



MINNEAPOLIS ACADEMY

The Road to College

**Annual Report on Curriculum, Instruction and
Student Achievement**

2008-2009 School Year

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Minneapolis, MN 55417

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www.minneapolisacademy.org

Overview

The Academy is unique among charter schools in the state of Minnesota as it is designed in a single-gender classroom format for its 6th to 8th Grade classes. We believe that removing the adolescent distractions that come with mixed gender classrooms will increase our students' learning successes as they proceed through their middle school years.

The Academy has unique features that build a positive school culture. Attractive, yet simple, school uniforms are required for all students. Every morning at breakfast, the director of the school reinforces the school culture by talking to the students about the school philosophy and the importance of working hard, being responsible and other virtues stated in the Academy Pledge. The pledge is then recited by the whole student body.

The Academy serves middle school children who come from different public schools with a majority of its population entering the Academy below grade level and in many cases several grade levels behind in reading and math. Based on the reading results of the fall 2008 NWEA assessment, approximately 60% of the student population was behind grade level.

The Academy offers its students a high content (Core Knowledge) curriculum and teaches a full academic day, extending from 7:30 a.m. until 4:30 p.m. Students experience a full day in a safe and orderly learning environment with a school culture that emphasizes respect, responsibility for success, and high expectations.

School Mission Statement

Minneapolis Academy's mission is to provide all of its students with the knowledge, skills, and character to graduate from high school and ultimately complete a post graduate course of study. The Academy will prepare its graduates to live thoughtful and purposeful lives, equipped with the tools to engage successfully in their own "pursuit of happiness." Their achievement will allow them to fully contribute to the good of their families and our community.

Sponsor Information

The school has been contracted with Friends of Education, a non-profit organization since its conception, and in June of 2009 the contract was renewed for 2 years. Friends of Education has taken an active role in the oversight of Minneapolis Academy. The Academy has a good working relationship with the sponsor. They require monthly financial reports, monthly School Data Reports, monthly Board Packets, attend board meetings, and receive a copy of the school's Annual Report and Accountability Plan. In addition, they were actively engaged in the renewal process working with the school to identify elements for the charter contract.

Director Leon Cooper said the following about the Friends of Education: "We have a very strong sponsor who holds us accountable. We need to have checks and balances, and take this as a public trust, because we are using public money. I just want the kids to have a chance at a better life, and education is their passport" (*The Longfellow/Nokomis Messenger*, October 2006).

SPONSOR: FRIENDS OF EDUCATION

Ms. Beth Topoluk
Director of Charter Schools
Friends of Education
200 East Lake Street EX0-01-A
Wayzata, MN 55391

First Year of Contract: June 30, 2003 – June 30, 2007

Governance

The Academy received a waiver from the state that stated that teachers do not have to make up a majority of the board. A permanent board is elected each year. Every year there are open elections to fill the open slots. These elections take place in the spring. Five slots will be open this spring. All meetings must be attended by at least a quorum.

Current Minneapolis Academy Board Members

| BOARD MEMBER | FILE FOLDER # | TITLE | TERM | EXPIRATION |
|---|---------------|------------------------|------|------------|
| Amy Erickson <i>MA Fine Arts Teacher</i> | 298851 | <i>Board Chair</i> | 3 | 2010 |
| Jodi Nolte <i>MA Special Education Teacher</i> | 430605 | <i>Board Secretary</i> | 1 | 2010 |
| Sarah Black <i>MA Social Studies Teacher</i> | 428562 | | 2 | 2011 |
| Rose Osterbauer <i>MA Parent</i> | | | 2 | 2011 |
| Deniece Carole <i>MA Parent</i> | | <i>Vice Chair</i> | 2 | 2011 |
| Thomas Huber <i>MA Parent</i> | | <i>Member</i> | 1 | 2010 |
| Frank Essien <i>Essien Sports</i> | | <i>Member</i> | 3 | 2010 |
| Heidi Jehlicka <i>Cort</i> | | <i>Treasurer</i> | 2 | 2010 |

Teaching Staff Information

Minneapolis Academy employed 10 full time teachers and 2 administrators for the 2008-2009 school year. Nine (9) are returning for the 2009-2010 school year. Minneapolis Academy staff members attribute the high retention rate to three factors: a stable and supportive environment, confidence in teammates and administration, and control of their classrooms.

| TEACHING ASSIGNMENT | NAME | FILE FOLDER # | 06-07 SY | 07-08 SY | 08-09 SY | 2009-2010 |
|--|--------------------|---------------|----------|----------|----------|-----------------|
| 5 th Grade/ Lead Teacher | Privette, Therese | 369551 | Returned | Returned | Returned | RETURNED |
| English | Livdahl, Jill | 319680 | New | Returned | Returned | RETURNED |
| ESL | Smith, Kristine | 383754 | Returned | Returned | Returned | RETURNED |
| Fine Arts | Erickson, Amy | 298851 | Returned | Returned | Returned | RETURNED |
| Mathematics | Inda, Chad | 402451 | Returned | Returned | Returned | RETURNED |
| Mathematics (new position for 2008-2009) | Isebrand, Eric | 408817 | | New | | Not Rehired |
| Title I (new position for 2009-2010) | Waters, Cameron | 402256 | | | | New |
| P/H Education | O'Keefe, Corey | 428100 | New | Returned | Returned | RETURNED |
| Science | Paterakis, Matthew | 415919 | Returned | Returned | Returned | RETURNED |
| Social Studies | Black, Sarah | 428562 | | New | Returned | RETURNED |
| Special Education | Nolte, Jodi | 430605 | Returned | Returned | Returned | RETURNED |

| | | | | | | |
|--|-----------------|-----------------|--|-----|----------|-----------------|
| Special Education Paraprofessional | Pastrano, Fadua | not licensed | | New | Returned | RETURNED |
|--|-----------------|-----------------|--|-----|----------|-----------------|

Teachers are provided opportunities to work in content level teams as well as intervention teams to focus on modifying the instructional process. Professional development is provided through various sources, but is always aimed at producing high achievement.

The Academy keeps a professional development profile for each staff member. Teachers are provided opportunities to earn CEUs through attendance at off-site and on-site trainings and in-service.

The Academy's lead teacher maintains a personnel file for each licensed faculty member and updates the files quarterly. The files include the original documentation of professional development seminars and workshops and the clock hours awarded. Teachers are provided with copies for their own files. The lead teacher will also assist faculty members in the re-certification process and serves as a contact to the MDE and institutions of higher learning where faculty pursue graduate and post graduate work.

The professional development plan is based on the needs of the students and data is used to determine the impact of professional development objectives on the achievement level of students, such as high impact training of staff to address the linguistic needs of students before they take the MCA writing test. High impact activities provide opportunities for students to own the importance of the testing outcomes.

For the 2009-2010 academic year, the Academy continues to seek teaching methods and strategies to best meet the assessed needs of its students. As educators we recognize the profound need to continue our own learning with special emphasis on having a high classroom impact in the population served. Therefore, the focus of professional development activities to be pursued this year are: assessment literacy, instructional design, differentiating instruction, classroom management, the High Performing Schools Benchmarks, Core Knowledge content training, ESL team teaching strategies, special education topics and IEP maintenance as well as the encouragement of teachers to develop more fully their mastery of content through attendance of professional seminars and symposia. Beyond the above mentioned topics for professional development delineated by the school director and lead teacher, the faculty is highly encouraged to pursue and attend their own seminars provided they are pertinent to the Academy's educational goals. All seminars will be reviewed by the administration/lead teacher pending approval.

School management, the High Performing Schools Benchmarks, data-driven decision making, leadership, and management training is provided on- and off-site. Records of attendance and types of training are maintained.

The Academy will develop specific professional development plans for its board members and its leadership team during the 2009-2010 academic year, and these will be included in our next annual report.

Program Successes and Best Practices

Minneapolis Academy utilizes several innovative practices that help demonstrate that it is a charter school meeting in the intent of charter schools to try out new and innovative “best practices” so that that the greater educational community can benefit. Some these practices include:

- There are **gender based groupings** in grades 6-8 that remove adolescent and gender based distractions often found in mixed classrooms;
- The school director provides **daily inspirational speeches** focused on personal responsibility and the importance of academic achievement;
- All students participate in a **daily physical education program** where all students improve their physical fitness, and develop a healthy lifestyle;
- The school provides **a full day of instruction** (7:30 – 4:30) which is essential for students to truly catch up and beat the odds, given many of their backgrounds;
- The school utilizes **individual behavior assessments** and reports that track the daily behavior of students providing them with feedback on their attitudes and choices so that they can continually improve in these key “soft skills” needed for future success in college and the world of work;
- The last 10-15 minutes of each class period is a **dedicated homework block**. Students receive teacher guidance as they turn their attention to their homework assignments during every academic class. The teacher guides them to get a good start on their homework.
- The Academy’s student schedule has been modified to implement **an additional 30 minutes of math each day** for the 2008-2009 school year. A second highly qualified

math teacher was hired to teach these classes. Students are placed into math groups based on their NWEA and MCA scores, and they receive intensive direct instruction at their academic level each day.

- Minneapolis Academy utilized **data driven decision making** as a key strategy for student achievement. Through data analysis of NWEA assessments of basic skills and classroom performance, students are placed in **achievement level groups** particularly in Language Arts and Mathematics; and may also include Science and Social Studies, in order to better serve their individual needs and improve skills. This also helps higher achievers to continue to achieve at a higher level. Proficiency levels are monitored on a daily level by Reading teachers, analyzed and discussed in weekly and quarterly team meetings, and adjusted when the data indicates a significant change. Students who are reading above grade level participate in a Reading Enrichment program which has been designed to teach students to analyze the literature they are reading and develop the higher level critical thinking skills that they will need in high school and college. Qualitative and quantitative data are gathered and analyzed on a regular basis, program activities such as guided homework, across-curriculum writing program, classroom strategies, and proficiency levels of students, are monitored, adjusted weekly or as necessary and analyzed on an on-going basis.
- Since 2008, the Academy has implemented the **Accelerated Reader program**, a research-based computerized program focused on developing independent reading skills, building vocabulary, and increasing reading comprehension. The Accelerated Reader program enables students to increase their reading skills both in and outside of class, and is designed to meet the needs of students of all ability levels.
- A **school-wide writing program** has also been implemented. This program includes strategies to help all students demonstrate the writing skills they will need in order to be successful in high school and college, and to communicate their ideas effectively in all settings. The program focuses on teaching students basic paragraph and essay structures that they can use when writing for all subjects. Students with beginning language usage skills learn basic paragraph writing strategies such as developing topic sentences,

transitions, and supporting details. More advanced students learn to write essays on a variety of topics, similar to what will be required of them in high school and college.

- **Home-based interventions** are provided and range from the parent providing assistance, to individual tutoring. At the beginning of the year, parents and guardians are made aware of the importance of their role in the success of their student/s by way of monitoring homework, assignments and progress reports. Student planners, academic reports and daily behavior reports are discussed; therefore, they (parents and guardians) are responsible for signing off teachers' notes and students' work, which are noted daily in the individual planners, and which are provided upon enrollment. We believe that it is important for parents to actively participate in their children's education by providing a home-based support to their daily learning responsibilities. A progress report is sent to parents/guardians every two weeks. The student realizes that this particular parent involvement is necessary in developing a more successful educational program.

Program Challenges

Minneapolis Academy attracts a diverse student body – one that brings with it certain challenges. Our data shows that approximately:

85% are eligible for free/reduced lunch

35% of students are from families where the parents speak limited English

12% are enrolled in the Special Education program

35% of students qualify for the ELL program

65% of entering students' academic skills fall below grade level

NWEA MAP and MCAII data show that although the students at Minneapolis Academy achieve above average growth during the school year, they have difficulty achieving proficiency with the state grade level standards. Achieving grade level proficiency with the state standards is very difficult for the students, the majority of whom enter significantly below grade level. Minneapolis Academy is steadily bringing students to grade level.

The Minneapolis Academy Program is designed to continue to improve to meet the needs of these students as well as those entering at or above grade level through staff development time for data analysis as well as additional daily reading and math blocks, special guided homework time, and the writing program.

Accountability Data from Reporting School Year

The Academy tests the academic progress of its students using the statistically-proven NWEA MAP (Measurement of Academic Progress). The full-length assessments are administered in the fall and spring of each year, with a shorter “locator” test administered in the winter. The test consists of nearly 50 strands designed to measure progress in reading, language mechanics, and mathematics. The results of the tests help develop curriculum, aid in the placement of students in reading and math remediation groups, and allow students, teachers, and parents to define goals for achievement that best fit within the Direct Instruction model. The mission of the Academy is student progress regardless of starting point.

The Academy works as a team and regularly meet to discuss the progress of each student and to review the data from each assessment, and interventions are then developed through the ILP process described earlier. We believe that without clear, understandable, high quality data, the school can not effectively educate children. Teachers meet as a team on a regular basis to discuss the progress of individual students and to implement strategies to reach students who are struggling in their classes. Teachers have eight days prior to school opening to meet, discuss and assess each of the students for the coming year. Teachers have a full day common planning time throughout the year.

As a result of data analysis at meetings with teachers and the sponsor, Minneapolis Academy set new goals for 2009-2010 that would provide better analysis of the effectiveness of the school programs. The new goals include targets for students who have been continuously enrolled, including those students currently in Grade 8 who have been enrolled in Minneapolis Academy for 4 years. In addition, Minneapolis Academy set growth goals for all students enrolled a full academic year, as well as average growth targets for each grade level. Data based on these goals will yield more reliable data regarding the effectiveness of the Minneapolis Academy Programs well as clear targets for both the grade levels and individual students.

MINNEAPOLIS ACADEMY'S EDUCATIONAL GOALS

The school agrees to the following outcomes.

Goal 1: State Assessment Tests (MCA-II's)

Sub Goal #1: Proficiency: The percentage of continuously enrolled School students scoring at least proficient will be:

| | Math | | |
|-----------------|---------|---------|---------|
| | FY 2009 | FY 2010 | FY 2011 |
| 5 th | 72 | 78 | 83 |
| 6 th | 72 | 78 | 83 |
| 7 th | 71 | 77 | 83 |
| 8 th | 71 | 77 | 83 |

| | Reading | | |
|-----------------|---------|---------|---------|
| | FY 2009 | FY 2010 | FY 2011 |
| 5 th | 80 | 84 | 88 |
| 6 th | 79 | 84 | 88 |
| 7 th | 76 | 81 | 86 |
| 8 th | 75 | 80 | 85 |

Sub Goal #2: Math: The School will demonstrate higher grade level and school wide proficiency rates than Folwell Middle School.

Sub Goal #3: Reading: The School will demonstrate higher grade level and school wide proficiency rates than Folwell Middle School.

Sub Goal #4: Science: 75% of all continuously-enrolled students at the school will score at least proficient.

Sub Goal #5: Science: The School will demonstrate higher grade level and school wide proficiency rates than its comparison district school.

Sub Goal #6: Math Growth: The percentage of continuously enrolled School students achieving high growth will exceed the percentage of students achieving low growth by a minimum of 5 percentage points.

Sub Goal #7: Math Growth: The percentage of continuously enrolled nonproficient School students achieving high growth will exceed the percentage of continuously enrolled nonproficient students achieving high growth at Folwell Middle School by at least 10%.

Sub Goal #8: Reading Growth: The percentage of continuously enrolled School students achieving high growth will exceed the percentage of students achieving low growth by a minimum of 5 percentage points.

Sub Goal #9: Math Growth: The percentage of continuously enrolled nonproficient School students achieving high growth will exceed the percentage of continuously enrolled nonproficient students achieving high growth at Folwell Middle School by at least 10%.

*Continuously-enrolled is defined as enrolled at least since October 1 of the school year.

Goal 2: NWEA Measures of Academic Progress

Sub Goal #1: MAP Reading: The rate of continuously enrolled students achieving targeted RIT growth, according to the Achievement Status Report by NWEA, will be no less than the 70th percentile nationwide.

Sub Goal #2: MAP Math: The rate of continuously enrolled students achieving targeted RIT growth, according to the Achievement Status Report by NWEA, will be no less than the 70th percentile nationwide.

Results

Supporting Data NWEA MAP 2008-2009

Summary Results Tables 1-3: NWEA MAP results for students who scored below grade level in the fall of 2008 are relatively strong for the 2008-2009 school year.

Results Table 1: NWEA MAP Reading Results

| Grade Level | Percent of Students Below Grade Level Who Demonstrated One Year Growth 2007-2008 | Percent of Students Below Grade Level Who Demonstrated One Year Growth 2008-2009 |
|-------------|--|--|
| 5 | 42% | 84% |
| 6 | 53% | 72% |
| 7 | 71% | 76% |
| 8 | 65% | 78% |
| Overall | 59% | 76% |

Results Table 2: NWEA MAP Writing (Language Usage)

| Grade Level | Percent of Students Below Grade Level Who Demonstrated One Year Growth 2007-2008 | Percent of Students Below Grade Level Who Demonstrated One Year Growth 2008-2009 |
|-------------|--|--|
| 5 | 69% | 80% |
| 6 | 61% | 88% |
| 7 | 67% | 87% |
| 8 | 79% | 84% |
| Overall | 68% | 85% |

Results Table 3: NWEA MAP Math Results

| Grade Level | Percent of Students Below Grade Level Who Demonstrated One Year Growth 2007-2008 | Percent of Students Below Grade Level Who Demonstrated One Year Growth 2008-2009 |
|-------------|--|--|
| 5 | 42% | 73% |
| 6 | 53% | 70% |
| 7 | 71% | 61% |
| 8 | 65% | 37% |
| Overall | 59% | 62% |

Results Tables 4 through 6 below show that NWEA MAP results were strong for all students enrolled during the 2008-09 school year.

Results Table 4: NWEA MAP Reading Results All Students

| Grade Level | Total Number of Students Tested Fall and Spring 2007-2008 | Total Number of Students Tested Fall and Spring 2008-2009 | Percent of Students Who Demonstrate One Year Growth 2007-2008 | Percent of Students Who Demonstrate One Year Growth 2008-2009 |
|-------------|---|---|---|---|
| 5 | 18 | 19 | 61% | 68% |
| 6 | 34 | 27 | 59% | 66% |
| 7 | 31 | 36 | 68% | 63% |
| 8 | 34 | 26 | 56% | 80% |
| Overall | 117 | 108 | 61% | 69% |

Results Table 5: NWEA MAP Writing (Language Usage) All Students

| Grade Level | Total Number of Students Tested Fall and Spring 2007-2008 | Total Number of Students Tested Fall and Spring 2008-2009 | Percent of Students Who Demonstrate One Year Growth 2007-2008 | Percent of Students Who Demonstrate One Year Growth 2008-2009 |
|-------------|---|---|---|---|
| 5 | 18 | 19 | 72% | 78% |
| 6 | 34 | 27 | 56% | 81% |
| 7 | 31 | 36 | 65% | 86% |
| 8 | 34 | 26 | 76% | 76% |
| Overall | 117 | 108 | 67% | 81% |

Results Table 6: NWEA MAP Math Results All Students

| Grade Level | Total Number of Students Tested Fall and Spring 2007-2008 | Total Number of Students Tested Fall and Spring 2008-2009 | Percent of Students Who Demonstrate One Year Growth 2007-2008 | Percent of Students Who Demonstrate One Year Growth 2008-2009 |
|-------------|---|---|---|---|
| 5 | 18 | 19 | 72% | 73% |
| 6 | 34 | 27 | 74% | 81% |
| 7 | 30 | 36 | 73% | 66% |
| 8 | 34 | 26 | 59% | 69% |
| Overall | 116 | 108 | 69% | 72% |

Summary Results Tables 4-6: NWEA Map results for all students are very strong for the 2007-2008 school year compared to national growth norms.

Supporting Data MCAII 2009 - Results Tables 7 and 8 show that Minneapolis Academy is increasing the percent of continuously enrolled students that score proficient (are up to state grade level) on the Math MCAIIs. The continuously enrolled students represent those who were enrolled in both 2007-2008 and 2008-2009 at Minneapolis Academy and therefore, Grade 5 is not included.

Results Table 7: MCAII READING 2008 Continuously Enrolled Students

| Grade Level | Percent of Students At or Above Grade Level 2007 | Percent of Students At or Above Grade Level 2008 | Percent of Students At or Above Grade Level 2009 |
|-------------|--|--|--|
| 6 | 50% | 42% | 60% |
| 7 | 55% | 35% | 69.5% |
| 8 | 42% | 50% | 38% |
| All Grades | 49% | 43% | 55.9% |

Results Table 8: MCAII MATH 2007 Continuously Enrolled Students

| Grade Level | Percent of Students At or Above Grade Level 2007 | Percent of Students At or Above Grade Level 2008 | Percent of Students At or Above Grade Level 2009 |
|-------------|--|--|--|
| 6 | 31% | 33% | 53% |
| 7 | 36% | 27% | 69.5% |
| 8 | 31% | 60% | 28.5% |
| All Grades | 33% | 41% | 50.8 % |

Other School Accountability Measures

Because the majority of our parents come from homes that are at or below the poverty level, the Academy attempts to communicate using various approaches: letters, memoranda, post cards, calls by telephone and cell phone, facsimile and email if available, parent-teachers-student-staff conferences. All written communications are edited to ensure “educational jargon” is not used or is fully explained (i.e., No Child Left Behind – NCLB and what it means to students and parents).

Parents are provided surveys once each year and are invited to record their perceptions of the school’s academic program, whether the school is a welcoming place and they have a high comfort level when attending programs or meetings, etc. Information gathered from the surveys is used to adjust the environment and agendas.

Data on Parent and Community Support:

As the following chart shows, parents and community members are very supportive of the school. However, Minneapolis Academy uses this data to look for areas for improvement. This year, the school plans to look for even more ways to provide individual attention to students.

| Parent Survey Results | Disagree | Somewhat Disagree | Don't Know | Somewhat Agree | Agree |
|---|-----------------|--------------------------|-------------------|-----------------------|--------------|
| 1. Satisfaction | | | | | |
| • Overall, I am satisfied with the school. | 0% | 0% | 0% | 8% | 92% |
| 2. Communication | | | | | |
| • I am happy with the frequency and content of communication I receive from the school. | 0% | 0% | 0% | 20% | 80% |
| 3. Safety | | | | | |
| • The school provides a safe environment for my child/children. | 0% | 6% | 2% | 2% | 90% |
| 4. Individualized Attention | | | | | |
| • My child/children receive individualized attention at the school. | 0% | 0% | 29% | 10% | 61% |
| 5. Teacher Quality | | | | | |
| • The school's teachers are well qualified. | 0% | 0% | 12% | 12% | 76% |
| • The school holds teachers accountable for student performance. | 0% | 0% | 14% | 10% | 76% |
| • The school has high expectations for teachers. | 0% | 0% | 6% | 6% | 88% |
| 6. School Leadership | | | | | |
| • The school's management provides clear leadership. | 0% | 0% | 4% | 6% | 90% |
| • School leaders are available and open to all members of the school community. | 0% | 0% | 12% | 4% | 84% |
| 7. Facility | | | | | |
| • The school building is clean. | 0% | 0% | 0% | 16% | 84% |
| • The school building adequately supports the school's programs. | 0% | 0% | 25% | 25% | 49% |
| 8. Transportation | | | | | |
| • I am satisfied with the school transportation options available to my family. | 0% | 4% | 12% | 29% | 55% |
| 9. Class Size | | | | | |
| • Generally, the class sizes are the right size. | 0% | 0% | 10% | 22% | 69% |
| 10. Behavior | | | | | |
| • Generally, the students in the school are well-behaved. | 0% | 0% | 8% | 18% | 75% |
| • The school has the appropriate level of discipline. | 0% | 0% | 8% | 4% | 88% |

| Staff Survey Results | | Disagree | Somewhat Disagree | Don't Know | Somewhat Agree | Agree |
|--|--|----------|-------------------|------------|----------------|-------|
| 1. Leadership | | | | | | |
| • The school leadership cares about the staff. | | 0% | 0% | 0% | 10% | 90% |
| • The school leadership monitors the implementation of the curriculum. | | 0% | 0% | 0% | 20% | 80% |
| • The school leadership provides clear leadership. | | 0% | 0% | 0% | 30% | 70% |
| 2. Communication | | | | | | |
| • The school board addresses the needs of the school. | | 0% | 0% | 20% | 10% | 70% |
| • The school board supports the school leadership. | | 0% | 0% | 20% | 10% | 70% |
| • The school board supports the teaching staff. | | 0% | 10% | 10% | 10% | 70% |
| 3. Facility | | | | | | |
| • The school building adequately supports the school's programs. | | 0% | 0% | 0% | 20% | 80% |
| 4. Class Size | | | | | | |
| • Generally, the class sizes are about the right size. | | 0% | 0% | 0% | 10% | 90% |
| 5. Team | | | | | | |
| • The other teachers support and collaborate with me. | | 0% | 0% | 0% | 10% | 90% |
| 6. Resources | | | | | | |
| • The school has adequate financial resources. | | 0% | 0% | 0% | 0% | 100% |
| • I have sufficient classroom materials. | | 0% | 0% | 0% | 0% | 100% |
| 7. Accountability | | | | | | |
| • Teachers are accountable for student achievement and performance. | | 0% | 0% | 0% | 0% | 100% |
| • I enjoy working at this school. | | 0% | 0% | 0% | 0% | 100% |
| • The leadership provides adequate communication. | | 0% | 0% | 0% | 20% | 80% |

Non-academic Goals for the Coming School Year

Attendance

The School will maintain at least a 95% student attendance rate.

Satisfaction Surveys

Sub Goal #1: Parent Satisfaction. At least 80% of all parents returning the annual survey will indicate overall satisfaction with the School.

Sub Goal #2: Staff Satisfaction. At least 80% of all staff returning the annual survey will indicate overall satisfaction at the School.

Enhanced Procedures for Parent Involvement

Minneapolis Academy believes parent involvement is a key to our students' success. While we have very good parent involvement, we believe this is an area that we can continually strive for improvement. We have several activities planned to help achieve this broad, but important goal.

- Provide parents with information updates by means of post cards, brochures and newsletters on a regular basis.
- Parents can expect consistent and timely communication with administration and faculty. Academic reporting occurs on a quarterly basis, approximately every 9 weeks, as well as progress reports including personalized teacher comments per subject every two weeks. Additionally, an administrative requirement of all faculty members is a weekly academic and behavioral reporting. Students receive a computer-generated, detailed, two-week progress report that lists attendance, academic standing (%), missing assignments, and behavioral comments.
- Yearly pre-opening orientation where parents, students and families are gathered together and discuss the school policies, rules and regulations, student behavioral expectations, student and parents participation, etc..
- At the start of the academic year, all students will go through two days of intensive orientation. The orientation will meet the basic requirements of supply and uniform distribution as well as acculturation to the Academy's unique environment.
- In addition to regular academic and behavioral reporting outlined above, Minneapolis Academy will host additional School Open Houses where parents, students and teachers will have the opportunity to discuss their child's development, view student work and experience typical daily Academy activities.

School Report Card

MINNEAPOLIS ACADEMY CHARTER SCHOOL 2009



<http://education.state.mn.us>

District Name: MINNEAPOLIS ACADEMY CHARTER SCHOOL I **Principal:** LEON COOPER
Address: 5011 31ST AVENUE S
 MINNEAPOLIS, MN 55417

Website:

Grades served: 5,6,7,8

Phone: 612-455-1340

(Data from 2008-09 school year unless otherwise noted)

Student Information 2008-09 School Year Data

Enrollment Demographics



| | |
|------------------------------|-----|
| Student Population | 130 |
| Limited English Proficient | 38% |
| Special Education | 13% |
| Free and Reduced Price Lunch | 85% |

Is school eligible for open enrollment at any single grade level(s) for school year 2009-10?

Data not submitted

District Mobility 2007-08 School Year Data

| | |
|---|--------------------|
| Students from other districts who attend school in this district | 125 |
| Students from this district who attend school in another district | No data available. |
| Rate of students transferring out of the district | No data available. |
| Rate of students transferring between schools in district | No data available. |
| Rate of students transferring into the district | No data available. |

Adequate Yearly Progress

This school does not meet AYP requirements for 2009. The school is Title I in 2010.

| Reading and Mathematics requirements are: All student groups of 40 or more must have a 95% participation rate in the accountability tests and all student groups of 20 or more must be proficient or on track for 100% proficiency by 2014. | Reading | | Mathematics | | Attendance |
|---|---------------|-------------|---------------|-------------|---|
| | Participation | Proficiency | Participation | Proficiency | |
| All students | Yes | Yes | Yes | Yes | This school has met requirements for Attendance. Schools must have a 90% Attendance rate from 2008 or show improvement when compared to previous years. AYP Attendance Rate 99.58 |
| American Indian/Alaskan Native | - | - | - | - | |
| Asian/Pacific Islander | - | - | - | - | |
| Hispanic | Yes | Yes | Yes | No | |
| Black, not of Hispanic origin | Yes | Yes | Yes | Yes | |
| White, not of Hispanic origin | - | Yes | - | Yes | |
| Limited English Proficient | Yes | Yes | Yes | No | |
| Special Education | - | - | - | - | |
| Free and Reduced-Price Meals | Yes | Yes | Yes | Yes | |

School admissions policies/procedures, and corresponding application and enrollment forms.

Minneapolis Academy School Admission Policy and Procedures

Minneapolis Academy does not charge tuition and is non-sectarian in its admissions policies. The school may impose fees and require payment of expenses for activities of the School where such fees and payment are not prohibited by law.

Minneapolis Academy admits any applying student for whom there is room in the appropriate grade or class. As a public school, Minneapolis Academy admits all eligible students, regardless of race, national origin, ethnicity, gender, language proficiency, physical or mental disability or academic or other achievement.

In certain cases, Minneapolis Academy may limit admission. Charter schools may limit admission to:

- Pupils within an age group or grade level;
- People who are eligible to participate in the graduation incentives program under Minnesota Statutes 124D.68; or
- Residents of a specific geographic area where the percentage of the population of non-Caucasian people of that area is greater than the percentage of the non-Caucasian population in the congressional district in which the geographic area is located, and as long as the school reflects the racial and ethnic diversity of the specific area.

Minneapolis Academy must enroll any eligible pupil who submits a timely application, unless the number of applications exceeds the capacity of a program, class, grade level, or building. If the school receives applications from more students than can be accommodated, students will be selected based on a lottery. Applicants who do not receive places in the lottery shall be placed on a waiting list, in the order they were selected in the lottery.

Note, the law requires charter schools to give certain students priority, before accepting others by lot. These include:

- Pupils who are residents of the town in which the school is located, if the charter school is the only school located in a town serving pupils within a particular grade level;

- Pupils who live within two miles of the charter school and the next closest public school is more than five miles away; and
- Siblings of an enrolled pupil and foster children of that pupil's parents.
- Minneapolis Academy sets its own application deadline and lottery date.