering or evacuation (dependent upon type and location of incident)
4. Notify cadets; emergency contact person(s) if evacuation is ordered
5. Resume normal operations after consulting with the Officer in Charge

## **18. RADIOLOGICAL INCIDENT**

For schools within a 10-mile radius of a Nuclear Power Plant: Listen for 3 to 5 minute steady siren blast. This signals the public to tune radios to an Emergency Alert Station (EAS) for instructions. If protective actions are directed, notify the Crisis Team Coordinator. There are two basic protective actions ~ sheltering and evacuation.

For academy location in relation to the Salem/Hopetown Generating Stations refer to Appendix E located at the end of this policy.

### **Sheltering Notification**

- Ensure all cadets return to their respective buildings

- Close all exterior doors and windows
- Turn off ventilation system
- Cover up food not in containers or put in the refrigerator
- If advised, cover mouth and nose with handkerchief, cloth paper towels or tissues

#### **Evacuation/Relocation Notification**

- Crisis Team Coordinator notifies employees and cadets at relocation center
- Close all windows
- Turn off lights, electrical equipment, gas, water faucets, air conditioning and heating system
- Lock doors

#### **Commandant Responsibilities During Evacuation**

- Account for cadets and employees
- Explain procedures to cadets and employees. Instruct cadets to take their belongings.
- Ensure that lights, electrical equipment, gas, water faucets, air conditioning, and heating systems are turned off
- Make and place an “**Evacuation**” sign in main entrance of each building
- After arriving at relocation center, account for all cadets and employees again

### **19. SERIOUS INJURY OR DEATH**

1. Notify CPR/First Aid certified persons in the building of medical emergencies
2. Call 911
3. If possible, isolate affected cadet(s)/employee(s)
4. Notify Commandant Pullella (w) 302-998-0745, (c) 302-494-2363 and/or Dean of Cadets Debra Certesio (w) 302-998-1728, (c) 302-983-4898.
5. Activate Crisis Team. Designate staff person to accompany injured/ill person to hospital
6. Coordinator notifies injured/ill person's emergency contact

7. Determine method of notifying cadets/employees. Announce availability of counseling services for those who need assistance
8. Implement post crisis procedures

**Post Crisis Procedures:**

1. Meet with designated psychological health professional(s) as directed by the Commandant or Dean of Cadets
  - Due to changing contracts this service can be fluid
2. Designate rooms as private counseling areas
3. Escort affected person's close friends and other "highly stressed" employees to counselors
4. Follow up with cadets and employees who received counseling
5. Allow for changes in normal routines to address injury or death

**20. BOMB THREAT / SUSPICIOUS PACKAGE**

All bomb threats are real and never to be treated as a hoax. The following procedures are to be followed in the event of a threat:

**Recipient of phone call**

1. Keep the caller on the line as long as possible
2. Signal someone to alert main office
3. Write down everything caller says
4. Use bomb threat check list (attachment)
5. Guess as to caller's age sex, age, race and accent.
6. Write down background noises
7. Write down impressions of caller

**Administrative responsibilities**

1. Call 911 and report threat
2. Evacuate the building
3. Do not use radios or electronic devices
4. Pass information to staff by bullhorn or messenger
5. Commandant will remain in office to coordinate search team and act as police guide.



**Staff responsibility**

1. Take roll book
2. Evacuate when notified by academy staff
3. Review evacuation procedures with cadets
4. Assist handicapped cadets
5. Take muster when assembled and report to Commandant

**Telephoned threat that bomb or other weapon has been placed in the building**

1. Use bomb threat checklist (see bomb threat checklist page)
2. DO NOT HANG UP
  - a. Determine which line the call was received on
  - b. Obtain a dial tone on the same line by depressing switch hook or flash key
  - c. Start the trace by pressing \*57 on phone
  - d. Listen for taped confirmation announcement and hang up
  - e. Call your local police by dialing 911
3. Notify the Commandant and/or the Dean of Cadets. Fire Alarm should not be used
4. Emergency Management Team may order an evacuation of all persons in the building depending on threat assessment and evaluation The Command will notify cadets and employees when they may reenter area upon the advice of the Officer in Charge
5. The Commandant or Dean of Cadets will report incident to Police

**Suspicious package / mailed bomb threat**

1. Put envelope or package down and evacuate the area
2. Close off the room or area where letter or package is located
3. DO NOT use cell phones, hand-held radios, or any electronic devices within 300' of the package
4. Call 911 and notify the Commandant and/or Dean of Cadets.
5. Isolate person(s) who touched suspicious package, where in the same area as the package, or witnessed delivery of package, until interviewed by the investigative health and/or emergency response authorities
6. If a potentially harmful substance is suspected to be in the package, advise isolated person to remain calm and wash skin from elbows down using soap and water

7. Designated administrator should compile full name, address and telephone numbers of isolated person(s) and notify emergency contact person(s)
8. The Commandant or Superintendent will notify cadets and employees when they may re-enter area upon the advice of the Officer in Charge

## **21. ARMED CADET OR HOSTAGE**

### **Staff responsibility**

1. Notify Commandant's office and advise whether a weapon is suspected or visible.
2. Do not approach perpetrator or try to confiscate weapon
3. If weapon is visible ask perpetrator if you may evacuate the remainder of the class
4. Evacuate to designated muster area quietly and take roll book.
5. If not allowed to evacuate keep talking with perpetrator until police arrive on scene

### **Administrative responsibility if weapon is suspected**

1. Call 911 for police
2. If weapon is suspected have police bring cadet to the office with their possessions.
3. Ensure 2 adults and police are present before conducting search
4. If a weapon is found police will remove from school
5. Notify parents
6. Implement lock down procedure

### **Administrative responsibility if weapon is visible**

1. Remove cadet from the classroom and secure in an isolated room/area
2. Ensure at least two adults are present before conducting search
3. Call police
4. Implement lock down procedures

## **22. VIOLENT ACTIONS**

Violent actions are considered to be physical assaults, fights, verbal assaults directed toward either teachers or cadets. Teachers should make every attempt to prevent any violent behavior from occurring in class or on school property.

### **Staff responsibility**

1. Make verbal contact and remain calm

2. If behavior does not stop shout "STOP" and then lower your voice and encourage cadets to talk about issues somewhere else.
3. Try to remove individuals to a more isolated area.
4. Do not leave cadets alone with disruptive individuals
5. Discuss behavior and consequences after they are calm
6. Violence is time lined the longer you delay it will subside
7. Never grab or touch unless it is to prevent harm to themselves or others.
8. Inform cadet they must report to the Commandant's office or police will be notified
9. If cadet refuses commands notify the Commandant immediately

#### **Administrative responsibility**

1. Assess situation and intervene
2. Call 911 if cadet refuses to cooperate
3. Assist police in any way requested
4. Follow Code of Conduct

### **23. ACTIVE SHOOTER**

Active shooter situations are always unpredictable, but there are things that should be immediately done to protect oneself and others. Following the FEMA protocol of Run, Hide, Fight; survivability is increased.

#### **Evacuate (Run)**

a. If it is possible to do so safely, exit the building immediately when you become aware of an incident, moving away from the immediate path of danger, and take the following steps.

1. Notify anyone you may encounter to exit the building immediately.
2. Evacuate to a safe area away from the danger and take protective cover. Stay there until assistance arrives.
3. Call 911, providing the dispatcher with the following information:
  - a. Your name
  - b. Location of the incident (be as specific as possible)
  - c. Number of shooters (if known)
  - d. Identification or description of shooter(s)
  - e. Number of persons who may be involved
  - f. Your exact location
  - g. Injuries to anyone, if known

Individuals not immediately impacted by the situation are to take protective cover, staying away from windows and doors until notified otherwise.

**Shelter in Place (Hide)**

If you are directly involved in an incident and exiting the building is not possible, the following actions are recommended:

1. Go to the nearest room or office.
2. Close and lock the door.
3. Cover the window in to the hallway
4. Turn off the lights.
5. Seek protective cover.
6. Silence mobile devices
7. Keep quiet and act as if no one is in the room.
8. Do not answer the door.
9. Notify 911 if it is safe to do so, providing the dispatcher with the following information:
  - a. Your name
  - b. Your location (be as specific as possible)
  - c. Number of shooters (if known)
  - d. Identification or description of shooter
  - e. Number of persons involved
  - f. Injuries if known

**Take action against the shooter (Fight)**

As a last resort, and only when your life is in imminent danger, attempt to disrupt and/or incapacitate the active shooter by:

1. Acting as aggressively as possible against him/her
2. Throwing items and improvising weapons
3. Yelling
4. Committing to your actions

**“Wait for police to assist you out of the building”**

How to react when police arrive:

1. Remain calm, and follow officers' instructions
2. Put down any items in your hands (ie: bags, books, etc.)
3. Immediately raise hands and spread fingers
4. Keep hands visible at all times
5. Avoid making quick movements towards officers such as trying to hold on to them for safety
6. Avoid pointing, screaming and/or yelling
7. Do not stop to ask officers for help or directions when evacuating, proceed in the direction from which the officers entered

## **24. ASSAULT**

1. Ensure the safety of cadets and employees
2. Notify CPR/First Aid certified persons in the building of medical emergencies (names of all certified personnel are listed in Crisis Team Members section)
3. Seal off area where assault took place
4. Contact police for all incidents except simple assault (i.e. a minor fight)
5. Notify Commandant Pullella (w) 302-998-0745, (c) 302-494-2363 and/or Dean of Cadets Debra Certesio (w) 302-998-1728, (c) 302-983-4898.
6. Designated staff member notifies designated emergency contact of persons involved in assault
7. Document all activities
8. Assess counseling needs of victim(s) or witness(es). Implement post-crisis procedures (See serious injury or death section)
9. Complete both an incident report and a HB85 form

## **25. SEXUAL ASSAULT**

### **Staff responsibility**

1. Alert Commandant immediately

### **Administrative responsibility**

1. Call 911 if necessary for police or EMS
2. Notify nurse for health information form and to administer first aid
3. Have counselor remain with victim
4. Isolate suspect
5. Isolate witnesses
6. Notify parent (**Commandant only**)
7. If 911 was called inform staff and provide counseling services
8. Facilitate any investigation by district and civil authority

## **26. INTRUDER IN SCHOOL**

### **Staff responsibility**

1. Report any suspicious person to the main office, give location and description
2. Permit no one in your room without authorization

3. Implement lock down procedures when directed from the Commandant. All staff and cadets proceed to nearest classroom, lock the door and get on the deck against the wall in the most non-visible corner

#### **Administrative responsibility**

1. Approach the intruder and ask the nature of their presence
2. Request ID
3. Request that they leave, if they refuse, remind them they are trespassing and the police are being notified.
4. If compliant, accompany the individual to the office
5. Call 911
6. If they leave attempt to obtain a registration number from their vehicle without placing yourself or others in danger.
7. Make a PA announcement for staff to implement lock down procedures. (Full or Modified lockdown is at the discretion of the Commandant or Dean of Cadets)

### **27. SUICIDE/ATTEMPTED SUICIDE**

#### **Cadet or employee's suicidal death/serious injury occurring outside of school:**

- Verify information
- Commandant will activate the Crisis Team
- Determine method of notifying cadets and employees. Do not mention "suicide" or details about death/serious injury in notification. Do not hold memorials or make death appear heroic.
- Protect the privacy of family.
- Implement post-crisis intervention

#### **Post-Crisis Intervention**

- Meet with appropriate outside agency to determine the level of intervention required for cadets/employees
- Designate rooms as private counseling areas
- Escort affected person's close friends and other "highly stressed" employees to counselors
- Do not let the media question cadets or employees. Direct them off property, if necessary.
- Follow up with cadets and employees who received counseling
- Resume normal routines as soon as possible

## 28. SUSPECTED CHILD ABUSE

### Staff responsibility

1. Report suspected abuse or neglect of a cadet's physical or mental health or welfare to the Commandant and the nurse
2. The reporting teacher, in conjunction with the administration, will notify Child Protective Services of the report of abuse
3. Each person to whom a child discloses abuse or neglect has a responsibility to speak with Child Protective Services

### Nurse responsibility

1. Observe cadet and make an assessment of suspected abuse or neglect and document all observations and findings
2. Notify the Commandant immediately and
3. Child Protective Services must be notified within **48 hours** (IT'S THE LAW)
4. Allow cadet to return to normal schedule as soon as possible
5. Respond to inquiries from and cooperate with Child Protective Services
6. Document the incident on an incident report (maintained in the nurse's office)

*Delaware law states that the person who reports suspected child abuse, without malice, is immune from civil or criminal liability and their name will be kept confidential.*

## 29. LAB EMERGENCY PLAN

### *Immediate medical emergency:*

An immediate medical emergency means the sudden, unexpected onset of a medical condition so severe that failure to receive immediate medical care might place your life in jeopardy or cause serious impairment to bodily functions. Some examples of immediate medical emergencies include:

- Loss of consciousness
- Trauma that cannot be corrected with minor first-aid procedures such as major bleeding
- Impaired breathing, eyesight or motor function
- Ingestion of toxic chemical

### **a. Fumes or Gas Leak**

(If gas leak is uncontrollable or cannot be contained, an announcement will be made from the office with evacuation instructions)

**NOTE:** *Do not turn on or off any light switches or plug or unplug any appliances. Do not use cell phones or handheld radios in the immediate area.*

*No immediate medical emergency:*

- Report incident directly to facilities, commandant and school nurse
- Announcement will be made from main office
- Cut off gas to rooms using emergency cutoff valve
- Survey the scene for potential spark or flame danger
- Report gas leak to central office using intercom system
- Open windows in room for ventilation
- Exit classroom and close classroom door when exiting
- Inform classrooms in building of gas leak
  - Assess degree of seriousness of incident
  - If gas leak is serious, evacuate building in accordance with DMA fire bill
- Take muster of class and evaluate for medical emergency

*Immediate medical emergency:*

- Report incident directly to facilities, commandant and school nurse
- Announcement will be made from main office
  - Instruct cadets to muster in fire evacuation location
  - Open windows in all classrooms
- Cut off gas to rooms using emergency cutoff valve
- Dial 911 to activate emergency medical services
- Administer first aid to victim
  - If victim is mobile, evacuate victim from building before administering first aid
  - If victim is immobile or unconscious, administer first aid on sight

**b. Explosion or Fire**

Controllable Fire

- Notify commandant, facilities and school nurse of incident
- Main office shall immediately notify 911, local fire department, to report incident
- Activate building fire alarm
- Evacuate room/affected area in accordance with DMA fire bill
- Attempt to extinguish fire with portable fire extinguisher

Uncontrollable Fire

- Activate building fire alarm
- Notify commandant, facilities manager and nurse of incident
- Main office shall immediately notify 911, local fire department, to report incident
- Evacuate building in accordance with DMA fire bill
- Attempt to extinguish fire with portable fire extinguisher



### c. Chemical Spill

In the case of ingestion of toxic chemicals, immediately activate emergency medical services, notify commandant and school nurse and perform first aid when warranted

- Immediately alert area occupants of chemical spill; notify commandant, facilities and school nurse.
- Evacuate area if necessary in accordance with DMA fire bill
- Attend to any individual who may be contaminated taking care not to expose yourself directly to the contaminate. If unsure how to proceed notify the nurse immediately before proceeding.
- Contaminated clothing must be removed immediately, and the skin flushed with water for no less than fifteen minutes. Clothing must be laundered before reuse. See **First Aid for Chemical Exposure** for more information.
- If a volatile, flammable material is spilled, immediately warn everyone, control sources of ignition and ventilate the area by opening classroom windows.
- Don personal protective equipment, as appropriate to the hazards. Refer to the Material Safety Data Sheet or other references for information.
- Consider the need for respiratory protection. The use of a respirator or self-contained breathing apparatus requires specialized training and medical surveillance. Never enter a contaminated atmosphere without protection or use a respirator without training. If respiratory protection is needed and no trained personnel are available, activate EMS by dialing 911. If respiratory protection is used, be sure there is another person outside the spill area in communication, in case of an emergency. If no one is available, contact Public Safety.
- Using the chart below, determine the extent and type of spill. If the spill is large, if there has been a release to the environment or if there is no one knowledgeable about spill clean up available, activate EMS by dialing 911.

Category	Size	Response	Treatment Materials
Small	Up to 300 cc	Chemical treatment or absorption	Neutralization or absorption spill kit
Medium	300 cc – 5 liters	Absorption	Absorption spill kit
Large	More tan 5 liters	Call public safety	Outside help

- Protect floor drains or other means for environmental release. Spill socks and absorbents may be placed around drains, as needed.
- Contain and clean up the spill according to the table above. <sup>[SEP]</sup>Loose spill control materials should be distributed over the entire spill area, working from the outside, circling to the inside. This reduces the chance of splash or spread of the spilled chemical. Bulk absorbents and many spill pillows do not work with hydrofluoric acid. POWERSORB (by 3M) products and their equivalent will handle hydrofluoric acid. Specialized hydrofluoric acid kits also are available. Many neutralizers for acids or bases have a color change indicator to show when neutralization is complete.

- When spilled materials have been absorbed, use brush and scoop to place materials in an appropriate container. Polyethylene bags may be used for small spills. Five-gallon pails or 20-gallon drums with polyethylene liners may be appropriate for larger quantities.
- Complete a hazardous waste sticker, identifying the material as Spill Debris involving XYZ Chemical, and affix onto the container. Spill control materials will probably need to be disposed of as hazardous waste.
- Decontaminate the surface where the spill occurred using a mild detergent and water, when appropriate.

### **30. FIRE EVACUATION ROUTES**

The evacuation route for fire is established as follows (direction left or right refers to which direction to turn upon exiting the room). Staff is to muster in their designated area and report to the Commandant or his/her designee.

#### **Talley Hall**

##### **First Deck**

All rooms on the first floor of Talley Hall will exit through the main lobby

##### **Second Deck**

The following rooms will evacuate through the main lobby of Talley Hall: TH-01, TH-02, TH-03 and TH-04

The following rooms will evacuate down the side staircase of Talley Hall: TH-05, TH-06, TH-07, and TH-08

#### **McDonald Science Hall**

##### **First Deck**

The following rooms will evacuate through the main lobby of McDonald Hall: MH-1, MH-2, and MH-3

The following rooms will evacuate through the side exit of McDonald Hall: MH-4, MH-5, MH-6, MH-7 and MH-8

All classes that are in the drill hall or mess hall will exit out the nearest exit of their respective area and form up on the field behind the building.

##### **Second Deck**

The music room, supply and locker rooms will evacuate out the back fire exit of McDonald Hall

The Naval Science Offices will evacuate down the main stairs to the lobby

### **Anthony N Fusco Athletic Center (The Dome)**

Evacuations in the Fusco Athletic Dome shall utilize the nearest, unobstructed exit. Evacuations shall be directed by academy staff or personnel present at the time.

### **Fusco Academic Wing**

Evacuations from the Fusco Academic Wing will utilize the nearest, unobstructed exit. Staff members present shall supervise the evacuation. Always evacuate in the opposite direction of the incident.

### **Bomb Evacuation Route**

In the event of a bomb threat, follow evacuation guidelines for fire/emergency to leave the building.

In the event of extreme foul weather, the administration will make a determination (after all cadets have been accounted for) about where they will be sheltered

## **31. SHELTERING PROCEDURES**

Sheltering provides refuge for cadets and staff within the building during an emergency. Shelters are located in areas that maximize the safety of inhabitants. Safe areas may change depending on emergency.

- Identify safe areas in the building for potential emergencies.
- In the event of high winds or tornadoes the Fusco Athletic Center shall be utilized as it is rated for extremely high winds.
- Commandant warns cadets and staff to assemble in safe areas. Assist disabled, injured, and persons with special needs.
- Ensure all persons return to their respective buildings.
- Close all exterior doors and windows.
- Turn off ventilation.
- Cover up food not in containers or place in the refrigerator.
- If advised, cover mouth and nose with handkerchief, cloth, paper towels, or tissues.
- Commandant should account for all cadets and staff after arriving in safe area.
- All persons must remain in safe area until notified by the Commandant or emergency responders.

## APPENDIX A

## SCHOOL EMERGENCY PROCEDURE PLAN

**Commandant: Anthony Pullella**

**School:** Delaware Military Academy

Person(s) in charge if Commandant is away

Name

Cell Phone #

Debra Certesio

(302) 983-4898

## Commander Easley

(412) 304-8446

Person(s) designated to contact police, ambulance or fire:

Name

Cell Phone #

## Donna Galinskie

(302) 690-2279

## Dave Call

(757) 869-5445

Person(s) designated to operate or turn off utility points, including gas, oil, water, electricity or boilers:

Name

Cell Phone #

**Dave Keiser**

(302) 530-7324

## Commander Easley

(412) 304-8446

Person(s) designated to file an incident report with the Office of School Climate:

Name

Cell Phone #

Anthony Pullella

(302) 494-2363

Debra Certesio

(302) 983-4898

Person(s) designated to notify the immediate supervisor if the Commandant is not available:

Name

Cell Phone #

Debra Certesio

(302) 983-4898

## Commander Easley

(412) 304-8446

**APPENDIX B**  
**INTERNAL CONTACTS**

<b>POSITION</b>	<b>NAME</b>	<b>OFFICE#</b>	<b>MOBILE#</b>	<b>HOME#</b>
Commandant	Anthony Pullella	302-998-0745	302-494-2363	
Dean of Cadets	Debra Certesio	302-998-1728	302-983-4898	
Senior Naval Science Instructor	Sean Easley	302-998-0745	412-304-8446	
School Nurse	Paige Dolan	302-998-0745	302-388-8669	
Facilities Manager	Dave Keiser	302-998-0745	302-530-7324	
Athletic Director	Jeremy Jeanne	302-998-0745	302-442-0286	
Administrative Assistant	Donna Galinskie	302-998-0745	302-690-2279	
Security Specialist / Parent	Jack Cawman	302-395-8197	302-547-3486	302-998-9560
Receptionist	Rachel Taylor	302-998-0745	302-593-6574	
School Counselor	John Grant	302-998-0745	302-388-8439	
Chief Financial Officer	Ken Gatson	302-998-0745	302-383-8401	
Public Information Officer	Commandant or designee			

**APPENDIX C****EXTERNAL EMERGENCY CONTACTS**

<b>Fire, Ambulance &amp; Police Emergency</b>		<b>911</b>
Local Police (non-emergency)		302-395-8201
<b>Referrals</b>		
Helpline	Statewide	(800) 464-4357
Child Abuse Reporting	Statewide	(800) 292-9582
<b>Crisis Intervention</b>		
Contact/Rape Crisis	Statewide	(302) 761-9100 (800) 262-9800
Suicide Prevention	NCC Toll Free/Kent & Sussex	(302) 577-2484 (800) 345-6785
<b>Victim Assistance</b>		
Delaware Victim Center	Toll Free/After Hours	(800) 842-8461
	NCC	(302) 995-8510
	Dover	(302) 697-3602
	Georgetown	(302) 856-5296
	Milford	(302) 422-1562
Latin American Comm Ctr (Domestic Abuse Hotline)	NCC	(302) 655-7338
Martha's Carriage House/Sarah's NCC House (domestic abuse shelters for females)	NCC	(302) 762-6110
Family Violence Hotline	Kent/Sussex	(302) 422-8058
<b>Hazardous Materials/Poison</b>		
To report a hazardous materials leak or spill (24 hours)		(800) 662-8802
Poison Control Center	Statewide	(800) 722-7112
<b>Disaster Assistance</b>		
American Red Cross	NCC	(302) 656-6620

Kent/Sussex

(800) 777-6620

**Emergency Management Agencies****Statewide**

DEMA (Del Emergency Management Agency)

(877) 729-3362

**County Offices**

Office of Emergency Preparedness (NCC)

(302) 573-2857

Emergency Planning and Operations (Kent)

(302) 736-2222

Emergency Operations Center (Sussex)

(302) 855-7801

**Local Offices**

Emergency Management Office (City of Wilmington)

(302) 571-5880

Emergency Operations Center (City of Newark)

(302) 366-7027

Emergency Preparedness/Grounds (City of Dover)

(302) 736-7020

## **APPENDIX D**

### **MEDIA/EMERGENCY ALERT STATIONS**

#### **All staff must refer media to Public Information Designee**

Public Information Officer acts as a contact for emergency responders and coordinates media communications. If the Public Information Officer is unavailable, an alternate assumes responsibilities.

#### **Public Information Designee:**

Anthony Pullella (w) 998-0745 or (c) 494-2363

#### **During an emergency, adhere to the following procedures:**

1. Anthony Pullella (Commandant) or Debra Certesio (Dean of Cadets) relays all factual information to the Public Information Officer
2. Public Information Officer prepares a written statement to the media
3. Establish a media information center away from the school
4. Update media regularly. Avoid saying "No Comment"
5. Do not argue with the media
6. Maintain a log of all telephone inquiries. Use scripted responses to inquiries

#### **Media Statement**

1. Create a general statement before an incident occurs. Adapt the statement during crisis
2. Emphasize safety of cadets and staff first
3. Briefly describe school plan for responding to an emergency
4. Issue a brief statement consisting only of the facts
5. Respect the privacy of victim(s) and the family of victim(s). Do not release names to the media
6. Refrain from exaggerating or sensationalizing crisis



**Emergency Alert Stations:**

**FM**

WSTW 93.7 (24 HOURS)

WDSD 94.7 (24 HOURS)

WJBR 99.5 (24 HOURS)

**AM**

WDEL 1150 (24 HOURS)

WILM 1450 (24 HOURS)

WJBR 1290

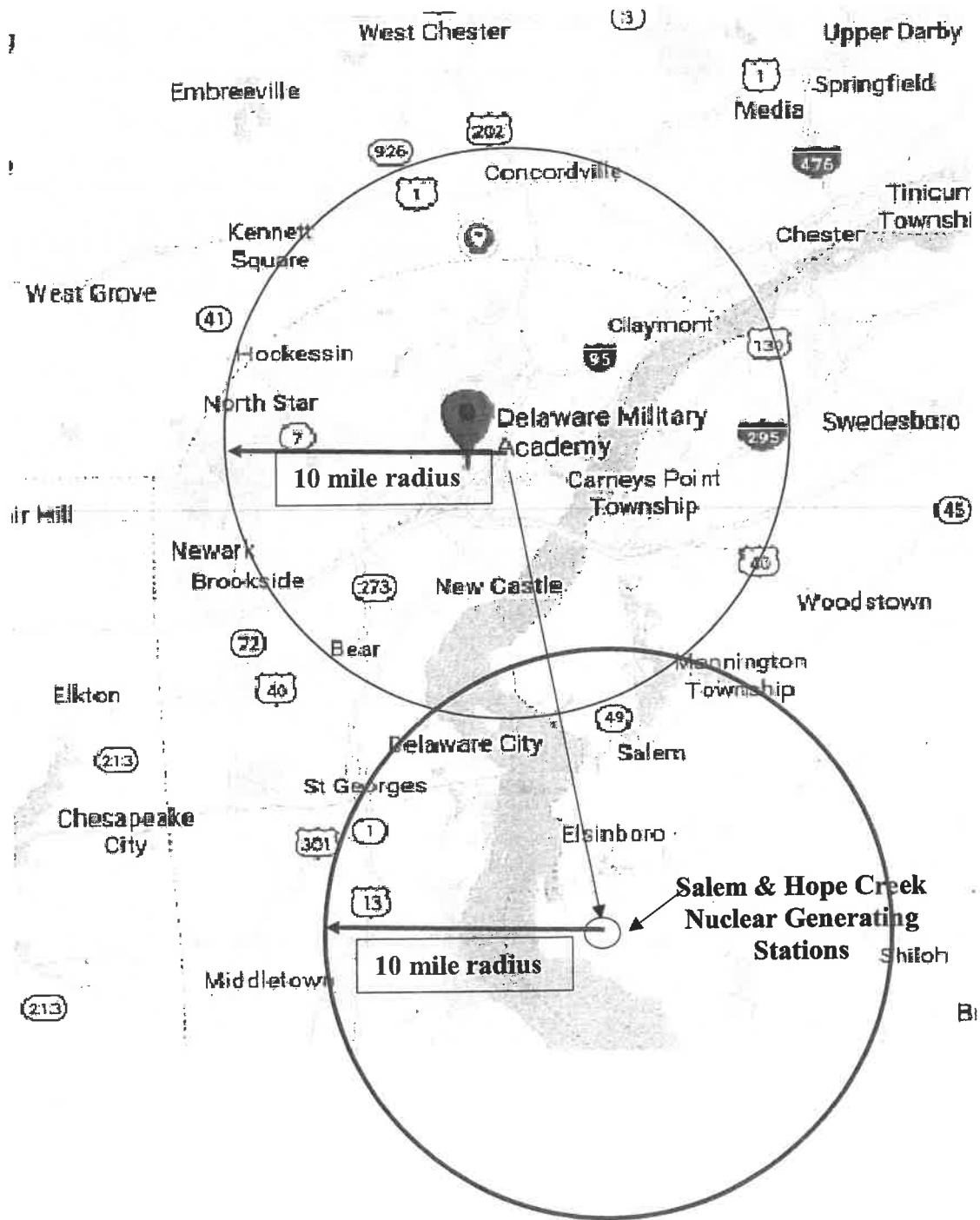
WNRK 1260

WDOV 1410

WKEN 1600

## APPENDIX E

## Ten Mile Radius: DMA in relation to Salem Nuclear Plant



**NOTE:** The total line of sight distance from the Salem/Hopescreek nuclear plant is 17.7 miles. 10 mile mark is the estimated distance for schools to hear the emergency sirens in the event of a nuclear event.



## RENEWAL APPLICATION SUPPLEMENT

Charter Renewal Period

FY 2020 – FY 2024

### EXHIBIT Q

#### LEA Determination Under IDEA

September 30, 2019

**LEADERSHIP • CITIZENSHIP • SCHOLARSHIP**

112 Middleboro Road • Wilmington, DE 19804 • 302-998-0745 • 302-998-3521 Fax • [www.demilacad.org](http://www.demilacad.org)

THE DELAWARE MILITARY ACADEMY IS AN EQUAL OPPORTUNITY EMPLOYER. IT DOES NOT DISCRIMINATE ON THE BASIS OF RACE, COLOR, RELIGION, NATIONAL ORIGIN, SEX, SEXUAL ORIENTATION, GENDER IDENTITY, MARITAL STATUS, DISABILITY, AGE, HOMELESS STATUS, GENETIC INFORMATION, OR VETERAN STATUS IN EMPLOYMENT, OR ITS PROGRAMS AND ACTIVITIES.



## DEPARTMENT OF EDUCATION

The Townsend Building  
401 Federal Street Suite 2  
Dover, Delaware 19901-3639  
DOE WEBSITE: <http://www.doe.k12.de.us>

Susan S. Bunting, Ed.D.  
Secretary of Education  
Voice: (302) 735-4000  
FAX: (302) 739-4654

April 18, 2019

Mr. Anthony Pullella  
Commandant  
Delaware Military Academy  
112 Middleboro Road  
Wilmington, DE 19804

***RE: LEA Determination Under the Individuals With Disabilities Education Act (IDEA)***

Dear Mr. Pullella:

Thank you for your ongoing dedication and commitment to educating students with disabilities. We encourage you to use the information in this report to celebrate growth and identify opportunities for continued improvement.

Under the IDEA, the Delaware Department of Education (Department) has a responsibility to review the data of local education agencies (LEAs) relating to targets identified in the State's Performance Plan (SPP) and to make annual determinations on LEA performance. The State must monitor the implementation of Part B, enforce Part B in accordance with the provisions at 34 CFR 300.604(a)(1), and (a)(3), (b)(2)(i) and (b)(2)(v), and (c)(2), and annually report on performance under Part B. The primary focus of the State's monitoring activities must be on:

- Improving educational results and functional outcomes for all children with disabilities; and
- Ensuring that public agencies meet the program requirements under Part B of the Act, with a particular emphasis on those requirements that are most closely related to improving educational results for children with disabilities.

For FFY 2017, LEAs are receiving their annual determination based on a combination of the following compliance and results indicators:

• **Results:**

- |                |   |
|----------------|---|
| ○ Indicator 1  | Graduate Rate   |
| ○ Indicator 2  | Drop-Out Rate   |
| ○ Indicator 3B | Participation Rate in the State Assessment  |
| ○ Indicator 3C | Proficiency Rate on the State Assessment  |
| ○ Indicator 4A | Significant Discrepancy in the Rate of Long-Term Suspension and Expulsions of Students with Disabilities                                  |
| ○ Indicator 5  | Education Environments (Children 6-21)  |
| ○ Indicator 7  | Early Childhood Outcomes: Positive Social-Emotional Skills, Acquisition and Use of Knowledge and Skills, and Use of Appropriate Behaviors |

April 18, 2019

Delaware Military Academy

FFY 2017 LEA Determination Under the Individuals With Disabilities Education Act (IDEA)

Page 2

- **Compliance:**

- Indicator 4B Significant Discrepancy in the Rate of Long-Term Suspensions and Expulsions of Students with Disabilities by Race/Ethnicity and Noncompliant Policies, Procedures, and Practices
- Indicators 9 & 10 Disproportionate Representation Related to Identification
- Indicator 11 Timely Initial Evaluations
- Indicator 12 Early Childhood Transition from Part C to Part B
- Indicator 13 Transition Planning in the IEP

**Based on a review of your LEA's data, the Department has determined your LEA Meets Requirements in implementing the requirements of the IDEA. Your LEA is encouraged to continue to analyze current data and develop a continuous improvement plan to improve outcomes for students with disabilities in your LEA.**

Attached, please find an overview of the "IDEA General Supervision & Reporting Requirements" along with an explanation of how your LEA's determination was calculated. The response table provides the Department's analysis of the reported data, and identifies, by indicator, your LEA's status in meeting its targets.

The Department appreciates your continued efforts to improve outcomes for students with disabilities. Please contact your Exceptional Children Resources liaison, Linda Smith, with any questions concerning this determination.

Sincerely,

Mary Ann Mieczkowski  
Director, Exceptional Children Resources

MAM/pb  
Attachment

cc: Susan S. Bunting, Ed.D., Secretary of Education  
Monica Gant, Ph.D., Associate Secretary  
Ashley Urquhart, Dean of Instruction, Special Education  
Pamela Bauman, Education Associate, Exceptional Children Resources  
Linda Smith, Education Associate, Exceptional Children Resources  
Leroy Travers, Education Associate, Charter School Office

## ***IDEA General Supervision & Reporting Requirements***

### ***The Department's General Monitoring Duties Under the IDEA***

By way of background, the IDEA requires the Department to monitor the implementation of Part B of the IDEA in the LEAs throughout the State, and to annually report to the public on the performance of the State and each LEA. The Department's monitoring activities must primarily focus on: (1) improving educational results and functional outcomes for all children with disabilities; and (2) ensuring that public agencies meet the program requirements of Part B, with a particular emphasis on the requirements most closely related to improving educational results for children with disabilities. The Department is responsible for monitoring LEAs using quantifiable indicators in certain priority areas, and for using qualitative indicators to allow an adequate measure of performance in each area. IDEA regulations outline the three priority areas as: (1) the provision of FAPE in the least restrictive environment; (2) the State's exercise of general supervision, including child find, effective monitoring, the use of resolution meetings, mediation, and a system of transition services; and (3) disproportionate representation of racial and ethnic groups in special education and related services, to the extent such representation is the result of inappropriate identification.

### ***The State Performance Plan and Annual Performance Reports***

The IDEA further requires the State to have a performance plan in place that evaluates the State's efforts to implement the requirements and purposes of Part B of the IDEA, and describes how the State will improve the implementation of Part B. As part of its State Performance Plan (SPP), the State must establish measurable and rigorous targets for various indicators under the three priority areas mentioned above. The SPP currently has seventeen indicators, and the State must report annually to the U.S. Department of Education on the performance of the State under the SPP.

In addition to its federal submission, the Department is responsible for reporting annually to the public on the performance of each LEA located in the State on the targets described in the SPP. On an annual basis, each LEA must use the targets established in the SPP, and the three priority areas mentioned above, to analyze and report on its local performance to the Department. In turn, the Department will review the LEA's performance and assign a determination level.

Based on the Department's analysis of data provided by each LEA, and information obtained through audits, monitoring visits, administrative complaints, due process proceedings, and any other publicly available information, the Department assigns one of the following determination levels: Meets the requirements and purposes of IDEA; Needs Assistance in implementing the requirements of IDEA; Needs Intervention in implementing the requirements of IDEA; or Needs Substantial Intervention in implementing the requirements of IDEA.

*Federal and state regulations addressing the SPP, APR, and the LEA's reporting obligations can be found at 34 C.F.R. §§ 300.600-602, 646 and 14 DE Admin Code §§ 927.1.0 through 8.0, and §§ 40.0 through 46.0.*

## FFY 2017 LEA Annual Determinations

FFY 2017 determinations were made based on a combination of the following compliance and results indicators:

- **Results:**

- Indicator 1 Graduate Rate
- Indicator 2 Drop-Out Rate
- Indicator 3B Participation Rate in the State Assessment
- Indicator 3C Proficiency Rate on the State Assessment
- Indicator 4A Significant Discrepancy in the Rate of Long-Term Suspension and Expulsions of Students with Disabilities
- Indicator 5 Education Environments (Children 6-21)
- Indicator 7 Early Childhood Outcomes: Positive Social-Emotional Skills, Acquisition and Use of Knowledge and Skills, and Use of Appropriate Behaviors

- **Compliance:**

- Indicator 4B Significant Discrepancy in the Rate of Long-Term Suspensions and Expulsions of Students with Disabilities by Race/Ethnicity and Noncompliant Policies, Procedures, and Practices
- Indicators 9 & 10 Disproportionate Representation Related to Identification
- Indicator 11 Timely Initial Evaluations
- Indicator 12 Early Childhood Transition from Part C to Part B
- Indicator 13 Transition Planning in the IEP

<b>Meets Requirements</b>	<b>=</b>	≥ 80% (compliance and results combined)	and	LEA may be engaged in a Corrective Action Plan.	and/or	If monitored on-site, LEA is engaged in Prong 1 or Prong 2 corrective action.
<b>Needs Assistance</b>	<b>=</b>	60% to 79% (compliance and results combined)	and/or	LEA is engaged in an Intervention Plan.	and/or	Outstanding Noncompliance from On-Site Monitoring (beyond 1 year)
<b>Needs Intervention</b>	<b>=</b>	≤ 59% (compliance and results combined)	and/or	LEA is engaged in a Compliance Agreement.	and/or	Outstanding Noncompliance from On-Site Monitoring (beyond 2 years)

# Spring 2019 IDEA Annual Determination for FFY 2017

## Delaware Military Academy

Results Indicators	Data From: (Time Period)	SPP Target 2017	State Data	LEA Data	LEA Score	Possible Points
Indicator 1: Graduation Rate	2016-2017	77.80%	67.94%	NA	NA	NA
Indicator 2: Drop Out Rate	2016-2017	4.30%	2.38%	-	1	1
Indicator 3B: Participation Rate-ELA						
Grade 3	2017-2018	95.00%	98.00%	NA	NA	NA
Grade 4		95.00%	96.17%	NA	NA	NA
Grade 5		95.00%	97.85%	NA	NA	NA
Grade 6		95.00%	97.25%	NA	NA	NA
Grade 7		95.00%	96.64%	NA	NA	NA
Grade 8		95.00%	96.80%	NA	NA	NA
Grade 11		95.00%	84.40%	100.00%	1	1
Indicator 3B: Participation Rate-MATH						
Grade 3	2017-2018	95.00%	97.64%	NA	NA	NA
Grade 4		95.00%	96.34%	NA	NA	NA
Grade 5		95.00%	97.80%	NA	NA	NA
Grade 6		95.00%	96.63%	NA	NA	NA
Grade 7		95.00%	96.24%	NA	NA	NA
Grade 8		95.00%	96.79%	NA	NA	NA
Grade 11		95.00%	83.84%	100.00%	1	1
Indicator 3C: Proficiency Rate-ELA						
Grade 3	2017-2018	39.50%	12.28%	NA	NA	NA
Grade 4		39.50%	16.88%	NA	NA	NA
Grade 5		39.50%	15.59%	NA	NA	NA
Grade 6		39.50%	11.07%	NA	NA	NA
Grade 7		39.50%	12.81%	NA	NA	NA
Grade 8		39.50%	13.30%	NA	NA	NA
Grade 11		39.50%	8.62%	-	0	1
Indicator 3C: Proficiency Rate-MATH						
Grade 3	2017-2018	36.30%	16.92%	NA	NA	NA
Grade 4		36.30%	16.67%	NA	NA	NA
Grade 5		36.30%	9.40%	NA	NA	NA
Grade 6		36.30%	5.70%	NA	NA	NA
Grade 7		36.30%	5.05%	NA	NA	NA
Grade 8		36.30%	5.74%	NA	NA	NA
Grade 11		36.30%	2.83%	-	0	1
Indicator 4A: Significant Discrepancy in the Rate of Long-Term Suspensions and Expulsions of Students with Disabilities	2016-2017	Rate Ratio 1.18 Cell Size 15	NA	Under Threshold	1	1



# Spring 2019 IDEA Annual Determination for FFY 2017

Results Indicators Continued	Data From: (Time Period)	SPP Target 2017	State Data	LEA Data	LEA Score	Possible Points
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Indicator 5A: Percent of Children Aged 6 -21 Served Inside the Class 80% of the Day	2017-2018	71.00%	65.74%	100.00%	1	1
Indicator 5B: Percent of Children Aged 6 -21 Served Inside the Class Less Than 40% of the Day		14.90%	14.94%	-	1	1
Indicator 5C: Percent of Children Aged 6 -21 Served in Separate Schools, Residential Facilities and Homebound/Hospital Placements		4.00%	5.22%	-	1	1

Indicator 7A. Early Childhood Outcomes- Positive Social/Emotional Skills						
Percent Increase Rate of Growth	2017-2018	89.80%	91.25%	NA	NA	NA
Percent Within Age Expectation		59.30%	51.06%	NA	NA	NA
Indicator 7B. Early Childhood Outcomes-Acquisition and Use of Knowledge and Skills						
Percent Increase Rate of Growth	2017-2018	92.20%	88.14%	NA	NA	NA
Percent Within Age Expectation		53.70%	46.86%	NA	NA	NA
Indicator 7C. Early Childhood Outcomes- Use of Appropriate Behaviors						
Percent Increase Rate of Growth	2017-2018	91.30%	89.60%	NA	NA	NA
Percent Within Age Expectation		65.40%	63.58%	NA	NA	NA

Compliance Indicators	Data From: (Time Period)	SPP Target 2017	State Data	LEA Data	LEA Score	Possible Points
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Indicator 4B: Significant Discrepancy in the Rate of Long-Term Suspensions and Expulsions of Students with Disabilities by Race/Ethnicity and Noncompliant Policies, Procedures, and Practices.	2016-2017	Rate Ratio 1.18 Cell Size 10	NA	Compliant	1	1
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Indicator 9: Disproportionate Representation All Disabilities	2017-2018	0.00%	NA	Compliant	1	1
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Indicator 10: Disproportionate Representation Specific Disabilities	2017-2018	0.00%	NA	Compliant	1	1
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Indicator 11: Initial Evaluations Conducted Within Timeline	2017-2018	100.00%	99.36%	100.00%	1	1
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Indicator 12: Early Childhood Transition from Part C to Part B	2017-2018	100.00%	89.11%	NA	NA	NA
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Indicator 13: Secondary Transition	2017-2018	100.00%	100.00%	100.00%	1	1
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<b>Determination Summary</b>		<b>Annual Determination:</b>				
Compliance Indicators Score	5	Meets Requirements				
Possible Points:	5					
Results Indicators Score	7	Intervention Plan /Compliance Agreement: No				
Possible Points:	9					
Score Total	12					
Out of a Possible:	14					
Percentage:	85.71%					

**Spring 2019 IDEA Annual Determination for FFY 2017**  
**Delaware Military Academy**

**Graduation Rate**

<u>Indicator 1</u>	<u>School Year</u> 2016-2017	<u>State Target</u> 77.80%	<u>State Data</u> 67.94%	<u>Number Eligible</u> NA	<u>Number Graduated</u> NA	<u>LEA Data</u> <u>% SWD Who Graduated</u> NA	<u>Met Target?</u> NA
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**Note:** Percent of youth with IEPs graduating from high school with a regular high school diploma within 4-year adjusted cohort

**Drop-Out Rate**

<u>Indicator 2</u>	<u>School Year</u> 2016-2017	<u>State Target</u> 4.30%	<u>State Data</u> 2.38%	<u>Number Enrolled</u> NA	<u>Number of Drop-Outs</u>	<u>LEA Data</u> <u>% SWD who Dropped Out</u>	<u>Met Target?</u> Yes
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**Note:**

**Participation Rate in the State Assessment - ELA**

<u>Indicator 3B</u>	<u>School Year</u>	<u>State Target</u>	<u>State Data</u>	<u>Grade</u>	<u>Subject</u>	<u>Number Eligible</u>	<u>Number Tested</u>	<u>LEA Data</u> <u>Percent Tested</u>	<u>Met Target?</u>
	2017-2018	95.00%	98.00%	3	ELA	NA	NA	NA	NA
	2017-2018	95.00%	96.17%	4	ELA	NA	NA	NA	NA
	2017-2018	95.00%	97.85%	5	ELA	NA	NA	NA	NA
	2017-2018	95.00%	97.25%	6	ELA	NA	NA	NA	NA
	2017-2018	95.00%	96.64%	7	ELA	NA	NA	NA	NA
	2017-2018	95.00%	96.80%	8	ELA	NA	NA	NA	NA
	2017-2018	95.00%	84.40%	11	ELA	NA	NA	100.00%	Yes

**Note:**

**Participation Rate in the State Assessment - MATH**

<u>Indicator 3B</u>	<u>School Year</u>	<u>State Target</u>	<u>State Data</u>	<u>Grade</u>	<u>Subject</u>	<u>Number Eligible</u>	<u>Number Tested</u>	<u>LEA Data</u> <u>Percent Tested</u>	<u>Met Target?</u>
	2017-2018	95.00%	97.64%	3	MATH	NA	NA	NA	NA
	2017-2018	95.00%	96.34%	4	MATH	NA	NA	NA	NA
	2017-2018	95.00%	97.80%	5	MATH	NA	NA	NA	NA
	2017-2018	95.00%	96.63%	6	MATH	NA	NA	NA	NA
	2017-2018	95.00%	96.24%	7	MATH	NA	NA	NA	NA
	2017-2018	95.00%	96.79%	8	MATH	NA	NA	NA	NA
	2017-2018	95.00%	83.84%	11	MATH	NA	NA	100.00%	Yes

**Note:**



# Spring 2019 IDEA Annual Determination for FFY 2017

## Delaware Military Academy

### Proficiency Rate on the State Assessment - ELA

Indicator 3C	School Year	State Target	State Data	Grade	Subject	Number Tested	Number Meets	LEA Data % of SWD Meeting Proficiency	Met Target?
	2017-2018	39.50%	12.28%	3	ELA	NA	NA	NA	NA
	2017-2018	39.50%	16.88%	4	ELA	NA	NA	NA	NA
	2017-2018	39.50%	15.59%	5	ELA	NA	NA	NA	NA
	2017-2018	39.50%	11.07%	6	ELA	NA	NA	NA	NA
	2017-2018	39.50%	12.81%	7	ELA	NA	NA	NA	NA
	2017-2018	39.50%	13.30%	8	ELA	NA	NA	NA	NA
	2017-2018	39.50%	8.62%	11	ELA	NA	NA	NA	NA

Note:

### Proficiency Rate on the State Assessment - MATH

Indicator 3C	School Year	State Target	State Data	Grade	Subject	Number Tested	Number Meets	LEA Data % of SWD Meeting Proficiency	Met Target?
	2017-2018	36.30%	16.92%	3	MATH	NA	NA	NA	NA
	2017-2018	36.30%	16.67%	4	MATH	NA	NA	NA	NA
	2017-2018	36.30%	9.40%	5	MATH	NA	NA	NA	NA
	2017-2018	36.30%	5.70%	6	MATH	NA	NA	NA	NA
	2017-2018	36.30%	5.05%	7	MATH	NA	NA	NA	NA
	2017-2018	36.30%	5.74%	8	MATH	NA	NA	NA	NA
	2017-2018	36.30%	2.83%	11	MATH	NA	NA	NA	NA

Note:

### Significant Discrepancy in the Rate of Long-Term Suspension and Expulsions of Students with Disabilities

Indicator 4A	School Year	State Target	State Data	SWD Enrollment	Non-SWD Enrollment	SWD Suspended > 10 Days	Non-SWD Suspended > 10 Days	LEA Data (Rate Ratio)	Under Threshold?
	2016-2017	50.00%	100.00%						Yes

Note: Indicator 4A is based on school year 2016-2017 data with a Rate Ratio of > 1.18 and an N size of 15. State data is a calculation based on the number of LEAs that met the N Size compared to the same LEAs that exceeded rate ratio of 1.18

### Significant Discrepancy in the Rate of Long-Term Suspensions and Expulsions of Students with Disabilities by Race/Ethnicity and Noncompliant Policies, Procedures, and Practices

Indicator 4B	School Year	State Target	State Data	Race	SWD Enrolled	SWD Suspended > 10 Days	Met Target?	LEA Data (Rate Ratio)	Compliant?
	2016-2017	0%	50.00%	Hispanic			Yes		Yes
	2016-2017	0%	50.00%	American Indian			Yes		Yes
	2016-2017	0%	50.00%	African American			Yes		Yes
	2016-2017	0%	50.00%	White			Yes		Yes
	2016-2017	0%	50.00%	Asian			Yes		Yes
	2016-2017	0%	50.00%	Haw./P.I.			Yes		Yes
	2016-2017	0%	50.00%	Multiple			Yes		Yes

Note: Indicator 4B is based on school year 2016-2017 data with a Rate Ratio of > 1.18 and an N size of 10. State data is a calculation based on the number of LEAs that met the N Size compared to the same LEAs that exceeded rate ratio of 1.18

**Spring 2019 IDEA Annual Determination for FFY 2017**  
**Delaware Military Academy**

Percent of Children Aged 6 to 21 Served Inside the Regular Class 80% or More of the Day							
Indicator 5A	School Year 2017-2018	State Target 71.00%	State Data 65.74%	Number of SWD	Number of SWD In LRE A	LEA Data % in LRE A 100.00%	Met Target? Yes
Note:							
Percent of Children Aged 6 to 21 Served Inside the Regular Class Less Than 40% of the Day							
Indicator 5B	School Year 2017-2018	State Target 14.90%	State Data 14.94%	Number of SWD	Number of SWD in LRE B	LRE Data % in LRE B	Met Target? Yes
Note:							
Percent of Children Aged 6 to 21 Served in Separate Schools, Residential Facilities, and in Homebound/Hospital Placements							
Indicator 5C	School Year 2017-2018	State Target 4.00%	State Data 5.22%	Number of SWD	Number of SWD In LRE C	LRE Data % in LRE C	Met Target? Yes
Note:							
Preschool Environments: Percent of Children Aged 3 to 5 Attending a Regular Early Childhood Program and Receiving the Majority of Special Education and Related Services in the Regular Early Childhood Program							
Indicator 6A	School Year 2017-2018	State Target 49.00%	State Data 49.24%	Number of SWD NA	Number of SWD Receiving Services in the Regular EC Program NA	LEA Data Percent Receiving Services in the Regular EC program NA	Met Target? NA
Note:							
Preschool Environments: Percent of Children Aged 3 to 5 Attending a Separate Special Education Class, Separate School, or Residential Facility							
Indicator 6B	School Year 2017-2018	State Target 32.00%	State Data 34.59%	Number of SWD NA	Number of SWD Receiving Services in Separate Setting NA	LEA Data Percent Receiving Services in Separate Setting NA	Met Target? NA
Note:							

# Spring 2019 IDEA Annual Determination for FFY 2017

## Delaware Military Academy

Preschool Outcomes: Percent of Preschool Students Aged 3 to 5 Who Demonstrate Improved Skills in Positive Social/Emotional Skills

Indicator 7A	School Year 2017-2018	Positive Social/Emotional Skills : Percent Increased		Met Target	Positive Social/Emotional Skills : Percent Within Age Expectation State		LEA Data	State Data	LEA Data	Met Target
		Rate of Growth	State Target		Target	State Data				
		89.80%	91.25%	NA	59.30%	51.06%	NA	NA	NA	NA

Note:

Preschool Outcomes: Percent of Preschool Students Aged 3 to 5 Who Demonstrate Improved Skills in Acquisition and Use of Knowledge and Skills

Indicator 7B	School Year 2017-2018	Acquisition and Use of Knowledge and Skills: Percent Increased Rate of Growth		Met Target	Acquisition and Use of Knowledge and Skills: Percent Within Age Expectation State		LEA Data	State Data	LEA Data	Met Target
		Growth State Target	State Data		Target	State Data				
		92.20%	88.14%	NA	53.70%	46.86%	NA	NA	NA	NA

Note:

Preschool Outcomes: Percent of Preschool Students Aged 3 to 5 Who Demonstrate Improved Skills in Use of Appropriate Behaviors

Indicator 7C	School Year 2017-2018	Use of Appropriate Behaviors: Percent Increased Rate of Growth		Met Target	Use of Appropriate Behaviors: Percent Within Age Expectation		LEA Data	State Data	LEA Data	Met Target
		State Target	State Data		State Target	State Data				
		91.30%	89.60%	NA	65.40%	63.58%	NA	NA	NA	NA

Note:

Percent of Parents with a Child Receiving Special Education Services Who Report That School Facilitated Parent Involvement as a Means of Improving Services and Results for Children with Disabilities

Indicator 8	School Year 2017-2018	State Target	State Data	Total Number of Respondents		Number Agree	Number Disagree	LEA Data % Agree	Met Target?
		89.00%	89.54%					16.67%	No

Note:



# Spring 2019 IDEA Annual Determination for FFY 2017

## Delaware Military Academy

Disproportionate Representation of Racial and Ethnic Groups in Special Education and Related Services That is a Result of Inappropriate Identification

<u>Indicator 9</u>	<u>School Year</u> 2017-2018	<u>State Target</u> 0.00%	<u>State Data</u> 0.00%	<u>LEA Data Compliant</u> Yes	<u>Met Target?</u> Yes
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Note: State data reflects % of districts with Disproportionate Representation as a result of inappropriate identification.

Disproportionate Representation of Racial and Ethnic Groups in Specific Disability Categories That is a Result of Inappropriate Identification

<u>Indicator 10</u>	<u>School Year</u> 2017-2018	<u>State Target</u> 0.00%	<u>State Data</u> 2.78%	<u>LEA Data Compliant</u> Yes	<u>Met Target?</u> Yes
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Note: State data reflects % of districts with Disproportionate Representation as a result of inappropriate identification.

Evaluations Conducted Within 45 School Days or 90 Calendar Days, Whichever is Shorter, of Receiving Parent Consent for Initial Evaluation

<u>Indicator 11</u>	<u>School Year</u> 2017-2018	<u>State Target</u> 100.00%	<u>State Data</u> 99.36%	<u>Total Number of Initial Evaluations</u>	<u>Number Within Timelines</u>	<u>Number Not Within Timelines</u>	<u>% LEA Data Within Timelines</u> 100.00%	<u>Met Target?</u> Yes
<u>Note:</u>	0							

Early Childhood Transitions: Percent of Children Referred by Part C Prior to Age 3 Who Are Found Eligible for Part B, and Who Have an IEP Developed and Implemented by Their Third Birthday

<u>Indicator 12</u>	<u>School Year</u> 2017-2018	<u>State Target</u> 100.00%	<u>State Data</u> 89.11%	<u>Total Number of SWD Who Turned Age 3</u> NA	<u>Number of Students Referred Minus Not Eligible and/or Parent Refusals</u> NA	<u>LEA Data % Who Received Services by Age 3</u> NA	<u>Met Target?</u> NA
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Note:

Percent of Youth Age 14 and Above with an IEP That Includes Coordinated, Measurable, Annual IEP Goals and Transition Services That Will Reasonable Enable the Student to Meet the Post-Secondary Goals.

<u>Indicator 13</u>	<u>School Year</u> 2017-2018	<u>State Target</u> 100.00%	<u>State Data</u> 100.00%	<u>Total Number of IEPs Reviewed</u>	<u>Number of IEPs Meeting Standard</u>	<u>LEA Data % Meeting Standard</u> 100%	<u>Met Target?</u> Yes
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Note:

# Spring 2019 IDEA Annual Determination for FFY 2017

## Delaware Military Academy

Post-School Outcomes-Percent of Youth Who Are No Longer in Secondary School, Had IEPs in Effect at the Time They Left School, and Were: Group A: Enrolled in Higher Education Within One Year of Leaving High School, Group B: Enrolled in Higher Education or Competitively Employed Within One Year of Leaving High School, or Group C: Enrolled in Higher Education or in Some Other Post-Secondary Education or Training Program; or Competitively Employed or in Some Other Employment Within One Year of Leaving

Indicator 14	School Year	State Target	State Data	Total Number of Exiters	Total Number of Respondents	Group A Respondents	LEA Data % Group A	Met Target?
	2016-2017	37.00%	41.39%					Yes
		State Target	State Data			Group B Respondents	LEA Data % Group B	Met Target?
		68.00%	62.16%					Yes
		State Target	State Data			Group C Respondents	LEA Data % Group C	Met Target?
		100.00%	81.56%					Yes

Note:



## RENEWAL APPLICATION SUPPLEMENT

Charter Renewal Period

FY 2020 – FY 2024

### EXHIBIT R

### 2019 National Blue Ribbon Award Notification

September 30, 2019

**LEADERSHIP • CITIZENSHIP • SCHOLARSHIP**

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September 27, 2019

Dear Superintendent, Mr. Anthony Pullella

It is my pleasure to inform you that Delaware Military Academy in Delaware Military Academy has been recognized as an Exemplary High Performing Schools National Blue Ribbon School for 2019 by U. S. Secretary of Education, Betsy DeVos.

The National Blue Ribbon Schools Program award recognizes public and private elementary, middle, and high schools where students either achieve very high learning standards or are making notable improvements in closing the achievement gap. Since 1982, the U. S. Department of Education has sought out and celebrated great American schools. The National Blue Ribbon School award affirms the hard work of students, educators, families, and communities in creating safe and welcoming schools where students master challenging content.

Two representatives (school principal and teacher or staff member) from Delaware Military Academy are invited to Washington, DC for the November 14<sup>th</sup> and 15<sup>th</sup> recognition ceremony where they will be presented with a National Blue Ribbon School plaque and flag as symbols of the school's achievements. If there has been a change in school principals this school year, the principal at the time of nomination and application is also invited. School representatives are responsible for the costs of their travel, hotel lodging and related expenses.

As superintendent, you are invited to attend the recognition events to support your school. Ceremony registration can only be done through the principal so, if you plan to attend, please have **Principal Mr. Anthony Pullella** add you as one of the official school representatives. For planning purposes, you must be registered for the November 15<sup>th</sup> awards luncheon by **Friday, October 25<sup>th</sup>, 2019**.

For additional information about the ceremony and celebrating schools, please refer to: <https://nationalblueribbonschools.ed.gov/current-ceremony/>. School profiles of all 2019 National Blue Ribbon Schools can also be found at <https://nationalblueribbonschools.ed.gov/awardwinners>.

Congratulations and thank you for your commitment to excellence in education for all children.

Sincerely,

Aba S. Kumi, Director  
National Blue Ribbon Schools Program

