

NEW MILLENNIUM ACADEMY
CHARTER SCHOOL
SCHOOL DISTRICT NO. 4143-07

Annual Report/World Best Workforce
2016 - 2017

**New Millennium Academy
5105 Brooklyn Blvd
Brooklyn Center, MN 55429
763-235-7900**

*Due 10/1/2017
Board Approved 9.7.17
Finances confirmed 9.25.17*

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NEW MILLENNIUM ACADEMY CHARTER SCHOOL ANNUAL REPORT SCHOOL YEAR 2016-2017

INTRODUCTION

This year-end report covers the 2016-2017 school year – New Millennium Academy (“NMA”) Charter School’s 12th complete year of operation. The report is to be used by the school’s board of directors to evaluate the school’s performance, and will serve as the document to report our progress to the Minnesota Department of Education and to our authorizer, Friends of Education. Whenever possible, statistical data has been included and compared to State data.

Copies of this report are distributed to the school board of NMA, and Friends of Education, and others upon request. A copy of this report will be posted on the NMA website at www.newmillenniumacademy.org and will be available to all NMA parents. Questions regarding this report should be addressed to Bao Vang, CEO at 763-235-7900.

NMA is a public charter school recognized by the State of Minnesota, district number 4143-07. The academy is also registered as an IRS 501(c) 3 non-profit organization and is registered with the MN State Attorney General’s office. (For information regarding the academy’s registration, please refer to the Attorney General’s website at <http://www.ag.state.mn.us/Charities/CharitySearch.asp>)

Vision:

Inspiring learners who proudly lead meaningful lives to better our world.

MISSION: To build a better life for our students by creating an environment of high academic achievement while preserving Hmong culture and literacy.

Values:

- Academic achievement
- Hmong culture and literacy
- Collaboration
- Accountability

ACADEMY CHARACTERISTICS

During the 2016-2017 School Year, New Millennium Academy operated at 5105 Brooklyn Blvd, Brooklyn Center, MN 55429.

Students attended classes for 170 days during the 2016-2017 school year. Students attended classes from 8:20 AM until 3:50 PM each day.

EXECUTIVE SUMMARY

New Millennium Academy has been authorized by the Friends of Education (Friends) since the inception of the school in 2005, and the sponsorship charter has been renewed through June 30, 2020. Friends of Education has the responsibility to oversee the academy's academic performance, finances, reporting and compliance with applicable Minnesota State Statutes. Under the terms of the charter contract, the academy remains independent of Friends, and Friends has no authority, control, nor administrative or financial responsibility for the academy.

New Millennium Academy serves primarily students from the Hmong communities residing in Minneapolis, Brooklyn Park, Brooklyn Center and some students from the communities of Fridley and St. Paul.

New Millennium Academy provides transportation within its service boundaries under contract with Bille Bus Service. Sixteen buses brought children to the Academy every morning to start classes at 8:20 AM and left the academy after classes ended at 3:50 PM. The school also used approximately 7 contracted vans to transport students who live in smaller residential concentrations in St. Paul to and from the school.

Like other schools in Minnesota, New Millennium Academy has revised its curriculum in order to align with the State of Minnesota Department of Education content standards. Students are included in the Minnesota MCA-III Testing Program (Reading, Math and Science) for both student and school accountability. Students are also tested individually using the NWEA MAP (Measure of Academic Progress) test twice - once in first grade and once in fifth grade. This test measures student continuous gains, and provides a reliable assessment of individual student growth and development over time and is comparable on a national level.

During this school year, the fund balance reserve of the Academy represents a good financial balance. The amount of reserve brings the school to the school board's fund balance reserve goal. This will be confirmed by independent auditors as part of the annual financial audit.

Parents have continued to express the opinion that the academy is successful. Most respondents to a survey conducted by academy staff identified that many parents are pleased about the academy and the effect it has had on students. In addition, a large majority of parents think the charter school is as good as, or better than, the school that

their child previously attended. Parents continue to be satisfied with the academic program, the flexibility of the staff, and success the academy has had with each of our students. Future planning will address parent and staff concerns regarding increasing academic achievement and academic offerings. It is noted by our parents that a continued focus in Hmong culture and literacy is a high priority.

School Admission and Enrollment

The student body at New Millennium Academy is primarily Hmong by home culture and language. They are primarily residing in Minneapolis, Brooklyn Park, Brooklyn Center and some students from the communities of Fridley and St. Paul.

Parents and students are attracted to our academy through various methods including word of mouth, newspaper advertisements, targeted recruiting efforts and the school's presence at community functions. Enrollment is based on first-come, first served basis. Each year the public will be informed of the opportunity to enroll in New Millennium Academy (NMA) in the ways listed above, and also by sending a letter home to current families, handing a flyer to parents who registered their children to share with others, posting enrollment opportunities on NMA website and utilizing a local Hmong radio station. If a grade is full, the students will be put on a waiting list until space in the grade becomes available.

Each year approximately 50 to 75 students transition out of NMA. Some of the reasons given by transferring families for SY2016-2017, were 8th grades graduation, families moved to a different city/state, new location of the school, desiring an expanded sports program or transferring to a school that serves grades K-12 in order to keep all the children together (to be with siblings).

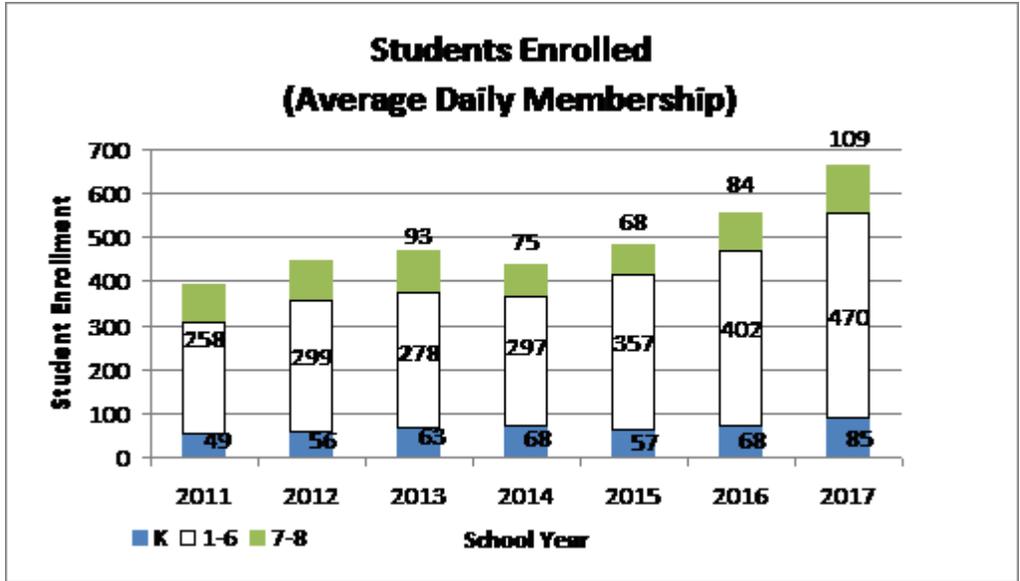
Students Enrolled

Enrollment History by grade level -

	Kindergarten	Grades 1-6	Grades 7-8	Total
2006	40	137	0	177
2007	54	244	0	298
2008	42	278	62	382
2009	44	243	50	337
2010	44	258	65	367
2011	49	258	85	392
2012	56	299	93	448
2013	63	313	93	469
2014	68	297	75	440
2015	57	357	68	482
2016	68	402	84	554
2017	85	470	109	664

Students Enrolled – ADM (Average Daily Membership)

	Students Enrolled (Average Daily Membership)						
	2011	2012	2013	2014	2015	2016	2017
K	49	56	63	68	57	68	85
1-6	258	299	313	297	357	402	470
7-8	<u>85</u>	<u>93</u>	<u>93</u>	<u>75</u>	<u>68</u>	<u>84</u>	<u>109</u>
Totals	392	448	469	440	482	554	664



Attendance:

	2013	2014	2015	2016	2017
Overall attendance	97.20%	96.10%	96.3%	97.7	94.8

Academic Performance:

Improving Public Education Overall

The staff at New Millennium Academy has always viewed the academy as an important component in the educational system for the Minneapolis/St. Paul area and for the State of Minnesota.

A number of ‘best practices’ principles guide classroom activities and student development, including:

- The class sizes are small—number between 23 and 30 students;
- The academy is student focused;
- Professional Development activities are focused on teacher development to meet student needs;
- Teachers are trained to provide individual accommodations, based on data that identifies student needs;
- The ratio of staff members to students is high;
- The ratio of computers/chrome books/tablets to students is high and students have regularly scheduled access to these technological tools for learning;
- All staff members take a personal interest in the success and well being of all students;

- The staff meets biweekly to discuss the needs and issues of students
- Change happens quickly when necessary.

Within the small classes of students, teaching methods appear traditional and are based in researched best practices at New Millennium Academy. During instruction times, a half-dozen strategies may be implemented which differentiate between students with various needs. For example, the teacher may seat the weakest students nearest the teacher and seat students lacking English skills with a stronger Hmong/English speaking partner who can quickly help with clarifying language comprehension—keeping the class and the student moving ahead efficiently by supporting the learning of all students.

Assignments are given orally and written on the board. The teachers and support staff are mobile in the classroom throughout the class period—monitoring student behavior and academic work in progress. Student performance is evaluated through frequent assessment, both formal and informal. Assessments are administered in the best manner available for accurate data to be collected ie: orally for some students, demonstration for some skills, individual and small group as applicable. Teachers may use the same test but grade it appropriately for children with different abilities. 96.3% of our student population is bilingual, requiring every teacher and staff member to be highly active in language acquisition and development. Each teacher works directly with an EL (English Language) teacher to strengthen the progress of our ELL population by implementing the targeted WIDA standards and using the ‘can do’ statements for each student. In addition, each teacher is responsible for planning, implementing and monitoring goals for the special education students in their classrooms. Each teacher is also responsible for implementing the accommodations that are listed in each student’s individualized educational plan (IEP) during instruction and assessment. Through professional development, every teacher has been given instruction in the methods of teaching special education students in concert with the designated special education instructor.

The staff meets biweekly in to discuss the needs of their student groups. These meetings help the staff to identify students in need of accommodations or increased attention, students that are having problems at home, solutions to issues and strategies to help other staff. These meetings are also attended by the school administration to ensure that our students have access to all of the services that are available to them. Additionally, the staff includes a process for looking at student work (LASW) regularly throughout the year. Teachers review work together across multi-grade level and topic based PLC groups to continually monitor progress and support specific school wide strategies.

Equitable Access to Excellent Teachers

Each year, NMA has an opportunity to review the distribution of teachers within the school. A variety of factors are noted during these conversations such as, years of experience (at NMA and at other schools), leadership qualities, student progress,

teacher development, additional experiences or licensure areas, team/PLC achievement, subject preference/expertise. The administration and staff work together to place teachers in purposeful positions that will be most beneficial to students and create a positive learning environment with high expectations.

Open positions are posted within the school, and teachers follow the application process prior to approval for a new position. They are considered alongside new applicants and informed decisions about assignment are made to promote student growth.

Every year approximately 85% of our students come from low-income families and 99% are students of color. Decisions about teacher assignment are not typically based on these factors, but focus on which teachers can provide optimal learning opportunities for which students. As we have a focus on Hmong culture and literacy, it is also important to spread our proportion of Hmong speaking staff throughout the grade levels. Experience and leadership are both valued at NMA, and teacher teams are created to support new teachers while allowing them to bring new innovations to add strength to the school.

Grade levels with low achievement in a given year are supported with data and needs analysis and additional professional development as needed. A follow-up plan for teacher improvement has been approved by the board for teachers who require specific support.

INNOVATIVE PRACTICES

Data-Driven Instruction (DDI) Common Assessments

Grade level common assessments in reading, and mathematics are administered every nine weeks and are utilized within a continuous DDI learning cycle: 1) Analyze data/student work, 2) Differentiate and prioritize student needs, 3) Set/ revisit SMART goals, 4) Select/adjust strategies, 5) Monitor progress, and 6) Evaluate results. Teachers participate in this learning cycle within the NMA Teacher Development and Evaluation Plan (TDE) framework of ongoing applied professional growth and instructionally focused accountability (SIOP Model School wide). A school wide calendar of DDI test days and Data Analysis days are provided at the start of the year. The process allows more frequent quality feedback on the progress each student is making on the appropriate MN Standards in both Math and Reading. Teachers are allotted time together to analyze their grade level, review information with support staff, and plan for adjustments in their teaching.

INTERVENTION

Reading Intervention teachers are strategically utilized to provide additional targeted support and students are grouped initially based on baseline grade-level assessment results and then flexibly grouped based on the results of the data analysis of the common grade level assessments which are administered every nine weeks and are aligned to the MN Academic Standards/Benchmarks. (See above) Additionally in grades K – 2, reading is tracked with running records and periodic assessments utilizing the A-Z Reading Program.

Intervention is comprised of three elements:

Tier I: Core Reading Program

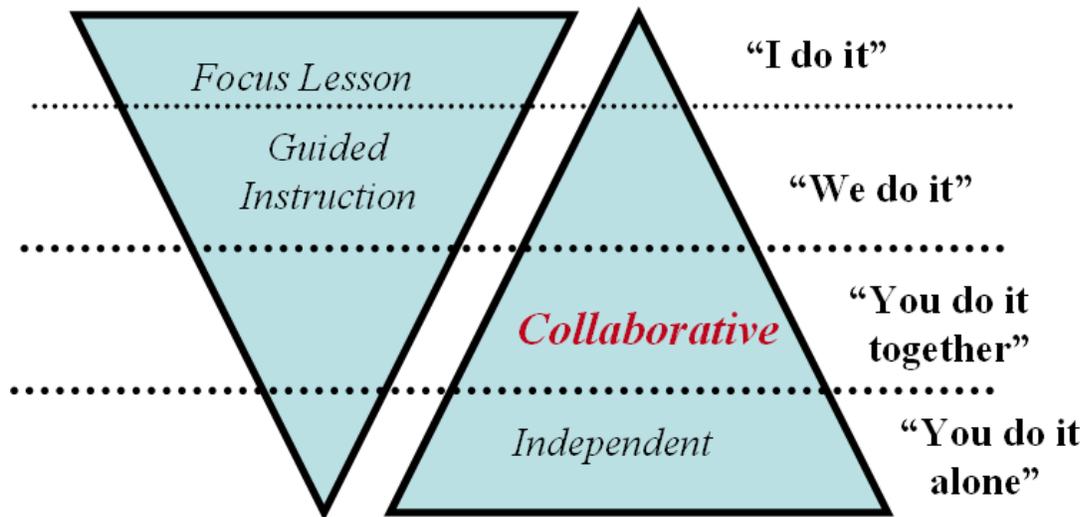
1. Core reading program (REACH Curriculum designed for ELL student populations).
2. Benchmark testing of students to determine instructional needs at least every 9 weeks.
3. Ongoing professional development targeted toward SIOP, differentiated instruction, and targeted intervention.

The core reading program is based on the MN Academic Standards and the WIDA Can Do Descriptors. The REACH textbook series serves as a primary resource for instruction in the areas of fluency, phonemic awareness, phonics, reading comprehension and vocabulary development.

NMA implemented the REACH curriculum at the beginning of the 2014-2015 school year in grades K-4, added grade 5 in 2015-2016 and will review expansion into the middle school with the corresponding curriculum. REACH is aligned with our SIOP methodology and is specifically designed to support English language learners within a classroom setting. Staff was trained on the structures and planning necessary to implement the curriculum in grade K – 5. Teachers in 5th grade were initially trained on the structures for clarity and understanding of what to expect from incoming students, and then implemented the REACH curriculum in 2015-2016.

NMA structures 120 minutes of balanced literacy instruction (listening, speaking, reading, and writing) using the Fisher and Frey framework for the gradual release of responsibility as well as the SIOP Model:

TEACHER RESPONSIBILITY



STUDENT RESPONSIBILITY

A Model for Success for All Students

Fisher, D., & Frey, N. (2008). *Better learning through structured teaching: A framework for the gradual release of responsibility*. Alexandria, VA: Association for Supervision and Curriculum Development.

All NMA teachers incorporate modeling to deepen the learner's meta-cognitive awareness (understanding of what was learned and how it was learned), guided practice and collaborative learning, as well as individual student work.

Tier II: Supplemental Instruction

Tier II is whole class and small-group supplemental instruction delivered by the classroom teacher in collaboration with the Reading Intervention Teacher in addition to the time allotted for core reading instruction depending on identified student needs. Tier II includes programs, strategies, and procedures designed and employed to supplement, enhance, and support Tier I.

Tier II Interventions include Guided Instruction (Guided Reading) in collaboration with the Reading Intervention teachers. Assessments aligned to the core reading instruction are used to identify student strengths and gaps, set SMART goals, identify strategies that target the specific gaps, and monitor and evaluate progress to goals. Students are flexibly grouped according to their strengths and needs so that they receive the targeted support through the intervention to meet and exceed the grade level benchmarks.

Tier III: Intervention Instruction

Students are identified for Tier III Intervention Instruction based on results of the common grade-level benchmark assessments that measure student progress with core and supplemental instruction.

The Tier III Intervention Instruction is provided in limited time frames based on specifically diagnosed student needs. Interventions are provided by the classroom teacher in collaboration with the Reading Intervention Teacher. This instruction does not replace, but is provided in addition to core instruction and student progress is monitored with assessments aligned specifically to the instructional focus.

<i>Intervention</i>	<i>Provider</i>	<i>How Often</i>	<i>Purpose</i>	<i>Link to Core Instruction</i>
<i>Extended Day</i>	<i>All Teachers</i>	<i>Every Day</i>	<i>Tier II Targeted Support</i>	<i>Focused on student strengths and needs in meeting grade-level benchmarks and closing the achievement gap</i>
<i>Small Group</i>	<i>Intervention, ELL, Grade Level Teachers and EAs, MN Reading Core Program, Title services</i>	<i>Up to six hours per week</i>	<i>Tier II and III Targeted Support</i>	<i>Focused on student strengths and needs in meeting grade-level benchmarks and closing the achievement gap</i>
<i>Tutoring</i>	<i>Regular Classroom Teachers used in an alternative setting for intervention.</i>	<i>Two to three hours per week</i>	<i>Tier III Targeted Support</i>	<i>Focused on student strengths and needs in meeting grade-level benchmarks and closing the achievement gap</i>

PROFESSIONAL DEVELOPMENT

Teachers participate in the NMA Teacher Development and Evaluation Plan as a framework of ongoing applied professional growth and instructionally focused accountability (SIOP Model School wide). In addition, as a Q-Comp School, NMA supports multiple career paths and performance based compensation for all of the licensed teaching staff.

Teachers participate in weekly PLC group meetings, led by designated, trained Lead Teachers, in which they examine student data, engage in collaborative planning and learn research based instructional strategies. Professional development is continuous with school wide PD, options for subject specific individual PD, and with “real-time coaching” through the two trained SIOP Trainers on the staff, academic coaches at each PLC level, peer observation and feedback.

Within the NMA Leadership Team framework, grade K-2, 3-5, and 6-8 Lead Teachers provide/support job-embedded professional development for all teaching staff and give educators the opportunity to obtain or maintain current knowledge of best practices in literacy instruction through collaboration, modeling, and coaching. Each grade level PLC meets weekly and regularly follows a protocol for using data to drive decisions for next steps in teaching and learning: 1) Analyze data, 2) Identify student strengths and needs, 3) Set and revisit SMART goals, 4) Select and adjust strategies, 5) Monitor and 6) Evaluate the effectiveness of the instruction. These review protocols are aligned with the DDI Learning Cycles as well as grade level and classroom expectations based on the MN Academic Standards in Math and Reading.

Academic Coaches provide ongoing coaching and feedback through informal classroom observation, conversation, lesson modeling, and recommending specific staff development.

Two Reading Intervention teachers as well as the ELL and Special Education teachers serve as literacy coaches providing support in ongoing development of best practice instruction and continual improvement for all teachers specific to student needs, learning styles, and English proficiency progress.

In addition, the Director of Teaching and Learning, facilitates common professional development for all teachers, specialists, and education assistants in comprehensive, scientifically based instruction including and integrating instructional strategies for continuously assessing, evaluating, and communicating the student's academic progress and needs.

The professional development builds teacher knowledge and skill focusing on research-based strategies. Teach Like a Champion by Doug Lemov, Making Content Comprehensible and 99 Ideas and Activities for Teaching English Learners with the SIOP Model by MaryEllen J. Vogt and Jana J. Echevarria, and Driven By Data by Paul Bambrick-Santoyo serve as primary resources for the text-based discussions facilitated to identify teacher techniques and student strategies to help meet student learning needs.

The NMA Teacher Development and Evaluation (TDE) Plan framework includes regular teacher observations (formal and informal) along with peer/collegial collaboration and observation to identify strengths and areas of need and prompts the individual and

school wide professional development and coaching that supports teachers in their continued professional growth.

The NMA TDE system of teacher development and evaluation was intentionally designed to serve two equally important goals: accurately measure teachers' effectiveness for the purpose of making performance and personnel decisions, and provide teachers with intensive support to improve their performance over time.

The NMA TDE system of teacher development and evaluation is based on multiple indicators of performance that take into account both teaching practices and teaching outcomes. Teachers are formally observed two to three times throughout the school year based on their professional growth and years of experience. Observations are completed by trained and certified evaluators who consider the areas of effective ELL instructional practice for an overall score using the SIOP Rubric.

It is essential to look at student learning gains rather than attainment levels, in order to assess teacher effectiveness separate from other factors, as well as to ensure that teachers of all levels of students have an equal opportunity to demonstrate effectiveness. NMA utilizes MN Standards aligned grade level assessments as the main measure for individual student learning gains and utilizes the data gained from the Learning Cycle assessments to add substance and clarification. School wide gains are measured with achievement levels in the MCAIII goals in Reading, Math and Science in the appropriate grade levels.

The NMA TDE system of teacher development and evaluation of professional practice is modeled by the PLC Lead Teachers, the Academic Coaches, and the Director of Teaching and Learning to create a process to support and improve practices. Through a PLC grouping model, the new teachers collaborate in job embedded professional development based on SMART goals and the school wide professional development focuses. Teachers are also observed (formally and informally) in their classroom with support, modeling and coaching provided by the leadership team of trained observers. The process is designed to increase teacher knowledge, strategies and resources. This helps to increase teacher effectiveness and student achievement.

STRATEGIES FOR IMPROVING ACADEMIC PERFORMANCE: Reading and Math

In order to reach these goals, New Millennium Academy incorporated the following strategies:

SIOP Model

We believe that utilizing the SIOP model will continue to benefit our student achievement scores, specifically in reading. The SIOP model is a research based, validated and proven model of sheltered instruction. The SIOP model helps teachers plan and deliver lessons that allow English language learners to acquire academic

content knowledge as they develop English language proficiency. Our school setting has a high number of English language learners. All learners, specifically ELL, can benefit from the implementation of the SIOP model. The SIOP model benefits our students in many ways. The first component is that students will learn the *academic language* that they are expected to know and utilize during the MCAIII testing sessions. The second component is that students will begin to learn what knowledge they are responsible for learning. The SIOP model allows teachers to focus on standards based learning. The standards are written into daily/weekly lesson plans. They are also posted in the classrooms so that students can become an active member in their own education. Before, during and at the end of each lesson, students are made aware of the intended outcomes. This process teaches the students to gauge their focus and that they will be held accountable. It also makes them very aware of the expectations for the lesson.

Teachers are required to write the state standards on their weekly lesson plans as well as post the standards, in the form of content and language objectives, they will be teaching for the students. The Director of Teaching and Learning will be responsible for checking the teachers' lesson plans as well as implementation in the classroom.

In addition, a process of 'horizontal mapping' (a year long plan) is required at each grade level in Reading and Math. Science and Social Studies are mapped to coordinate with the Reading and Math targets and are included in the grade level horizontal map. Specialists (Physical Education, Art, Music and Hmong) are also mapped horizontally with specific topics/vocabulary that coordinate with age appropriate activities, Core Knowledge topics and grade level maps. These maps were used and reviewed during a complete year of teaching in 2015-16. The process of constructing a vertical map (Grades K – 8) has been established in Reading and Math. Social Studies in grade 6 – 8 has begun a review process and Science is reviewing grade level maps in all grades.

REACH (Reading curriculum)

Reading Program Efficacy Studies Recent initiatives at the federal and state level have focused attention on reading instruction in an effort to improve the reading performance of our nation's children. A review of our reading curriculum resulted in the implementation of a stronger, research based reading series in grades K - 5, REACH. Training was provided by the publisher and our own staff collaborated on the implementation expectations for this year.

SMART Goals

Goals for our students will be created based on the state standards. We will be able to evaluate each student's current performance by looking at their reading scores on the A-Z Reading Assessment, OLPA assessments and the MCA III tests from the previous year. At that point, teachers can make decisions for their classroom based on bringing up student's current levels. Goals for these students need to be specific and need to insure that students are making gains throughout the school year. SMART goals

ensure specificity, accountability, and measurement. (Richmond, 2002)

Bilingual Staff

We have a high population of ELL learners in our school population. Many of these students speak and may read/write the Hmong language. It is important for our students to have support from our staff. Those teachers that are bilingual can help students translate new concepts. Teachers that do not speak Hmong are supported by the Hmong speaking Educational Assistants we have on staff. While many of our students understand the English language, they do on occasion find it helpful to have someone who can help translate new concepts. All of our classes are taught in English (except Hmong Culture and Literacy) and teachers are encouraged to support in the student's first language as needed. This is also reflected in our best practices within the SIOP Rubric (component 5, feature 19).

MN Standards Aligned Math

Grades K – 5 are using a teacher created curriculum that is directly aligned with the MN Math Standards. Grade 6 - 8 are using grade level text published by McGraw-Hill, supported by the online system ALEKS. During this year, the Math team will review a variety of Math curriculums and make a determination on whether or not to recommend a shift in Math curriculum school wide. Staff will also review the online system Aleks with our student population and the effectiveness at targeting specific student needs.

OUT-OF-SCHOOL-TIME (AFTER SCHOOL) PROGRAM

Since students come from many points of origin, student supervision must accommodate parent work schedules. Teachers are on duty from 7:45 AM each morning until 4:15 PM each day. In order to supervise children whose parents provide student transportation on the way to and from work and to conduct the highly desired after school academic study hall, teacher support is provided for students arriving early in the form of online academic choices. Those students who are picked up after the usual busing are in a supervised homework center that is available until 6:00 pm. Any age student can participate in these options.

New Millennium Academy after-school program runs from 4:30 PM to 6:00 or 6:30 PM depending on the program. These programs are provided on site, by New Millennium Academy teachers and outside organizations. The targeted tutoring sessions are designed to assist children who need additional support for their academic skills. The focus group is those children who are operating just below the expected grade level achievement as shown on their OLPA Reading and Math and MCAIII Reading and Math and grade level assessments.

Students also have access to support services, including after school programs such as cultural dance, Boy Scouts and Girl Scouts, arts and crafts and sports activities. Any student staying for any afterschool program also has supper provided as the school qualifies for the CACFP Program.

EXTRA-CURRICULAR AND FIELD TRIP ACTIVITIES

In the fall of 2016, the academy offered a sports program for students in grades 6 through 8. Approximately 140 students participated in this program, with students playing inter-squad games and against students from different grades. The academy also sponsored Boy Scouts and Girl Scouts. In the spring for grade 5-8, the academy offered a sports program and had about 130 students participating. In this program, students played one sport per week including football and volleyball.

Throughout the school year students participated in field trips in order to expand learning beyond the walls of the school. Students traveled to these locations for the programs listed:

- K – Science Museum
- K – Minnetonka Apple Orchard
- 1st – Mill City Museum
- 1st - Mall Of America
- 2nd – Children’s Theatre Company
- 2nd – Minnesota Science Museum
- 3rd – Minnesota Dance Theater
- 3rd – Science Museum
- 4th – The Works Museum
- 4th – Minnesota History Center
- 5th _The Works Museum
- 7th - 8th _ Park Square Theater
- Intermediate Arts
- Feed My Starving Children
- Patrick Henry High School Tour
- U of M College visit
- Festival of Nations (Middle School)
- YMCA -- Minneapolis
- Camp Singing Hills – Middle School overnight camp
- Valley Fair (Middle School)
- Como Zoo – (K – 5)

ACADEMIC PERFORMANCE

ACADEMIC PERFORMANCE MEASURES 2016-2017

Minnesota Accountability Tests and Adequate Yearly Progress Spring 2017

The Minnesota Accountability tests including, Minnesota Comprehensive Assessments (MCA III).

Student Proficiency – MN Accountability Test (MCA III)

2017 Results	Reading			Math	
Grade	Number of students tested (registered by October 1, 2016)	Percentage of tested students proficient		Number of students tested (registered by October 1, 2016)	Percentage of tested students proficient
3	80	20.0%		80	35.0%
4	83	10.8%		83	20.5%
5	78	29.5%		78	38.5%
6	66	15.2%		66	28.8%
7	50	24.0%		50	46.0%
8	55	41.8%		55	65.5%
All Grades	Total 412	Average 22.6%		Total 412	Average 37.1%

New Millennium Academy (NMA) continues to growth in student enrollment, however a significant drop in both Reading and Math scores in 2017. Particularly significant drops in both 4th and 7th grade. Re-establishing the growth trend and regaining the loss of proficiency will be the targets for 17-18. Strengthening academic strategies

and moving toward standardized grading will assist in targeting learning in both Math and Reading.

Schoolwide Goals SY 16-17:

Reading

Goal: The percentage of all students enrolled October 1 at New Millennium Academy who earn an achievement level of Meets the Standards or Exceeds the Standards on the Reading MCA III (all accountability tests) will increase from 28.7% in grades 3-8 in 2016 to 33.1% in grades 3 – 8 in 2017.

Proficiency: 22.6% in 2017 for students enrolled as of October 1

Goal not met – reset in SY 17-18 to reflect recovering lost percentage and adding growth

Reading On Track/Proficiency Report

	2013-reset year	2014	2015	2016	2017
On-Track Reading	54.9%	37.1%	35.6%	39.3%	28.0%
Proficiency Reading (Oct 1)	25.4%	26.9%	30.1%	28.7%	22.6%
Number of Students Tested	268	249	266	324 (increase of 58 students)	412 (increase of 88 students)

Math:

Goal: The percentage of all students enrolled October 1 at New Millennium Academy who earn an achievement level of Meets the Standards or Exceeds the Standards on the Math MCA III (all accountability tests) will increase from 51.2% in grades 3-8 in 2016 to 56.2% in grades 3 – 8 in 2017.

Proficiency: 37.1% in 2016 for students enrolled as of October 1

Goal not met – reset in SY 17-18 to reflect recovering lost percentage and adding growth

Math On Track/Proficiency Report

	2013	2014	2015	2016	2017
On-Track Math	58.5%	74.9%	63.3%	66.4%	34.3%
Proficiency Math	46.7%	60.1%	55.3%	51.2%	37.1%
Number of Students Tested	272	248	266	324 (increase of 58 students)	412 (increase of 88 students)

The increase in number of students tested (increase of 164 students in three years) reflects the overall growth of the school. The initial drop in on-track in both Math and Reading happened in the first year of a trend of increasing in student population. The following year of increasing population was accompanied by an increase in the on-track percentage. NMA has experienced a significant drop in proficiency in both Math and Reading. Previously, during a time of growth in general population, NMA had gained in individual high and medium growth and that result is seen in the increase in on-track for success numbers in both Reading and Math. 2017 showed a significant drop in on-track numbers reflecting a lack of individual high and medium growth.

This data also shows a compounding urgency to support teachers with structures that target more individual learning for students by meeting them at their level of learning and need. Some of this support will come with more individualized programs and some will come with specific professional; development training in differentiation and guided Math and guided Reading for teachers at all levels.

Goal Area: Data Driven Instruction

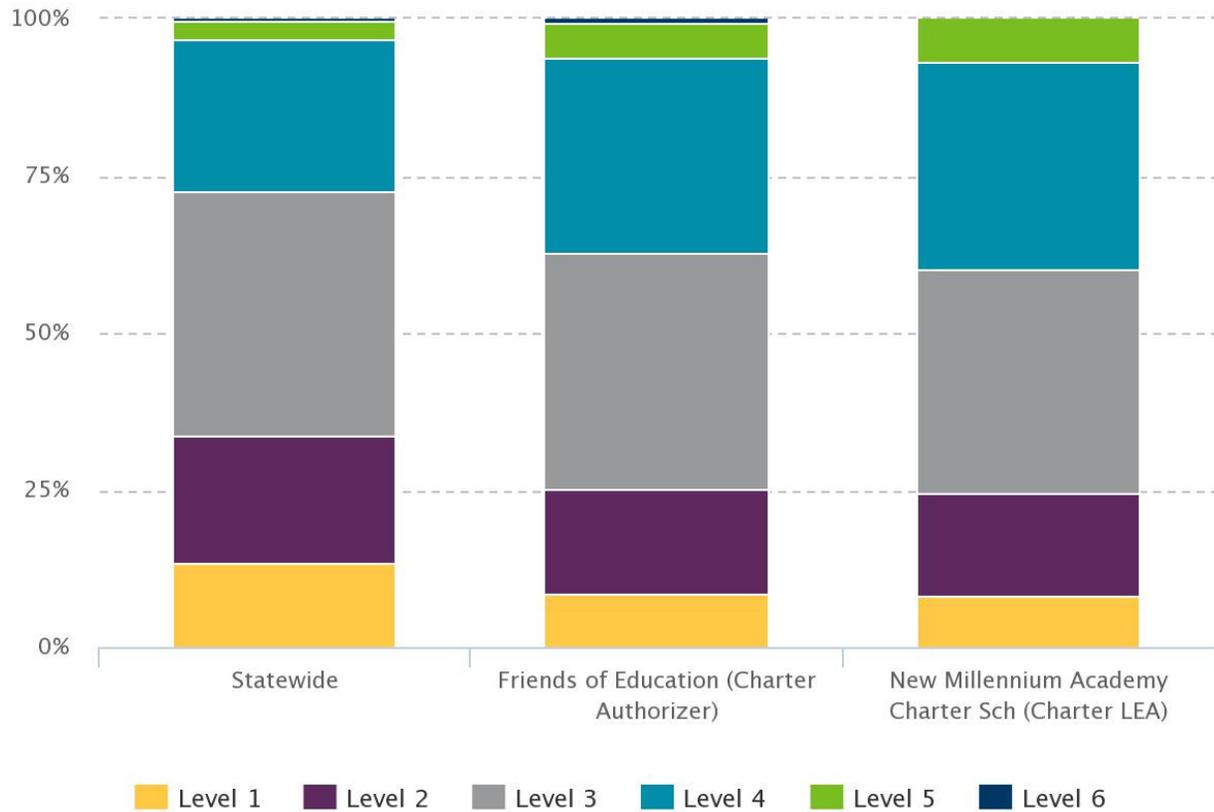
The School continued implementation of DDI summative assessments on a learning cycle of nine-week intervals in all grades for reading and math. The staff will review results with their team and designated DDI leader within 48 hours following the assessment and will re-teach identified components in the learning cycle following the assessment. The School will invite Friends to attend all learning cycle protocol/data meetings to review DDI results. Dates of results review meetings are available at the start of each SY.

ACCESS for ELLs

ACCESS testing and reporting changed in 2016 to a fully online system. Comparative data is not available for any year prior to 2015-2016. While Students do not pass or fail the ACCESS for ELLs or Alternate ACCESS for ELLs, it is the goal of NMA to use this data to capacity students to be able to exit from EL services.

The tests measure an English learner's ability to understand and produce English language, each student receives a language proficiency score from 1(no English) – 6 (proficient). NMA's goal is to move students to a level 5 or 6 in Reading, Writing, Listening and Speaking on the ACCESS test. The charts below shows that NMA is at or above the state level in this measurement of language acquisition and usage. The charts reflect a composite score of all four domains of language production and usage.

It is a goal to have lower percentages of students testing in levels 1, 2 and 3 and higher percentages testing in levels 4, 5 and 6 as they near the level of proficiency to exit from EL services.



ACCESS Test – Overall Composite Score – all grade levels

Measure	Level					
	6	Level 5	Level 4	Level 3	Level 2	Level 1
Statewide	0.2%	3.2%	24.0%	38.8%	20.3%	13.5%
	121	2,178	16,241	26,323	13,782	9,129
Friends of Education (Charter Authorizer)	0.6%	5.6%	30.9%	37.6%	16.8%	8.5%
	7	66	367	447	200	101
New Millennium Academy Charter Sch (Charter LEA)	0.0%	6.8%	33.2%	35.5%	16.2%	8.3%
	0	33	160	171	78	40

Read Well by Third Grade

*Note: The NCLB MN Waiver remained in effect until August 1, 2016. The goals set for 2015-16 for achievement gap reduction reflect the last year of that set of achievement targets.

Results for K-2 Reading progress:

All students grade K-2 are given the A to Z Reading assessment in the Fall and Spring. Grade level teachers assess their classrooms and report back to their PLC teams and develop instructional interventions to support student learning.

Learning A-Z Grade level Reading Guide is administered two times a year (Fall and Spring).

Figure 1: NMA - Learning A-Z Grade Level Reading Guide Data

Developmental Stages	Grade	End of the Year Performance Goal	2017 % of students Reaching Goal
Emergent	Kindergarten	Level D	64%
Emergent/Early	First Grade	Level J	59%
Early/Fluent	Second Grade	Level P	61%

- A to Z Reading: Reported students in grade K-2, reported a 98% full year gains from Fall to Spring.

Data Source:

<http://www.newmillenniumacademy.org/files/221985/nma%20literacy%20plan%202017-2018.final.pdf>

By looking at our K-2 Reading progress, NMA can better target learning and remediation and therefore increase reading proficiency before Third Grade.

2017 Third Grade MCA data show a static trend in Reading proficiency from 2016 to 2017.

MCA III/MTAS Reading Trends: Reset thru 2017

New Millennium Academy			Enrolled Oct 1				
Reading MCA II		READING MCA III					
		Reset Year					
	2011	2012	2013	2014	2015	2016	2017
3rd	Data not comparable	Data not comparable	15.6	7.1	32.8	21.6	20

Career and College Readiness

GOAL: During the 2016 – 17 school year, NMA Eighth grade (enrolled by Oct 1, 2016) will maintain a proficiency score at or above the MN State 8th grade average proficiency in Math as indicated by MCA III results.

2017 MCA III – Math – 8th Grade – enrolled Oct 1, 2016

Organization Name	Percent Proficient
Statewide	59.6%
New Millennium Academy Charter School (Charter LEA)	65.5%

Data source: http://rc.education.state.mn.us/#testResults/orgId--74143000000__groupType--district__test--allAccount__subject--M__year--2017__grade--08__categories--oct1__p--5

RESULT: Goal Met - NMA 2017 Eighth Grade MCAIII Math proficiency goal is 59.6%. NMA 2017 Eighth Grade MCAIII Math proficiency level was 65.5% - exceeding by 5.9%. In 2016-17, NMA 8th graders show they are on track for strong success in high school, college and careers exceeding the state average in Math.

GOAL: During the 2016 – 17 school year, NMA Eighth grade (enrolled by Oct 1, 2016) will no lower than 15 percentage points of the MN State 8th grade average proficiency in Reading as indicated by MCA III results.

2017 MCA III – Math – 8th Grade – enrolled Oct 1, 2016

Organization Name	Percent Proficient
Statewide	59.9%
New Millennium Academy Charter School (Charter LEA)	41.8%

RESULT: Goal Not Met - NMA 2017 Eighth Grade MCAIII Reading proficiency goal is 44.9% (59.9%-15%). NMA 2017 Eighth Grade MCAIII Math proficiency level was 41.8% - lower by 3.1%. In 2016-17, NMA 8th graders show they gained over their previous year (2016 as 7th graders 40.4%).

High school, college and career exposures are integral component to the New Millennium Academy experience. Our students are engaged in daily discussions or exposures to the reality of attaining secondary and post-secondary educations, along with on-going dialogue about career possibilities. In the simplest form, staff engage in conversations with students about what they aspire to be when they grow up (grades k-2). Students are asked to convey their dream career through the forms of drawing and short passages. From there, older students begin exploring the academic process and expectations that will lead to them achieving their career of choice (grades 3-5), through researching and presenting about the biographies of significant/successful adults/persons. This helps them to expand upon their own aspirations and refine their own sense of self-discovery; contributing to further thinking about the details of their future. The eldest students in the school (grades 6-8) have a very distinct immersion process into high school, college and career planning and exploration. New Millennium Academy Middle School staff, along with their Dean of Students, work together to develop a robust plan to engage students in conversations about high school, college and career readiness.

For the 2016-2017 school year, New Millennium Academy students in grades 6-8 were able to participate in numerous high school, college and career readiness exposures and activities. Below is a summary of items that were provided for students.

- Students took the *8th Grade college Readiness* assessment to measure understanding of English, math, reading, science. They met with the Dean of Students and the School Counselor to review which subject area(s) they exhibited strength in. The Dean and Counselor worked with students to identify possible careers that would correspond well to their identified subject strength
- In the fall, a school counselor from Patrick Henry High School and Champ[lin] Park High School came in to speak to students about high school readiness
- Brought in Dr. Paul Finkelman, a Professor of Law from the University of Pennsylvania School of Law, to speak to students about the importance of maintaining a good academic record into and throughout high school to be eligible to enroll into an accredited college institution. There was also discussion on what to expect at the collegiate level of learning
- Several College Campus field trips were available to students including University of Minnesota, Mankato State University and St. Olaf College.

MANAGEMENT AND FINANCIAL

MANAGEMENT OF NEW MILLENNIUM ACADEMY

New Millennium Academy is independently managed by its school board and administrative staff. New Millennium Academy has made many adjustments the past year and is on track for success. The dedicated staff made a difference in the lives of the students, especially the large population of English language learners that attend the school. The teachers have very high standards for themselves and their students—which translates into high quality learning. Administration and teachers agree that the priority at NMA is learning and growth. One intangible that continued this past school year was the eagerness of the students - they want to be at school and they want more homework. The parents are thankful for the benefits of the school and are excited that their kids are reading. New membership in the PAC (Parent Advisory Council) has been a strong benefit to the school.

NMA successfully moved to a new location – 5105 Brooklyn Blvd, Brooklyn Center, MN – as the building project of the new school was completed. Occupation of the building was turned over on August 11, 2016 and school started on time on September 6, 2016. The gymnasium was completed at the end of November with painted court lines and electronic basketball hoops following in December.

Management of the move and the outfitting of the building with school equipment was a huge task. On top of the already busy schedule of school starting – parents, students, friends and staff were excited at the crowd that came out for Open House 2016!

FRIENDS OF EDUCATION OVERSIGHT PROGRAM

Friends of Education (Friends) has been the sponsor for New Millennium Academy since the schools inception and the sponsorship charter has been renewed through the 2020. The Academy's liaison at Friends and contact information is:

Elizabeth Topoluk, Charter School Liaison

Friends of Education
200 Lake Street, Wayzata, MN 55391
Telephone 952-475-7053
Email: topoluk@TCFBank.com

Friends monitors the three critical areas of charter school operations: academic performance, finance, and reporting and legal compliance. The monitoring program 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 to measure student performance, 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 the academy. Generally, however, testing data is reviewed regularly to ensure that the goals of the Academy are being met, both in terms of individual student performance and for the school as a whole. Testing data is viewed alongside other schools to help review performance. Friends and NMA recognize both the uniqueness of the NMA student population and the importance of their success in the larger community.
 - b) **Site Visits.** Friends engages in both unannounced and scheduled site visits. Feedback is provided and the visits serve as a platform for continued discussion of support and ongoing improvement.
 - c) **Annual Reports.** Friends requires that the Academy prepare an annual report (this report) which details the school's evaluation of meeting each its academic performance goals.
2. **Finance.** Friends' oversight of financial affairs is accomplished primarily through a review of financial statements and the independent audit.

- a) **Financial Statements.** Prior to July 1 each year, the school must submit to Friends an annual budget for the upcoming school year that has been 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 include explanations for all items exceeding budget and the manner in which the excess items will be resolved. Friends strongly encourages that its sponsored schools utilize a recognized provider of accounting services for charter schools in the initial years of operation.

- b) **Independent Audit.** By December 15 each year, the Academy 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 are conducted and 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 Minnesota Department of Education.

- a) Governance. The Academy 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 an unannounced basis and is available to attend specific meetings upon request by the Academy.
- b) Annual Reports. Friends requires the Academy to submit an annual report that details the school's evaluation of meeting MN State reporting requirements.
- d) c) Site Visits. Friends engages in both scheduled and unannounced site visits. Feedback is provided and the visits serve as a platform for continued discussion of support and ongoing improvement.

FINANCES

The school contracts with BerganKDV to provide accounting and financial management services for the school. Questions regarding school finances and for complete financials for 2016-17 and/or an organizational budget for 2017-18, contact:

Position: Chuck Herdegen, Business Manager
 Phone: 651-463-2233
 Email: chuck.herdegen@bergankdv.com

Information presented below is derived from preliminary audited figures. The full financial audit will be completed and presented to Minnesota Department of Education and Friends of Education no later than December 31, 2017.

FY17 Finances	General Fund	Food Service Fund
Total Revenues	8,655,816	631,278
Total Expenditures	8,536,567	571,929
Net Income	119,249	59,349
Total Fund Balance	3,892,447	59,349

Overview

The school exceeded its enrollment targets for the year (664 actual ADM compared to 660 budgeted) so state aids were in line with budget. The state's holdback remained at 10%, which improved the school's cash flow position.

Revenues

General Fund

General Education, Charter School Lease, and Facility Maintenance aids exceeded the budget by \$16,773 due to a higher enrollment than projected and students served. The school spent less on special education programs from what was projected; hence there was a corresponding decrease from the budget for state and federal special education aids. General Fund revenues came from the following sources:

State Aids and Grants: \$8,190,121

Federal Aids and Grants: \$358,234

Fees Collected and other Miscellaneous Revenues: \$107,461

Food Services Fund

The programs operated in the Food Service fund operated at a surplus, with program expenses less than revenues collected, resulting in a positive ending fund balance. The school received state and federal reimbursements for meals served to students. During the year the Food Service fund had revenues from:

State Sources: \$16,138

Federal Sources: \$609,235

Sale of Lunches and Other Local Revenues: \$5,905

Expenses

General Fund

The school's largest expense was for employee salaries and benefits (\$4,671,182), an increase of 5% due in part to additional positions added during the year because of an increase in student enrollment. The school's second largest expense was for the leases on its school building (\$1,045,711). Other expenses incurred by the school were for:

Purchased Services (including building utilities): \$1,994,098

Supplies and Instructional Materials Purchased: \$278,742

Building Improvements, Equipment (including technology equipment and equipment for new school building): \$520,433

Memberships and Other Fees: \$26,401

Food Service Fund

Expenses in the Food Service fund for meals and after school snacks served consisted of:

Salaries, Wages, and Benefits: \$21,366

Contracted Services: \$8,140

Meals and Other Supplies Purchased: \$540,797

Other Fees: \$1,626

Net Income and Fund Balance

The net income of \$178,598 in all funds resulted in an ending fund balance of \$3,951,796 for the year, or 43.4% of current expenditures. The school's fund balance continues to remain strong each year and exceeds the school's fund balance goal.

School Year	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17*
Revenues	\$5,141,446	\$5,753,526	\$6,628,574	\$6,229,075	\$6,930,802	\$8,277,334	\$9,287,094
Expenditures	<u>\$4,538,057</u>	<u>\$5,440,370</u>	<u>\$6,253,060</u>	<u>\$6,138,896</u>	<u>\$6,910,380</u>	<u>\$7,506,844</u>	<u>\$9,108,496</u>
Excess	\$603,389	\$313,156	\$375,514	\$90,179	\$20,422	\$770,490	\$178,598
Beginning Fund Balance	\$1,600,047	\$2,203,436	\$2,516,592	\$2,892,106	\$2,982,285	\$3,002,707	\$3,773,197
Ending Fund Balance	\$2,203,436	\$2,516,592	\$2,892,106	\$2,982,285	\$3,002,707	\$3,773,197	\$3,951,795
Percent of Expenditures	48.6%	46.3%	46.3%	48.6%	43.5%	50.3%	43.4%

* Unaudited Data

COMPLIANCE WITH FEDERAL, STATE AND LOCAL REQUIREMENTS

New Millennium Academy is in full compliance with all known regulations and laws, including MDE requirements for the reporting of UFARS financial data, MARSS student data, and STARS personnel data. The annual financial audit for the year ending June 30, 2017 is in process, and will be completed by November 30, 2017. Relative to safety, the school building is licensed for school use by the City of Brooklyn Center, Hennepin County and is regularly inspected as required. Required drills (fire, tornado, and evacuation) are conducted and documented. The school also complies with mandatory attendance requirements, state regulations regarding graduation requirements, regulations related to length of school year and school day, alignment with the state content standards, and state testing requirements in all areas.

ACCOMPLISHMENTS AND CHALLENGES

ACCOMPLISHMENTS IN 2016-2017

- ◆ Move into 5105 Brooklyn Blvd building
- ◆ Met and exceeded enrollment projections
- ◆ Expansion of academic offerings - all-year PE for Middle School Students
- ◆ Expansion of academic offerings – Technology Class for all students K – 8
- ◆ Expansion of academic offerings – all-year Hmong for K , 1 and 2
- ◆ Teacher Observation Protocol was based on the SIOP/Sheltered Instruction Model – moved to a tiered system for observation based on experience and progress
- ◆ The Academy made great efforts and was rewarded with very high involvement of parents in Academy parent-teacher conferences (93%) and special events such as Hmong New Year and The NMA Carnival (75 - 80%);
- ◆ Continued school wide strategies and programs to support students.

- ◆ Restructured departments and responsibilities in the administrative personnel to accommodate the growth of the academy.
- ◆ Added Academic Coaches for further teacher/academic support
- ◆ Added an Assistant Principal in September
- ◆ Added a Principal in February
- ◆ Former student – HS Graduate 2017) received a \$20,000 Academic College Scholarship

Strengths

- The implementation of the NMA Teacher Development and Evaluation process
- The staff works diligently to develop positive relationships with students and their families to support and increase student achievement.
- Academic Coaching is well received by the teaching staff
- Student population growth continues strong throughout the year
- Piloted a writing curriculum that was part of the 15-16 grant and learning process through U of M Writing Center for development of writing structures within the school. Well received by staff and students. Recommend full implementation for 2017-2018.

Challenges

- ◆ A significant percentage (75%+) of children enrolled by age five for Kindergarten continue to arrive with skills (social, language and academic) far below the norm
- ◆ Expectations for writing beginning to be clarified in all grade levels and a vertical curriculum map developed.
- ◆ ACCESS Testing continues to be high stakes and creates challenges due to our high volume of EL students that require online testing.
- ◆ Lower MCA III scores of proficiency in both Math and Reading

COMMUNITY AND PARENT CONNECTIONS

Annual Report Supplement – 12.1.16

Re: MN Statute 124E.17

124E.17 DISSEMINATION OF INFORMATION.

Subdivision 1. Charter school information. (a) Authorizers and the department must disseminate information to the public on how to form and operate a charter school. Charter schools must disseminate information about how to use the offerings of a charter school. Targeted groups include low-income families and communities, students of color, and students who are at risk of academic failure. (b) Authorizers, operators, and the department also may disseminate information about the successful best practices in teaching and learning demonstrated by charter schools.

New Millennium Academy disseminates information regarding its offerings and successes in a variety of ways throughout the year. Administration team members, teachers, parents, board members and support staff are all available to answer questions at events and on site. Communication with parents on opportunities always includes written information in both English and Hmong. In addition, we utilize our 'school reach' phone tree for verbal information in order to insure all families have an opportunity to receive information and participate.

July – Dec 2016

We participate in a variety of community events including but not limited to:

- July 4th Hmong Freedom Festival – information booth
- Parent Open House – August – community information tables
- Veterans Day Event – parents and community invited
- Hmong New Year Festival (Community) – information booth
- Hmong New Year Festival (School) – community information tables

We offer many opportunities for parent exposure to our programs:

- Curriculum Nights - two per year
- ELL/Special Ed Services night – one per year
- Parent Advisory Meetings - monthly
- Open House - one in August, several throughout the summer
- Parent Engagement Class (one class series in Fall) – helping with cultural understanding and partnering with parents

We communicate with parents regarding the academic supports available after school hours:

- Targeted Tutoring
 - grades 3 – 8
 - targeted for students just below grade level as measured by MCA the previous year or staff/teacher recommendation
- Homework Help
 - missing late homework
 - extended absence support
 - additional technology/computer time

We communicate with parents regularly regarding the social-emotional-physical supports offered afterschool hours:

- Sports Intramural Flag Football and Volleyball
- Girl Scouts
- Boys Scouts
- Dance Groups – partnered with Asia Media Access

We offer broader community involvement:

- North Central College Teacher Preparation opportunity for practicum students
- Toys for Tots – host site, staff on hand to answer questions for community

Jan – June 2017

We participate in a variety of community events including but not limited to:

- Community Open House
- Charter School events for recruiting both students and teachers - table

We offer many opportunities for parent exposure to our programs:

- Curriculum Nights - two per year
- ELL/Special Ed Services night – one per year
- Parent Advisory Meetings - monthly
- Parent Engagement Class (one series in Spring) – helping with cultural understanding and partnering with parents. Twenty parents graduated the class in May of 2017.

We communicate with parents regarding the academic supports available after school hours:

- Summer School
 - incoming grades K – 7
 - targeted for those just under grade level
 - ESY students
 - all students welcome
- Targeted Tutoring
 - grades 2 – 8
 - targeted for students just below grade level as measured by MCA the previous year or staff/teacher recommendation
- Homework Help
 - missing late homework
 - extended absence support
 - additional technology/computer time

We communicate with parents regularly regarding the social-emotional-physical supports offered afterschool hours:

- Sports Interscholastic Flag Football and Volleyball
- Girl Scouts
- Boys Scouts

We offer broader community involvement:

- North Central College Teacher Preparation opportunity for practicum students
- St. Jane House Urban College Experience program – host site for 6 – 9 college students for a week of charter school and urban understanding.

SCHOOL GOVERNANCE: SCHOOL BOARD AND STAFF

Updated: August 12, 2016

Board Member Information			
	Name/ Officer Designation	Term	Position
1	Mai Lee Yang (Vice Chair)	July 2015-2017 Elected: June 2015 Seated July 9, 2017	Community Member
2	Mai Ying Vang	July 2015-2017 Elected: June 2015 Seated July 9, 2016	Parent
3	Heidi Pendroy	July 2015-2017 Elected: June 2015 Seated July 9, 2015	Teacher
4	Jill Drum (Secretary)	July 2015-2017 Elected: June 2015 Seated July 9, 2016	Teacher
5	Sean Lee	July 2016-2018 Elected: May 2016 Seated July 14, 2016	Parent
6	Neng Heur	July 2016-2018 Elected: May 2016 Seated July 14, 2016	Community Member
7	See Xiong	July 2016-2018 Elected: May 2016 Seated July 14, 2016	Community Member
8	Terry Xiong	July 2016-2018 Elected: May 2016 Seated July 14, 2016	Community Member
9	My Nang Thao	July 2016-2018 Seated: August 4, 2016	Parent
10	Yee Yang		Executive Director
11	Chuck Herdegen		Business Manager

Updated: December 10, 2016

Board Member Information			
	Name/ Officer Designation	Term	Position
1	Mai Lee Yang	July 2015-2017 Elected: June 2015 Seated July 9, 2017	Community Member

2	Mai Ying Vang	July 2015-2017 Elected: June 2015 Seated July 9, 2016	Parent
3	Heidi Pendroy	July 2015-2017 Elected: June 2015 Seated July 9, 2015	Teacher
4	Jill Drum (Secretary)	July 2015-2017 Elected: June 2015 Seated July 9, 2016	Teacher
5	Sean Lee	July 2016-2018 Elected: May 2016 Seated July 14, 2016	Parent
6	Neng Heur	July 2016-2018 Elected: May 2016 Seated July 14, 2016	Community Member
7	See Xiong (Chair)	July 2016-2018 Elected: May 2016 Seated July 14, 2016	Community Member
8	Terry Xiong	July 2016-2018 Elected: May 2016 Seated July 14, 2016	Community Member
9	My Nang Thao (Vice Chair)	July 2016-2018 Seated: August 4, 2016	Parent

10	Yee Yang		Executive Director
11	Chuck Herdegen		Business Manager

Updated: March 24, 2017

Board Member Information			
	Name/ Officer Designation	Term	Position
1		July 2015-2017 Elected: Seated July 9, 2016	Community Member
2	Mai Ying Vang	July 2015-2017 Elected: June 2015 Seated July 9, 2015	Parent
3	Heidi Pendroy	July 2015-2017 Elected: June 2015 Seated July 9, 2015	Teacher
4	Jill Drum (Secretary)	July 2015-2017 Elected: June 2015 Seated July 9, 2015	Teacher

5	Sean Lee	July 2016-2018 Elected: May 2016 Seated July 14, 2016	Parent
6	Mee Xiong	July 2016-2018 Appointed: March 2017 Seated March 9, 2017	Community Member
7	See Xiong (Chair)	July 2016-2018 Elected: May 2016 Seated July 14, 2016	Community Member
8	Joanne Hager	July 2016-2018 Appointed: March 2017 Seated March 9, 2017	Community Member
9	My Nang Thao (Vice Chair)	July 2016-2018 Seated: August 4, 2016	Parent
10	Yee Yang		Executive Director
11	Chuck Herdegen		Business Manager

Elections for school board members were held in May 2016 to elect new board members. (seated July 2016)

Board Members were made aware of training requirements and ongoing advisement and training was provided by several entities.

2016 – 2017 STAFF

Administration:

Position	Title	Years employed by NMA	FTE	Returned for 2017-2018
Yee Yang	Executive Director	12	1.0	No
Amy Erickson	Director Of Teaching and Learning (July – April) Director of Compliance (April – June)	5	1.0	Yes
Luis Vanegas	Assistant Principal (September – June)	New SY16-17	1.0	Yes
Halee Vang	Principal (February – June)	New SY16-17	1.0	Yes

SUPPORT STAFF

Position	Title	Years employed by NMA	FTE	Returned for 2017-2018
Joey Lee	Nutrition Administrative Assistant	New SY16-17	1.0	No
Pa Houa Yang	HR Manager	New SY16-17	1.0	Yes
Sarah Thao	Administrative Assistant	New SY16-17	1.0	Yes
Kao Yang	IT administrator	12	1.0	Yes
Thao Lee	IT Support	New SY16-17	1.0	Yes
Kevin Thor	Receptionist/Transportation	New SY16-17	1.0	Yes
Mae Vang	Receptionsit	New 16-17 (through Mar)	1.0	No
Song Her	Receptionist/Programs	New 1-17 (through February)	.8	No
Pang Vang	Reception/Marketing	New 16-17 (through Mar)	1.0	Yes
Kathy Vang	Office Manager (July – March)	5	1.0	No
Sunny Thao	Office Manager (March-June)	New SY16-17	1.0	Yes
Teng Vang	Operation-Safety/Programs	6	1.0	No
Lisa Xiong	Parent Liaison/Health Office	12	1.0	Yes
Chia Vang	Receptionist/Trasport/EA	1	1.0	Yes
Chu Long Vang	Lead Custodain	8	1.0	Yes
Brian Yang	Custodian	2	1.0	No
Wa Yang	Custodian	6	1.0	Yes
Vang Leng Lor	Custodian	6	1.0	Yes
Nancy Yang	Custodian	New SY16-17	.5	No
John Vang	Dean of Students	6	1.0	No
La Her	Dean of Students	New SY16-17	1.0	Yes
Sydney Chang	Counselor/Parent Engagement	New SY16-17	1.0	Yes
Toua Lor	Counselor	4	1.0	Yes
Leslie Bogue	Academic Coach/Testing Coordinator	7	1.0	No
Sandy Shettel	Academic Coach	New SY16-17	1.0	No
Elaine Plum	Academic Coach	New SY16-17 (Aug – Oct)	1.0	No

Teaching Staff 2016-2017 (note the returning staff for 2017-2018)

Staff Member	Grade/Subject Taught	Years employed by NMA	Returned for 2017-2018
Ker Xiong	K	12	Yes
Emily Loose	K	4	Yes
Pa Vang	K	4	Yes
Jamie Bakken	K	New SY16-17	No
Michelle Tengwall	1	3	No
Jenna Flomo	1	5	Yes
Bridget Mealman	1	3	Yes
Bao Cha	2	New SY16-17	Yes
Heidi Pendroy	2	5	Yes
Stephanie Short	2	2	Yes
Veing Chang	3	2	Yes
Patty Gardner	3	3	No
Amy Lee	3	5	No
Jill Drum	4	3	No
Brianna Oseland Singh	4	New SY16-17	Yes
Vue Lor	4	New SY 16-17	Yes
Danielle Kraye	5	2	No
Christine Lee	5	2	Yes
Kristy De Los Reyes	5	5	No
Katelyn Haller	M.S Science	6	Yes
Connie McTavish	M.S Math	New SY16-17 (Aug-Mar)	No
Courtney Bona	M.S Language Art	5	No
Briana Markoff	M.S Language Art	New SY16-17	No
Long Khang	6-8 Social Studies	6	No
Margaret Daniewicz	6-8 ESL / ELL	9	Yes
Gary Giel	Physical Education	8	Yes
Matthew Douglas	Physical Education	New SY16-17	No
Iain Lempke	M.S Math	2	No
Megan Lee	Art Teacher	4	No
Ezekiel Mua	Technology	3	Yes
David Schmitt	Music	2	Yes

Colleen Klein	Special Education	New SY16-17	Yes
Susan Peterson	Special Education	New SY16-17 (Oct)	Yes
Willa Caldwell	Special Education	3	Yes
Susan Gallagher	Special Education	3	Yes
Alison Stueber	Special Education	New SY16-17	No
Lacey Mancl	Speech Pathologist	2	No
Brittany Franet	ELL Teacher	5	No
Christine Brinkman	ELL Teacher	3	No
Xee Chang	ELL Teacher	4	Yes
Heidi Chun	ELL Teacher	2	No
Vicki Svanoe	Intervention Teacher	5	No
Ka Youa Yang	Intervention Teacher	1	Yes
Lao Pao Yang	Hmong Literacy	New SY16-17	No
Meng Vang	Hmong Literacy	New SY 16-17	Yes
Joel Blanchfield	LT Sub – MS Science	New SY16-17	No
Jonathon Pierpont	LT Sub – MS Math	New SY16-17	No

Paraprofessional

Staff Member	Grade/Subject Taught	Years employed by NMA	Returned for 2017-2018
Alanna Yang	Paraprofessional	10	Yes
Chia Lee	Paraprofessional	New SY16-17	Yes
Cheng Vang	Paraprofessional	7	Yes
Chelsea Wegner	Paraprofessional	3	No
Kaethe Eltawely	Paraprofessional	3	Yes
Kathy G. Vang	Paraprofessional	5	No
Pa Nou Her	Paraprofessional	2	No
Pa Houa Her	Paraprofessional	3	Yes
Mai Yang Lor	Paraprofessional	New SY16-17	Yes
Mai Kia Vang	Paraprofessional	12	Yes
Vapor Khang	Paraprofessional	4	Yes
Mai Houa Vue	Paraprofessional	5	Yes
Mary Sourivong	Paraprofessional	10	Yes
Meng Mao Kha	Paraprofessional	New SY16-17	No
Tommy Yang	Paraprofessional	New SY16-17	Yes
Tou Thao	Building Sub	New SY16-17	Yes
Brenda Johnson	Paraprofessional	New SY16-17 PT	No
Mary Faith Gallagher	Paraprofessional	New SY16-17	Yes

Kaonue Xiong	Paraprofessional	New SY16-17	Yes
Wa Lor	Paraprofessional	4	No
Eli Robiner	Paraprofessional	New SY16-17	Yes
Neng Thao	Paraprofessional	New SY16-17	Yes