



MINNEAPOLIS ACADEMY

The Road to College

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

2010-2011 School Year

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Key Facts about Minneapolis Academy

<i>School Profile</i>	
School name: Minneapolis Academy	
School address: 5011 31st Ave., MN 55417	
School telephone number: (612) 455-1340	
	2010-1011
Grades:	5-8
Number of students enrolled:	147
Number of general education students:	N/A
Proportion of students with disabilities:	18%
Proportion of LEP (ELL) students:	50%
Suspensions:	30-40/yr (all for relatively minor infractions)
Percentage of students eligible for free and reduced lunch:	94%
Ethnic make-up of the students:	Latino, 44%; Black (including Somali), 29%; White, 17%; Native Amer., 4%; Asian, 6%

Operational Performance

- The Academy takes incoming high poverty students from cultural illiteracy to a strong grounding in cultural literacy.
(Most entering students enter averaging 2 to 3 years behind their grade level, and approximately 50% are Low English Proficient.)
- For a second time in three years, the Minneapolis *Star Tribune* recognized Minneapolis Academy as one of its 10 “Beat the Odds” schools in Reading in 2010-2011. This category includes those with the “highest proficiency among metro-area schools with at least 85% poverty.”
- For the 2010-2011 academic year, Minneapolis Academy students at each grade level consistently exceeded the national average annual growth in math, language and reading.

An overview of 2010-11 annual fall-spring growth (target met) by grade by subject.

Grade	Math	Reading	Language
5	2.57	1.98	1.63
6	1.65	1.78	1.40
7	1.54	1.57	1.34
8	1.48	1.31	1.94
Total	1.72	1.65	1.55

Academy Characteristics:

- The Academy is a single-sex classroom school, which permits far less distractions in the classroom.
- All major ethnic groups are represented.
- The absence of discipline and behavioral problems signifies a school culture focused on achievement.
- A “no excuses” culture is established the moment school starts each year.
- The Academy has rigorous academics, caring teachers (tough love), and administrative support focused on achievement.
- The Academy is extremely quiet and organized, with few discipline problems.
- The Academy has set its own culture built around core virtues and high standards and does not compromise with these.
- A smaller enrollment allows all students to know each other and every teacher.
- The Academy stresses support for one another.
- All students recite the Academy pledge daily.
- Teams of teachers implement a mentoring program.
- Rewards are given for positive behavior w/ field trips and other recognition such as assemblies, certificates and pins.
- The Academy stresses continual communications with parents and immediate parent access to school Director.
- Character Development, Physical Fitness and Academic Achievement are the essential components that make the Academy a great middle school. We achieve outstanding results in all three areas by implementing the Academy’s Leadership Programs:

- *Girls Leadership Program*

Educating and supporting our female students to become “young women of tomorrow” is yet another priority at Minneapolis Academy. The girls are divided into groups that meet every morning with advisors (female teachers) to discuss academics and peer relationships. The girls remain together throughout the day and are rewarded points for academic progress and outstanding behavior. In addition to our morning advisory time, girls meet throughout the year in their groups for teambuilding activities. This program encourages and develops positive peer interactions/relationships, fosters positive self-image, maintains high academic expectations and builds supportive team culture.

- *Boys Leadership Program*

Minneapolis Academy uses a team-based system which encourages and motivates students to make positive behavioral and academic choices during the school day. In this system, the boys are divided into three teams. These teams compete for weekly rewards and quarterly field trips. Each team has elected student leadership and teammates are awarded points for positive behaviors and academic progress. In addition to encouraging positive school conduct, this system also teaches students valuable leadership and teamwork skills.

Staffing:

- For the 2010-2011 academic year, there was no yearly staff turnover, as the Academy pushes for consistency across the faculty in behavior, classroom management and all academic expectations.
- Assessment is consistent.
- Teachers are highly qualified, work hard and reinforce the Academy's culture which focuses on excellence.

Program:

- The Academy is a Core Knowledge school, and 90% of its curriculum is aligned with state standards.
- Core Knowledge provides a strong framework for our curricular approach.
- The school's focus is on where students need to be at graduation.
- All classes differentiate for student abilities.
- The Academy continually examines data to drive school improvements. For example, it imbedded two English and two math classes based on the clear need.
- The Academy is (92% poverty) one of the highest scoring middle schools for low-income students in the state.
- The Academy has very high rates of parent and teacher satisfaction.

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.

Innovative Practices and Implementation

Minneapolis Academy achieved the following accomplishments during the 2010-2011 academic year:

- Academy students jumped 16% in proficiency in (MCA) reading, and for the second time in three years, were cited in the Star Tribune’s “Beat the Odds” category in reading for high poverty schools.
- *The Academy exceeded state proficiency for 8th graders in reading for 2010-2011. (Results: 68% for the state, 70% for Academy 8th graders). The Academy’s 8th grade was the only high poverty school in Minnesota to exceed the Science proficiency percentage..*
- Academy graduates received scholarships to private high schools such as Trinity at River Ridge and De La Salle. Another 13 matriculated at Cristo Rey High School. Graduating students continue to report back that they feel very prepared for high school relative to other freshman.
- 75% of former Academy 8th graders graduated from high school (18 out of 25 students), all of whom were from low-income families. Thus the Academy continues to raise families out of poverty as more alumni graduate from high school and attend college as it graduates a far high number of alumni than the Minneapolis and St. Paul Districts, resulting in far less of its students living in poverty as adults. In fact, one of our graduating scholars was the valedictorian at Washburn High School. He received a full scholarship to Carleton College in Northfield, Minnesota, one of the most competitive colleges in the nation. Others received scholarships to the University of Minnesota, the University of St. Thomas, St. Cloud State, and many other colleges and universities.
- The Academy continues to maintain an average student attendance rate of 95%. A number of students attended school 100% of the time, and a high percentage missed less than 5 days.
- Over 80% of Academy students were awarded the President’s Fitness Award.

In addition:

- Wendy Swanson-Choi has intensified her coaching in data assessments, curriculum and instructional leadership as a leadership coach.

- 22 Academy 8th grade students and 2 faculty members took part in the week-long “Close-Up” trip to Washington, D.C. The Academy raised over \$30,000 from private donors to make this possible and plans to continue to do so in the coming year, potentially involving more students.
- In all, the Academy raised approximately \$60,000 in 2010-2011 from private sources.
- An average of 35 students attended Saturday school for 3 hour sessions for 22 weeks on Saturdays, and the Academy is approved for a Learning Year grant from the state.
- Summer school had both 2 and 4 week sessions, averaging 35 to 40 students each.
- Alumni of the Academy continue to visit and contribute to the school culture on numerous occasions.
- Following its belief that time spent on academics is paramount, the Academy provides 1500 hrs. of instruction versus 1,000 hrs. for middle schools in the Minneapolis Public School District, plus additional opportunities for Saturday and summer school. This is the equivalent of 16 weeks of additional school each year. (220 days as opposed to 171 days).
- Minneapolis Academy maintains a continuous focus on professional development and data-driven instruction along with assessments to measure students and outcomes.
- Special Awards were presented to students in June 2011 for categories such as Ravenous Readers, Knowledge Bowl Participants and Winners, the Presidential Physical Fitness Award, Spring 2011 Science Expo Winners, Most Improved Students, Most Outstanding New Students, Most Improved Language Learners, Turnaround Award, Captain’s Award, Scholars of the Year, 8th Grade Class Speakers, the Director’s Citizenship Award, and the Saturday School Attendance Award.
- Through social networking, the Academy stays in touch with most of its graduates and intends to have an alumni reunion every year.

Other Ongoing Academy Activities and Practices Included:

- **Gender-based groupings** in grades 6-8 that minimize adolescent and gender-based distractions often found in mixed classrooms;
- The school Director provides **daily morning all-school guidance** focused on personal responsibility, the importance of academic achievement, high school readiness and the road to college, and leads the Academy Pledge before the students go to classes.
- All students participate in a **daily physical education program** to improve their physical fitness, and develop a healthy lifestyle;

- The school provides a **full day of instruction** (7:30 – 4:30, among the longest school days in the state), essential for students to close the achievement gap 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 the key “soft skills” needed for future success in college and the world of work;
- 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 utilizes **data-driven instruction** 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 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 them to analyze literature and develop the higher level critical thinking skills they will need in high school and college. Qualitative and quantitative data are gathered and analyzed on a regular basis, and program activities such as guided homework, an across-curriculum writing program, classroom strategies, and proficiency levels of students, are monitored, adjusted weekly or as necessary, and analyzed on an ongoing basis. Interim assessments are scheduled three times a year to inform teaching and reconfigure instruction to better prepare students for the MCAs. In addition, biweekly benchmark tests are given to all students in math and reading.
- 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. This 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.
- **Home-based interventions** are provided and range from a 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. Parents and guardians are responsible for signing off teachers' notes and students' work, which are noted daily in the individual planners which are provided upon enrollment. A progress report is sent to parents/guardians every two weeks which provides complete assessments. In addition, parents have daily access to their child's progress through PowerSchool.

Authorizer Information

The school has been contracted with Friends of Education, a non-profit organization, since its conception, and in July of 2011 this oversight contract was renewed for 3 years. Friends of Education has taken an active role in the oversight of Minneapolis Academy. The Academy has had a good working relationship with its authorizer, which requires 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.

Friends of Education Oversight Program

Friends has developed an Oversight and Accountability Plan which articulates school goals with respect to academic performance, fiscal management, legal compliance, and governance. Friends' monitoring of these critical areas is described below.

1. Academic Performance. Monitoring academic performance occurs through three basic avenues: testing, site visits, and review of annual reports.
 - (a) Testing. Friends requires regular testing – both proficiency and growth models -- to measure student performance and growth, and student performance results must meet or exceed the results required by non-chartered public school students. The testing required by Friends is set forth in its charter contract with its schools. Generally, however, testing data is reviewed each semester to ensure that the goals of the schools are being met, both in terms of individual student performance and growth and for the school as a whole. Testing data is compared with other schools to measure performance.
 - (b) Site Visits. Friends engages in both unannounced and scheduled site visits. In addition to general observation and classroom visits, site visits generally include interviews with the school leader, business manager, selected school teachers, students, and available parents and board members. Friends' site visits also include an analysis as to whether the facility, school climate, and learning program constitute

an effective learning environment promoting the academic goals. Site visits may be conducted by individuals contracted on behalf of Friends; such individuals may or may not identify themselves to the school as performing a site visit on behalf of Friends.

- (c) Annual Reports. Friends requires that the school prepare an annual report which details the school's evaluation of meeting each its academic performance goals.

Friends of Education has contracted with third parties to assist with monitoring the implementation of the academic program at targeted schools, and has also implemented a support network for the schools it is authorizing to engage in mutual support and problem solving.

2. Finance. Friends' oversight of financial affairs is accomplished primarily through a review of the school's financial statements and independent audit.

(a) Financial Statements. Prior to the July 1st before school opening, the school must submit to Friends an annual budget adopted by the School Board. The school must also submit monthly financial statements to Friends as well as cash flow projections when requested by Friends. The financial statements must contain budget and actual expenses and contain explanations for all items exceeding budget and the manner in which the excess items will be resolved. Friends strongly encourages, but does not require, that its authorized schools utilize a recognized provider of accounting services for charter schools in the initial years of operation.

(b) Independent Audit. By the date specified in its charter contract, the school must submit to Friends its independent audit report along with any school management response. As a secondary mechanism to monitor financial affairs, site visit interviews with the school business manager and board members may reveal financial concerns.

3. Reporting and Legal Compliance. Friends' oversight of reporting and general legal compliance is accomplished primarily through review of documentation, site visits, and communication with the Department of Education.

(a) Annual Reports. Friends requires each school to submit an annual report which details the school's evaluation of meeting State reporting requirements.

(b) Site Visits. Friends engages in both unannounced and scheduled site visits. In addition to general observation and classroom visits, site visits generally include interviews with the school leader, business manager, selected school teachers, students, and available parents and board members. Site visits may also include a review of pertinent files. General observation, interviews, and review of selected files during site visits facilitate determination by Friends of the school's general compliance, including compliance with the Minnesota Open Meetings Law, Public Employment Relations Act, teacher licensing requirements, student immunization compliance, Minnesota Human Rights Act, Minnesota Pupil Fair Dismissal Act, Minnesota Public Schools Fee Law, special education requirements, financial controls, and open enrollment processes. Friends also asks that the MDE inform Friends if the school is not reporting properly and to share copies of all pertinent

correspondence between the school and the MDE. Friends adopts a similar procedure regarding compliance with local, State and Federal laws.

4. Governance. The school must submit board meeting minutes to Friends on a timely basis, generally prior to the next scheduled school board meeting. Friends may attend board meetings on either an announced or unannounced basis and is available to attend specific meetings upon request by the school.
5. Remediation. Should an authorized school fall short of its agreed-upon academic standards, financial targets, or fail in any aspect of reporting and legal compliance, Friends engages in a range of possible interventions including: (1) Friends notifies the school leader or board chair of areas of concern; (2) Friends formally notifies the school board of areas of concern and may ask that the school board adopt a performance improvement plan; and (3) Friends initiates a notice and action plan whereby authorization will be withdrawn. Friends complies with all state requirements regarding authorization withdrawal.

CHARTER CONTRACT EXPIRATION DATE: JUNE 30, 2014
AUTHORIZER CONTACT INFORMATION:
FRIENDS OF EDUCATION
Ms. Beth Topoluk, Director of Charter Schools
Friends of Education
200 East Lake Street EX0-01-A, Wayzata, MN 55391

Governance and Management

A permanent board of directors is elected each year through open elections in the spring to fill all open slots. All meetings must be attended by at least a quorum.

2010-2011 Minneapolis Academy Board Members (as of June 30, 2011)

Name	Teacher File #	Date Term Expires	Officer/Position
Dan Ankerfelt		April 2012	Chairman
Erik-Paul Sallmen		April 2013	Vice-Chairman
Breanna Vollrath	446834	April 2013	Secretary
Mac Tripeny		April 2013	Treasurer
Frank Essien		April 2013	Member
Corey O'Keefe	4288100	April 2012	Member
Fardosa Hassan		April 2012	Member
Art Harlow		April 2014	Member

Staffing

Minneapolis Academy employed 11 full-time teachers, 1 paraprofessional, 1 administrator and 1 office coordinator for the 2010-2011 school year. The Academy attributes the high staff retention rate to three factors: a stable and supportive environment, confidence in teammates and administration, and control of the classrooms.

Staff Name	File Folder	Assignment	Date HIRED	Employment STATUS
Paterakis, Matthew	415919	SCIENCE	9/1/04	RETURNED
Erickson, Amy	298851	FINE ARTS	8/24/05	RETURNED
Inda, Chad	402451	MATHEMATICS	8/24/05	RETURNED
Privette, Therese	369551	5TH GRADE	8/24/05	RETURNED
Smith, Kristine	383754	ESL	1/9/06	RETURNED
Nolte, Jodi	430605	Special Education	8/23/06	RETURNED
Livdahl, Jill	319680	Language Arts	8/22/07	RETURNED
O'Keefe, Corey	428100	Phys./Health Ed	8/22/07	RETURNED
Black, Sarah	428562	Social Studies	8/20/08	RETURNED
Newman, Breanna	446834	Reading	4/5/10	RETURNED
Vanden Branden, Ellen	TFA	ESL	8/18/10	RETURNED
Vargas, Michael	Not licensed	Paraprofessional	6/24/10	RETURNED
Cooper, Leon	311875	Academy Director	9/1/04	RETURNED
Escanan-Cooper, Maria Cristina	Not licensed	Office	5/23/05	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 also assists 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.

Professional development plans are based on the needs of the students, and data is used to determine the impact of professional development objectives on student achievement level, including 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.

During the 2010-2011 year, the focus of Minneapolis Academy's professional development remained centered on data-driven instruction. Every Monday, the staff met to discuss recent assessment and benchmark results, instructional practices and student concerns. Each month, the teachers and staff also spent an afternoon working with Student Achievement consultant Wendy Swanson-Choi on benchmark assessments, data-analysis, and other topics related to academic achievement.

The staff has also attended seminars such as:

- Data-Driven Workshop by Paul Brambrick-Santoyo,
- Teach Like a Champion Workshop by Eli Kramer
- ELL/Bilingual Conference
- RTI Conference

In February several staff members flew to Denver to visit West Denver Preparatory Charter School. West Denver Prep is a highly successful middle school in Colorado, serving students similar to Minneapolis Academy's socioeconomic makeup.

In addition, Non-certified staff and administrative staff have a professional development plan implemented as well. 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 carefully maintained.

Academic Performance: Accountability Data from Reporting School Year

The Academy measures the academic progress of its students using the both state MCA tests and the statistically-proven NWEA MAP (Measurement of Academic Progress). The latter consists of full-length assessments 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 to achieve sustained growth, regardless of each student's starting point.

The Academy works as a team and meets weekly to discuss the progress of each student and to review the data from each assessment, and interventions are then developed, as needed. We believe that without clear, understandable, high quality data, the school can not effectively educate children. Teachers have eight days prior to school opening to meet, discuss and assess each student for the coming year. Teachers also have scheduled days of common planning time throughout the year.

As a result of data analysis at meetings with teachers and the authorizer, Minneapolis Academy sets new goals for the year to 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 sets growth goals for all students enrolled for a full academic year, as well as average growth targets for each grade level. Data based on these goals yield more reliable data regarding the effectiveness of Minneapolis Academy programs, as well as clear targets for both grade levels and individual students.

NWEA RESULTS

For the 2010-2011 academic year, Minneapolis Academy students at each grade level exceeded the national average annual growth in math, language and reading.

The following table is an overview of annual fall-spring growth (percent of national average annual growth) by grade and by subject in 2010-2011. It is critical that the students at Minneapolis Academy exceed the national average annual growth because of the large percent of students who come to the school in fifth grade several years or more below grade level. These students must make more than average growth in order to make progress towards and meet and exceed grade level proficiency.

% of National Average Growth Made in the NWEA MAP Fall-Spring 2010-11				
Grade	Number of Students	Math	Reading	Language
5	15	257%	198%	163%
6	31	165%	178%	140%
7	38	154%	157%	134%
8	39	148%	131%	194%

MINNESOTA STATE ASSESSMENTS

READING

For the first time, the Academy exceeded 60% proficiency in reading (66.2%) on state exams given this past spring; and for a second time, the Academy made the very exclusive list of schools that “beat the odds.” In fact, the Academy had an 18% increase in reading proficiency,

and our 8th grade students exceeded the state proficiency average of 68.1% with a remarkable score of 70.2%!

The following compares the Academy's results with those of other school districts:

	FREE & REDUCED	ELL	SPECIAL ED	Reading 2011
MINNEAPOLIS ACADEMY	92%	50%	18%	
5th Grade				62.50%
6th Grade				63.60%
7th Grade				65.90%
8th Grade				70.20%
MINNEAPOLIS PUBLIC SCHOOLS	66%	22%	16%	
5th Grade				61%
6th Grade				53%
7th Grade				54%
8th Grade				54%
ST. PAUL PUBLIC SCHOOLS	72%	36%	16%	
5th Grade				65%
6th Grade				60%
7th Grade				51%
8th Grade				47%

Note that while the Academy had a far higher percentage of students who are English language learners, Free and Reduced Lunch Students and Special Education students, average student proficiency for all 4 grades greatly outperformed the Minneapolis and St. Paul Districts in reading as follows: Minneapolis Academy, 66%; Minneapolis Public Schools, 56%; St. Paul

Public Schools, 56%. And the Academy's 8th grade proficiency results were 16% higher than the Minneapolis School District and 23% higher than St. Paul's.

SCIENCE

Minneapolis Academy is the *only* high poverty middle school (those schools with 80% or greater free and reduced lunch students) in the State of Minnesota whose 8th graders exceeded the State Average for Science Proficiency in 2010-2011. Despite the fact that 95% of our students live in poverty and over 60% were English Language Learners, **45% of Academy 8th graders were proficient in science!** This compares with the State of Minnesota's science proficiency for 8th graders of 44.4%. In contrast, only 28% of students who qualify for free and reduced lunch in the state as a whole were deemed proficient, and Minneapolis Public Schools' science proficiency for 8th graders was 26%.

For purposes of comparison, here is a sampling of 8th grade science proficiency for other school districts from around the metro area, most of whom have comparatively low percentages of free and reduced students and English Language learners:

- St. Paul Schools / 22.3%
- Duluth School District / 36.9%
- Rosemount-Apple Valley / 46.4%
- Rochester School District / 47.2%
- Bloomington School District / 48.7%

MCAII READING 2010-11 for Continuously-Enrolled Students

Grade Level	Percent of Students At or Above Grade Level 2008	Percent of Students At or Above Grade Level 2009	Percent of Students At or Above Grade Level 2010	Percent of Students At or Above Grade Level 2011
6	42%	59%	44%	64%
7	35%	58%	53%	66%
8	50%	45%	56%	70%
All Grades	43%	54%	51%	67%

MCAIII MATH 2010-11 for Continuously Enrolled Students

Grade Level	Percent of Students At or Above Grade Level 2008	Percent of Students At or Above Grade Level 2009	Percent of Students At or Above Grade Level 2010	Percent of Students At or Above Grade Level 2011
6	33%	36%	50%	24%
7	27%	56%	54%	23%
8	60%	45%	35%	47%
All Grades	41%	45.6%	46.3%	31%

While the Academy's Reading and Science proficiency far exceeded comparable district levels for a comparative student population, math proficiency dropped from proceeding years (as it did in many schools throughout the state). The Academy has hired two new math teachers for the 2011-2012 year and has instituted double-math sessions each day. It is also working intensively with Wendy Swanson-Choi, an experienced teacher trainer, to ensure that our methodology and teaching methods for math instruction are as effective as possible in the coming academic year.

Minneapolis Academy's EDUCATIONAL GOALS for 2010-2011

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.

School Non-Academic Goals for the 2010-2011 Year

Attendance

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

Result: The Academy maintained an attendance rate above 95% throughout the academic year.

Satisfaction Surveys

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

Result: 99% of all respondents indicated “Agree” or “Somewhat Agree” to the statement, “Overall, I am satisfied 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.

Result: While no question specifically addressed “overall satisfaction” in the staff survey, 100% of staff agreed with the statements, “I enjoy working at this school” and “The school leadership recognizes and values good teaching.”

Other School Accountability Measures

Because the majority of Academy 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), and parent-teachers-student-staff conferences. All written communications are edited to ensure “educational jargon” is not used or is fully explained.

Parents are provided surveys once each year and are invited to record their perceptions of the school’s academic program; whether or not 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 programs.

School Survey Results

As the following charts show, parents and staff remain very supportive of the school. The Academy received 88 parent responses for the questions below, approximately double the amount from the preceding year and representing a majority of parents. Significantly, the percentage of responses in the “Agree” (the highest) column remained consistently high. Similarly, a high percentage of staff in the school’s yearly survey agreed with the overall quality of the school and its leadership.

Parent and Staff Surveys

Parent Survey 2010-2011	Disagree	Somewhat Disagree	Don't Know	Somewhat Agree	Agree	Total Responses
1. Satisfaction						
-Overall, I am satisfied with the school		1		10	76	87
2. Communication						
-I am happy with the frequency and content of communication I receive from the school	3	2	2	15	65	87
3. Safety						
-The School provides a safe environment for my child/children.		2		8	78	88
4. Individualized Attention						
-My child/children receive individualized attention at the school.			7	9	69	85
5. Teacher Quality						
-The school's teachers are well qualified			1	7	80	88
-The school holds teachers accountable for student performance.			4	7	76	87
-The school has high expectations for teachers			3	5	78	86
6. School Leadership						
-The school's management provides clear leadership.			6	6	74	86
-School leaders are available and open to all members of the school community.			5	1	80	86
7. Facility						
-The school building is clean.			1	10	77	88
-The school building adequately supports the school's programs.		1	3	13	71	88
8. Transportation						
-I am satisfied with the school transportation options available to my family.	1		3	4	80	88
9. Class Size						
-Generally, the class sizes are the right size.			2	8	78	88
10. Behavior						
-Generally, the students in the school are well-behaved.	1	1	1	19	66	88
-The school has the appropriate level of discipline.	1	2		7	78	88

Staff Survey 2010-2011	Disagree	Somewhat Disagree	Don't Know	Somewhat Agree	Agree	Total
1. Leadership						
The school leadership recognizes and values good teaching					9	9
The school leadership monitors the implementation of the curriculum.				3	6	9
The school leadership provides clear and consistent direction for the academy.				2	7	9
2. School Board						
The school board addresses the needs of the school.			3	2	4	9
The school board supports the school leadership.			2	3	4	9
The school board supports the teaching staff.			2	2	5	9
3. Facility						
The school building adequately supports the school's programs.	1		1	1	6	9
4. Class Size						
Generally, the class sizes are about the right size.					9	9
5. Team						
I enjoy working at this school.					9	9
The other teachers support and collaborate with me.				2	7	9
6. Resources						
The school has adequate financial resources.			2		7	9
I have sufficient classroom materials.					9	9
7. Accountability						
Teachers are accountable for student achievement and performance.				1	8	9
The leadership provides consistent support to the staff.				1	8	9
8. Staff Comments: see below:						
1) There is no other environment where I would like to work in. Respectful students, supportive administration and colleagues.						

Enhanced Procedures for Parent Involvement

Minneapolis Academy believes that parent involvement is a key to each student's success. While we have very high parent involvement, we believe this is an area in which we can continually strive for improvement. We undertake ongoing activities to help achieve this broad, but important goal, including:

- Providing 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 area every two weeks. Additionally, an administrative requirement of all faculty members includes 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.
- The Academy holds a yearly pre-opening orientation at which parents, students and family members gather together and discuss school policies, rules and regulations, student behavioral expectations, student and parent participation, etc.
- At the start of each academic year, all new students go through intensive orientation. The orientation meets 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 hosts additional School Open Houses at which parents, students and teachers have the opportunity to discuss their child's development, view student work, and experience typical Academy activities.

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, the Academy admits all eligible students, regardless of race, national origin, ethnicity, gender, language proficiency, physical or mental disability or academic or other achievement.

Thus the Academy enrolls 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.

Minnesota statute requires charter schools to give certain students priority, before accepting others by lot. These include:

- Siblings of an enrolled pupil and foster children of that pupil's parents.
- Children of teaching staff.

Student Enrollment and Attrition Rates

This table identifies the number of weighted students enrolled at the school during the 2008-2009, 2009-2010 and 2010-2011 academic years. Data is based on October 1 Average Daily Membership (ADM) using MARSS data.

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Attrition Rate
2008-09						32	42	49	35					10.5%
2009-10						29	49	47	39					3.8%
2010-11						23	45	56	46					8.25% growth



MINNEAPOLIS
ACADEMY

The road to college

NEW STUDENT APPLICATION

5th GRADE 6th GRADE 7th GRADE

STUDENT INFORMATION

DATE _____

First Name _____ *Middle Name* _____ *Last Name* _____

Home Address _____ *Apartment #* _____

City _____ *ZIP Code* _____

Home Phone # _____

Last School Attended and Grade _____

Student's E-mail Address (if any) _____

PARENT/GUARDIAN INFORMATION

Mother / Guardian (please print) _____ *Work Phone #* _____

Mobile Phone: _____

Email Address (if any) _____

Address: _____

Father / Guardian (please print) _____ *Work Phone #* _____

Mobile Phone: _____

Email Address (if any) _____

Address: _____

Other information you want Minneapolis Academy to note:

SIGNATURE AND RELATION OF PARENT/GUARDIAN

5011 31st Avenue South • Minneapolis, MN 55417

Tel. #: 612 • 455 • 1340 | Fax #: 612 • 455 • 1345

www.minneapolisacademy.org

School Financial Data

The school audit report for the fiscal year, performed by the firm of KVD, Ltd., found no material weaknesses related to Minneapolis Academy's internal control.

For the 2010-2011 fiscal year, the end of year unassigned general fund balance was \$486,484, or 30.3% of annual expenditures. General fund revenues totaled \$1,709,419, and expenses totaled \$1,622,565. This left a general fund balance of \$431,193 (or \$435,372, including a small surplus from the food services fund).

In addition, Minneapolis Academy once again has received the State Finance Award for having followed exemplary finance practices. The Academy has won this award four years in a row.

Professional Development Activities for the Academy Director 2010-2011 Academic Year

Leon Cooper, as Academy Director, established a professional development plan for the 2010-2011 academic year which focused on three areas which are key to school success.

Area 1: Increasing Staff Effectiveness

To expand the Director's capacity to oversee, support, and encourage quality teaching to ensure ongoing student academic achievement, the Director:

- Underwent ongoing mentoring with Wendy Swanson-Choi, an expert in staff mentoring and training, for over 50 hours over the course of the school year.
- Documented reading and other research in this area through a variety of resources, including books, videos, and other media, at a minimum of 50 hours per year (This included Teach Like a Champion, many books and articles on best data-driven practices, and other source materials.)

Area 2: Data-Driven Decision-Making

To ensure that Minneapolis Academy fully utilizes all data to increase student achievement, the Director undertook the following activities:

- Participated in trainings or conferences focused on utilization of data-driven decision-making in public schools at a minimum of 12 hours per year. (Attended a 2-day data-driven decision making training sponsored by Friends of Education, plus follow-up reading and research)
- Undertook mentoring by Wendy Swanson-Choi and/or others to ensure maximum utilization of data-driven decision-making at the Academy, for at a minimum of 10 hours per year. (Driven by Data by Paul Bambrick-Santoyo and instruction by Wendy Swanson-Choi and others)
- Made at least 1 visit to another charter school in which data-driven decisions is embedded in all aspects of the school culture. (Visited with TiZA to observe practices and classrooms. TiZA placed first in the nation in NWEA results among schools with high FRL student populations in 2009.)

PLANNED 2011-2012 ACADEMIC YEAR PROFESSIONAL DEVELOPMENT FOR DIRECTOR POSITION

Area 1: Effective Leadership

- The Academy has contracted with Wendy Swanson-Choi on an ongoing basis to define and refine best practices for effective school leadership and to train the Director in guiding and mentoring its new instructional leader in assessment and accountability.
- The Director will lead and incorporate lesson implementation based on the principals outlined in Mike Schmoker's Focus: Elevating the Essentials to Radically Improve Student Learning.
- The Director will attend a series of national conferences with break-out sessions focusing on effective school leadership. (National Charter School Conference, National Middle School Association Conference)

Area 2: Increasing Staff Effectiveness

To expand the Director's capacity to oversee, support, and encourage quality teaching to ensure ongoing student academic achievement, the Director will undertake the following activities:

- Attend at least 3 training/conference on best practices in the area of increasing staff effectiveness, at a minimum of 10 hours per training. (Projected: National Conference for Middle School (4-days); National Charter Conference (2-3 days); Cohort Training Provided by Wendy Swanson Choi)
- Document reading and other research in this area through a variety of resources, including books, videos, and other media, at a minimum of 50 hours per year.

Area 3: Data-Driven Decision-Making

To ensure that Minneapolis Academy fully utilizes all data to increase student achievement, the Director will undertake the following activities:

- Participate in trainings or conferences focused on utilization of data-driven decision-making in public schools at a minimum of 12 hours per year.
- Undertake mentoring by Wendy Swanson-Choi and/or other mentors to ensure maximum utilization of data-driven decision-making at the Academy, at a minimum of 10 hours per year.

Program Challenges and Future Plans

Minneapolis Academy attracts a diverse student body – one that brings with it certain challenges. A large number of entering students lack sufficient English language skills and many entering students test at well below their grade level. In fact, 13 of 19 5th graders students enrolling in 2011-2012 were 3 years or more behind (when tested in the fall in reading and math). 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 initiatives such as staff development time for data analysis as well as additional daily reading and math blocks, special guided homework time, and the school's writing program.

While NWEA MAP and MCA data shows that although the students at Minneapolis Academy achieve above average growth during the school year, they have had difficulty achieving proficiency with state grade level standards. The Academy is steadily bringing students to grade level and has now achieved parity in terms of reading proficiency for the first time, as well as science proficiency for 8th graders.

The following areas have been identified by the Academy as needing further attention and improvement, with initiatives being designed or already in place to address each of these:

- Stronger Math proficiency
- A continuing focus on the needs of ESL student.

The Academy has hired two new math teachers in the 2011-2012 year and has instituted double-math sessions each day. It is also working intensively with Wendy Swanson-Choi, an experienced teacher trainer, to ensure that our methodology and teaching methods are as effective as possible in the 2011-2012 academic year. In addition, it has adopted new academic and school wide goals, which appear below:

New Goals for the 2011-2012 Academy Year

Moving forward, the Academy has adopted new goals for the coming academic year:

Goal 1: State Assessment Tests (MCAs)

Sub Goal #1: Math

Absolute Proficiency - FRL.

The difference between the state average of students not qualifying for free and reduced lunch who score proficient on the MCA (for the same grades as offered by the School) and the total percentage of School students qualifying for free or reduced lunch and who score proficient on the MCA will reduce each year. For FY2010, the state average score was 75% and the School score was 48%, a difference of 27 points.

Comparative Proficiency - District:

The School will demonstrate school wide proficiency rates of at least 58% in FY2012 and 63% in FY2013. (These rates were determined based on the Minneapolis School District proficiency rates for FY2010, for the same grades as offered by the School.)

Growth.

Each year, the percentage of students achieving low growth will not exceed the percentage of students achieving high growth, and the combined average percentage of non-proficient students achieving high growth for FY2012 and FY2013 will be at least 70%.

Sub Goal #2: Reading

Absolute Proficiency - FRL Students.

The difference between the state average of students not qualifying for free and reduced lunch who score proficient on the MCA (for the same grades as offered by the School) and the total percentage of School students qualifying for free or reduced lunch and who score proficient on the MCA will reduce each year. For FY2010 the state average score was 82% and the School score was 48%, a difference of 34 points.

Comparative Proficiency - District:

The School will demonstrate school wide proficiency rates of at least 60% in FY2012 and 65% in FY2013. (These rates were determined based on the Minneapolis School District proficiency rates for FY2010, for the same grades as offered by the School.)

Growth:

Each year, the percentage of students achieving low growth will not exceed the percentage of students achieving high growth, and the combined average percentage of non-proficient students achieving high growth for FY2012 and FY2013 will be at least 70%.

Goal 2: NWEA Measure of Academic Progress**Math:**

The School will administer the NWEA MAPs at least once annually. Each year, at least 80% of all School students taking the assessment will increase their national percentile rank from the previous year's ranking.

Reading:

The School will administer the NWEA MAPs at least once annually. Each year, at least 80% of all School students taking the assessment will increase their national percentile rank from the previous year's ranking

Goal 3: Data-Driven Instruction**Math:**

The School will create and implement DDI summative assessments, utilizing MCA benchmarks with clearly defined pacing, on a quarterly basis in all grades. The staff will review results with the director or their DDI leader within 72 hours following the assessment and will re-teach necessary components the week following the assessment. The School will invite Friends to attend all quarterly meetings to review results.

Reading:

The School will create and implement DDI summative assessments, utilizing MCA benchmarks with clearly defined pacing, on a quarterly basis in all grades. The staff will review results with the director or their DDI leader within 72 hours following the assessment and will re-teach necessary components the week following the assessment. The School will invite Friends to attend all quarterly meetings to review results.

School Culture Goals:**Attendance**

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

Satisfaction

At least 80% each of all parents and of all staff returning the annual survey will indicate overall satisfaction with the School.

Professional Development

At least 90% of all staff shall receive professional development each year, as demonstrated by School records.

