



**Annual Report**  
for  
**Nova Classical Academy**  
4098-07  
**2014**

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Annual Report on Curriculum, Instruction, and Student Achievement  
Nova Classical Academy District #4098-07  
2014 School Year

**INTRODUCTION**

***Mission Statement***

In a supportive community and through a systematic, accelerated college-preparatory education in the classical tradition, Nova Classical Academy challenges its students to develop intellect, to attain the habits of learning and mastery, and to live a virtuous life of duty and ideals.

***Profile***

Nova Classical Academy was started by three parents who wanted a more rigorous education for their children. The school they founded was the first public school in Minnesota to offer a classical education where the students would not only learn subjects, but virtue as well. Most importantly, Nova was created to be a school where students are taught how to think and how to apply their knowledge in different situations.

***Educational Philosophy***

Nova Classical Academy seeks to form young adults who possess the moral virtues (Prudence, Justice, Fortitude, and Temperance) and the intellectual virtues (Wisdom, Understanding, and Science) as articulated in the western tradition in order that they may readily take up the responsibilities of adulthood.

***Authorizer Information***

Authorizer: Friends of Education

Authorizer Contact: Beth Topoluk, Executive Director

Authorizer Address: 200 East Lake Street, Wayzata, MN 55391

Authorizer Contact Duration: Expires June 30, 2017.

## SCHOOL ENROLLMENT

### *Number of Students Enrolled*

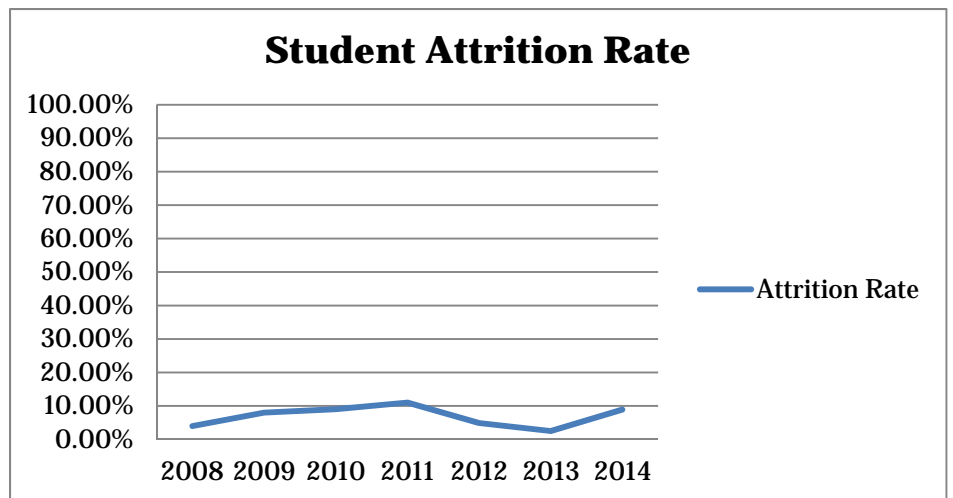
Nova began in the fall of 2003 with 166 students enrolled in Kindergarten through grade 6, with two sections of Kindergarten and one section each in grades 1 through 6. By the 2014 school year, Nova had 882 students in Kindergarten through grade 12 and had four sections of Kindergarten, three sections of 1–8, two sections of 9–11, and one section in grade 12. Even with the expansion in sections, Nova continued to have a long waiting list (900+ students).

### *Key Demographic Trends*

Membership														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2008	40	44	44	48	48	24	42	33	33	0	0	0	0	356
2009	40	44	44	48	48	48	52	51	32	0	0	0	0	407
2010	60	72	72	78	52	53	54	54	48	28	0	0	0	571
2011	60	72	72	78	78	52	54	54	53	37	21	0	0	631
2012	60	72	72	78	78	78	54	54	53	42	37	15	0	693
2013	80	78	78	78	78	78	81	81	81	50	36	32	15	846
2014	80	78	78	78	78	78	79	80	77	65	48	36	28	883
Projected 2015	80	78	78	78	78	78	81	81	79	65	62	45	34	917

## STUDENT ATTRITION

School Year	Attrition Rate
2008	4%
2009	8%
2010	9%
2011	11%
2012	4.9%
2013	2.5%
2014	8.9%



Student Attrition Rates, by grade															
	K	1	2	3	4	5	6	7	8	9	10	11	12		
2013	2	1	2	4	1	2	0	1	3	1	1	3	0	21	
%	2.5%	2.6%	5.1%	1.3%	1.3%	2.6%	0%	1.3%	3.9%	1.8%	2.6%	9.7%	0%	2.5%	
2014	1	5	5	1	5	5	4	4	6	27	6	3	2	74	
%	1.3%	6.4%	6.4%	1.3%	6.4%	6.4%	5.1%	5.1%	7.7%	34.6%	10.9%	7.7%	6.7%	8.9%	

## **Student Attrition Note**

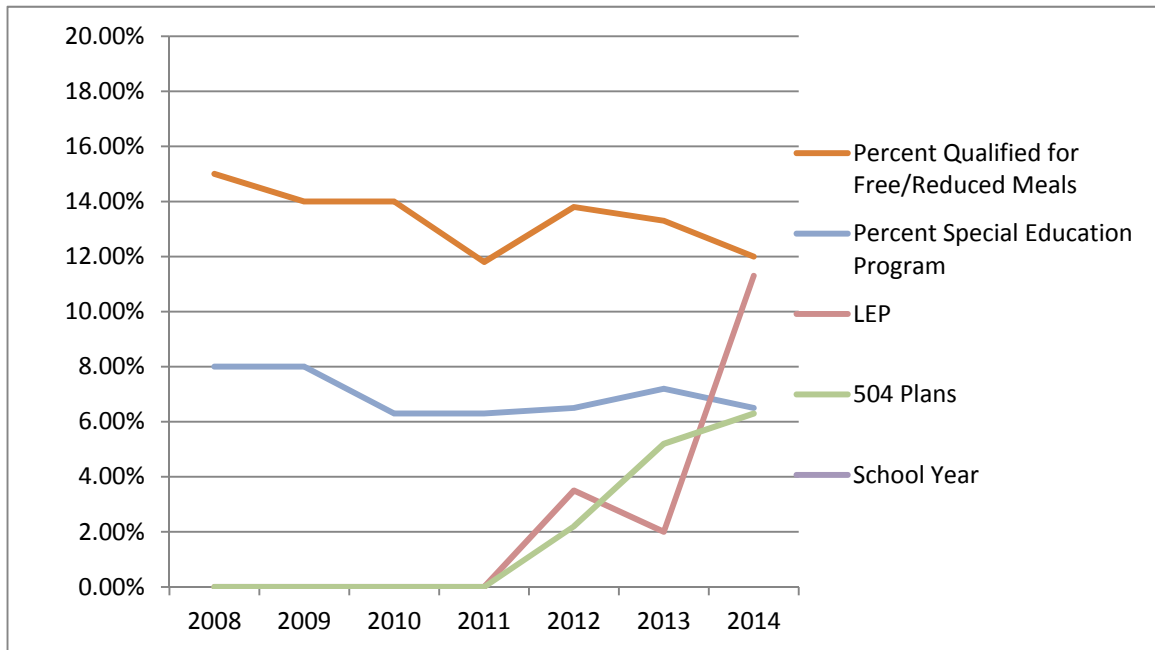
Nova Classical Academy experienced a higher than normal rate of departure for students entering ninth and tenth grades for the 2013-14 school year. Exit interviews would indicate that parents generally expressed support for the Nova Lower School experience, while suggesting the following reasons may have contributed to their withdrawal from the Upper School:

- Too high a degree of rigor and academic pressure
  - Large amount of homework/unrealistic homework expectations.
  - Course sophistication too high (Physics in 8<sup>th</sup> grade; college texts in high school)
  - Lack of honors course weighting (more work without added instruction or GPA).
  - Elimination of standard, daily study hall with in-school teacher tutoring and study.
- Low student morale, poor self-esteem, loss of the joy of learning due to:
  - Strict grading scale
  - Difficulty in pursuing more than one activity (sports, drama, Mock Trial, etc.).
  - Difficulty having a “well-rounded student life.”
  - Concern for elitist mentality that focuses primarily on “the cream of the crop.”
  - Concerns that students that struggle get left behind.
- Sense that student/parent concerns are not well received by the administration.
- Perceived discouragement of parent involvement beyond standard volunteering.
- Shift in culture, class size, and school mission due to rapid school growth.
- Uncertainty about the future of the high school due to attrition, staff changes, etc.

Underlying a number of these comments is the widespread concern that students will be negatively affected when applying for colleges (lower GPA than their work/learning would otherwise earn, etc.).

Nova’s student attrition rate is of great interest and importance to the Board of Directors and school administration. A review of these concerns will be ongoing in 2014-15.

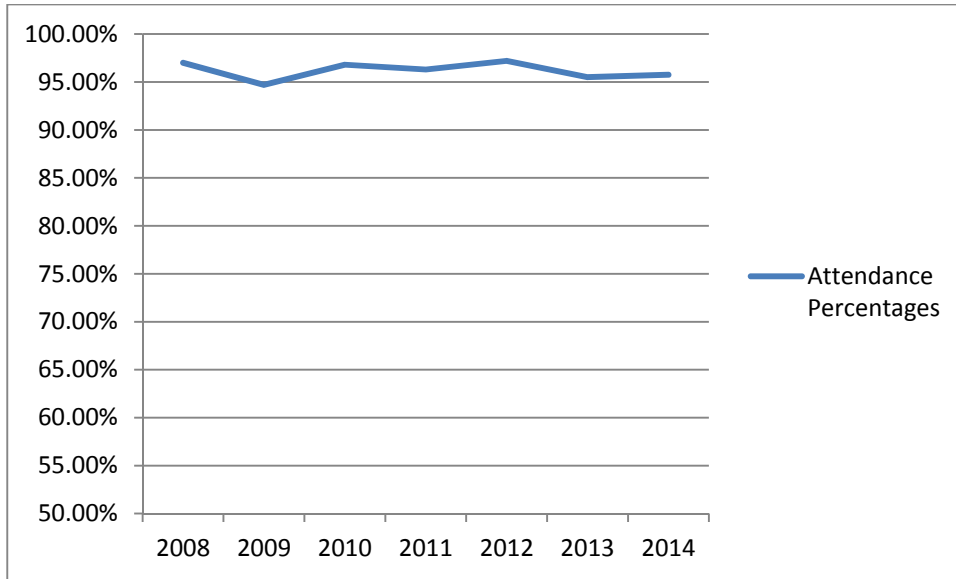
<b>Demographic Information</b>							
	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>
Percent Qualified for Free/Reduced Meals	15%	14%	14%	11.8%	13.8%	13.3%	12%
Percent Special Education Program	8%	8%	6.3%	6.3%	6.5%	7.2%	6.5%
LEP	n/a	n/a	n/a	n/a	3.5%	2.0%	11.3%
504 plans	n/a	n/a	n/a	n/a	2.2%	5.2%	6.3%



<b>State Aid Categories</b>					
	<b>American Indian</b>	<b>Asian/Pacific</b>	<b>Hispanic</b>	<b>Black</b>	<b>White</b>
<b>2013</b>	.01%	8.2%	3.6%	5.3%	72.1%
<b>2014</b>	.2%	9%	3%	6%	82%

## Student Attendance Percentages

	2008	2009	2010	2011	2012	2013	2014
<b>All</b>	97.0%	94.7%	96.8%	96.3%	97.2%	95.5%	95.75%





## GOVERNANCE AND MANAGEMENT

For the 2014 School year Nova Classical Academy had eleven members on the Board of Directors.

### 2014 School Year Charter Public School Board

*This table contains information for ALL board members.*

*2014 Election Date: May 2014*

Name	Board Position	Group (if teacher, FF#)	Date Seated	Term Ends/ Ended	Phone Number	Board Member Training	Meeting Attend. %
Jason Belter	Director	Teacher, 432080	7/2013	6/2016	651.428.5185	12.14.2013	100%
John Bujan	Director	Community Member	7/2012	Resigned 10/2013	612.823.0007	(resigned)	100%
Jeff Ellerd	Director/ Treasurer	Parent	7/2012	6/2015	651.290.2325	12.14.2013	100%
Damon Fraser	Director/ Chair	Parent	7/2013	Resigned 12/2013	612.721.0061	(resigned)	60% (missed 2 of 5 mtgs)
Dan Greenfield	Director	Parent	7/2013	6/2016	651.330.0479	12.14.2013	100%
Karen Groppe	Director	Parent	7/2011	6/2014	651.264.0119	12.14.2013	100%
Andrea Johnson	Director	Parent	7/2012	6/2015	612.729.6627	12.14.2013	92% (missed 1 of 13 mtgs)
Tonya Johnson Nicholie	Director	Community Member	11/2013	6/2014		12.14.2013	78% (missed 2 of 9 mtgs)
Dianne Krizan	Director/ Chair- Elect	Parent	7/2011	6/2014	651.645.7067	12.14.2013	100%
Roxanne Lehman	Director	Community Member	7/2012	6/2015	612.916.2471	12.14.2013	92% (missed 1 of 13 mtgs)
Annie Lewine	Director	Teacher, 458683	10/2013	6/2014	917.621.6926	12.14.2013	90% (missed 1 of 10 mtgs)
Becky Lund	Director/ Secretary	Teacher, 389883	7/2011	6/2014	651.295.2570	12.14.2013	100%
Paul Mason	Director	Parent	1/2014	6/2014	612.851.7740	12.14.2013	100%





## ADMINISTRATORS

Name	File Folder Number	Assignment	Years Employed by the School	Left During 2014	Not Returning 2015
Brian Bloomfield	443123	Executive Director	6	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Jennifer Danforth	364011	Counselor	4	<input type="checkbox"/>	<input type="checkbox"/>
Kristin Kelley	321428	Lower School Director	2	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Miranda Morton	438376	Upper School Director	6	<input type="checkbox"/>	<input type="checkbox"/>

## STAFFING

### *Staffing Information*

Name	File Folder Number	Assignment/ Subject	New in 2014	Left During 2014	Not Returning 2015
1. Laurie Aaronson	419639	Math	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. Jeanie Anderson	437857	Music	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Ann Antus	232120	Special Education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Christopher Bauleke	474582	History	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5. Jason Belter	432080	Science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Patricia Bodenstab	209167	First Grade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Nancy Broen	397048	History	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Laura Burkhardt	375931	Art	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Kristin Chirafisi	471423	Reading	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Nicholas Conlin	476701	Spanish	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Marlo Corletto	411665	Kindergarten	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. George Dalbo	454577	History	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
13. Megan Daoust	397162	Second Grade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Sotheary Duong	300165	Math	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15. Joseph Early	475845	Math	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Brandon Foat	408188	History	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Joshua Garvin	433596	Latin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Jennifer Granneman	463730	Fourth grade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Matt Granoff	459227	Language Arts	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Laura Heuett (Buri)	441724	Fifth Grade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Nicole Hoiland	367504	Art	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Lindsay Huizenga	475851	Special Education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. Heather Isernhagen	462829	Science	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. Melissa Johnson	462224	Latin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. Sara Knudsen	397730	Kindergarten	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. Rita Laugerman	418810	Math	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. Jin-Seop Lee	456168	Math	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
28. Annie Lewine	458683	Latin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Name</b>	<b>File Folder Number</b>	<b>Assignment/ Subject</b>	<b>New in 2014</b>	<b>Left During 2014</b>	<b>Not Returning 2015</b>
29. Chad Long	410502	Third Grade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. Rebecca Lund	389883	Second Grade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. Maria Marchand	411039	Fourth Grade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. Hannah Martin	435010	First Grade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. Jonathan Martin	446476	Physical Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34. Alyson McCann	467067	Fourth grade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35. Margaret McCarney	456216	Language Arts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36. Kathleen McLarn	412625	Fifth Grade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37. Emma Miles	439105	Phys. Ed./Health	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
38. Robyn Pal-Freeman	461316	Language Arts	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
39. Michael Pelofski	436269	Science	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40. Brittany Peltier	441418	PE/Health	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41. Heidi Reynolds	442587	Latin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42. Christian Rovn	372404	Phys. Ed./Health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43. Diane Rude	446587	Math	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
44. Jenna Schlatter	467559	Third Grade	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
45. Courtney Schleunder	445809	Special Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
46. Ted Sexton	452355	Language Arts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
47. Chris Shepard	466387	History	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
48. Jo Shultz	445885	Kindergarten	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
49. Regina Zelinka Smith	410775	Kindergarten	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
50. Dana Stack	474792	Latin	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
51. Michelle Steingraeber	433863	First Grade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
52. Kimberly Strand	425938	Science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
53. Sarah Taylor	421853	Language Arts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
54. Traci Taylor	398736	Second Grade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
55. Sarah Thuente	427889	ESL	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
56. Sherry Tokkesdal	380423	Third Grade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
57. Katie Tuma	290613	Art	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
58. Rebecca Urbrock	408803	Music	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
59. Laura Westrum	401216	Fifth grade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
60. Susan Whalen	447286	Language Arts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
61. Renae Williams	396488	Music	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
62. Rachel Zinter	406160	Math	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

In addition to the licensed teachers listed above, Nova Classical Academy also employed 19 Education Assistants and administrative and support personnel (Business Manager, Assistant Business Manager, Director of Relations, Director of Student Support Services, Operations Director, Lunch Coordinator, Maintenance, Assistant Maintenance, two Office Managers, one Project Manager, one Receptionist, and one Student Activities Director).

## Staff Retention Percentages

	<b>2012</b>	<b>2013</b>	<b>2014</b>
Faculty	93.6%	90.7%	87.1%
Educational Support	43.8%	100%	47.8%
Program Support	71.4%	100%	87.5%
Administration	83.3%	100%	75%
<b>Total</b>	<b>75%</b>	<b>94.5%</b>	<b>78%</b>



## FINANCES

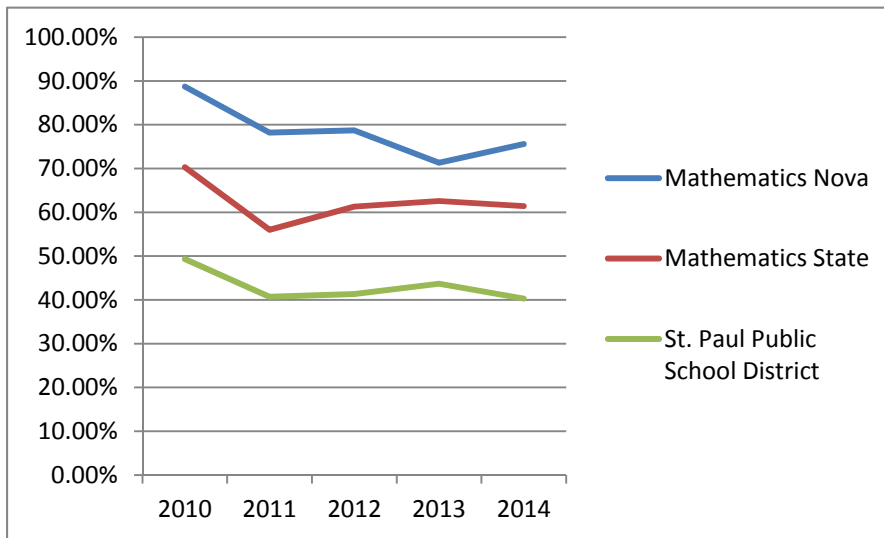
Nova ended the 2013 fiscal year with a 19.5% audited fund balance. During the 2013-2014 school year Nova Classical Academy made an MDE-approved donation of \$262,500.00 to Friends of Nova, our affiliated building company, for the purchase of land adjacent to our current building. This land was immediately put to use as an expanded playground and practice field for Nova students. Nova will end the 2014 fiscal year with an unaudited fund balance of 18% due to this expenditure. Nova will re-establish the goal of creating a fund balance of at least 20% for years to come.

## ACADEMIC PERFORMANCE

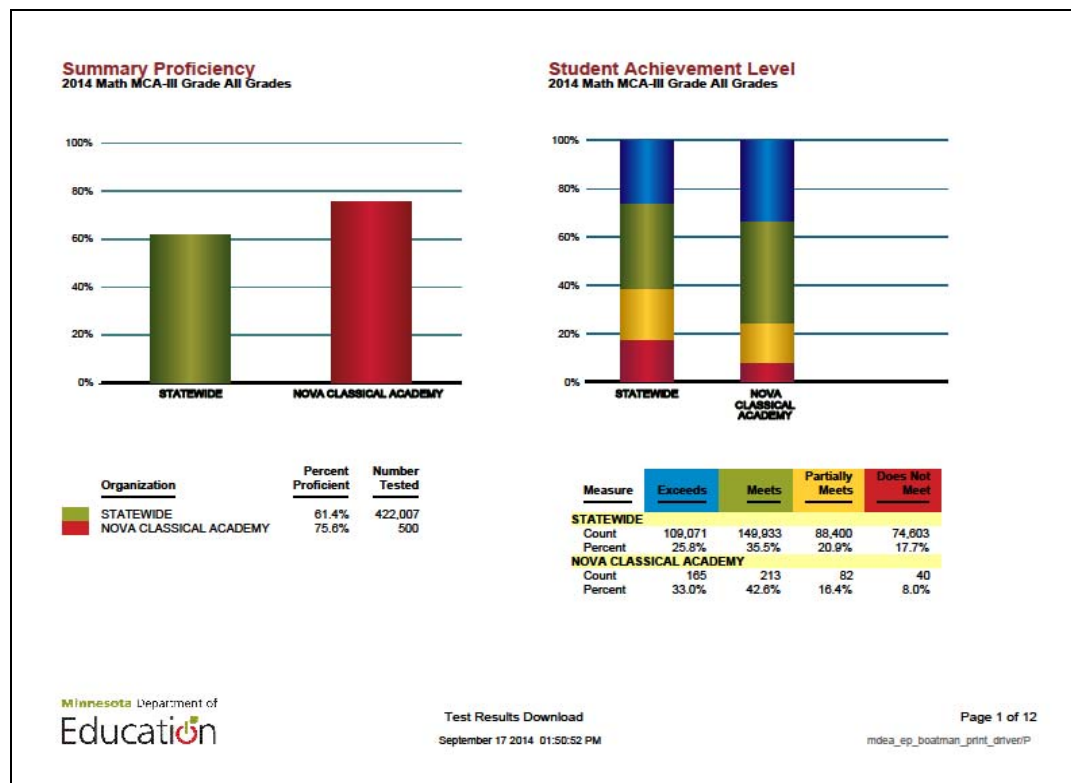
Nova Classical Academy administers the MCA examinations to all students in grades 3–8 and relevant high school students to measure math, reading, and science proficiency relative to Minnesota State Academic Standards over time.

**Figure 7a**

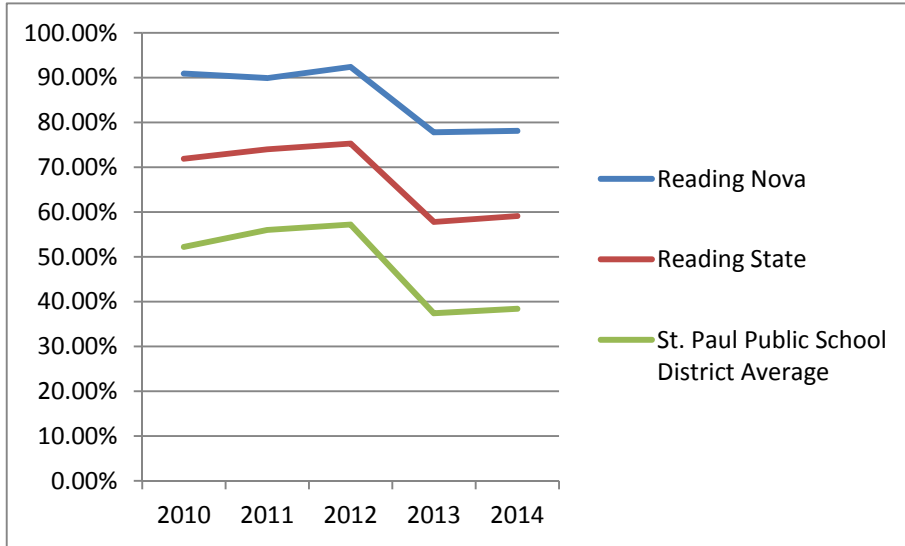
Trend in Student Math Proficiency 2010–2014 as Measured by MCA-II/III



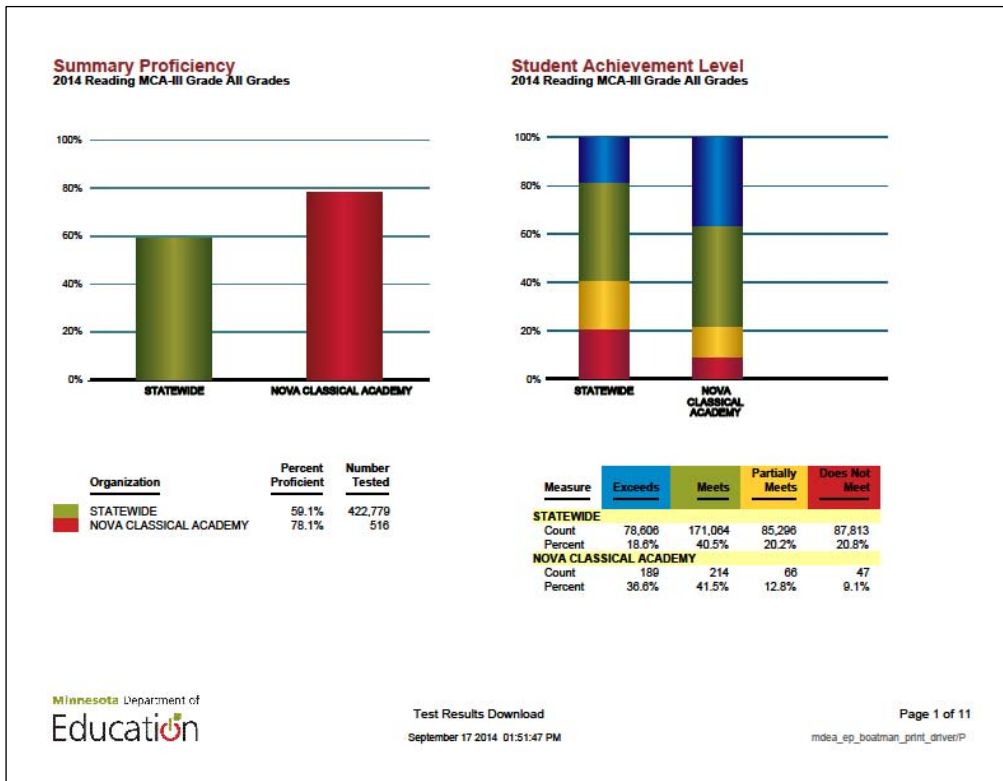
*Math proficiency at Nova Classical Academy exceeds state proficiency averages and has since 2006.*



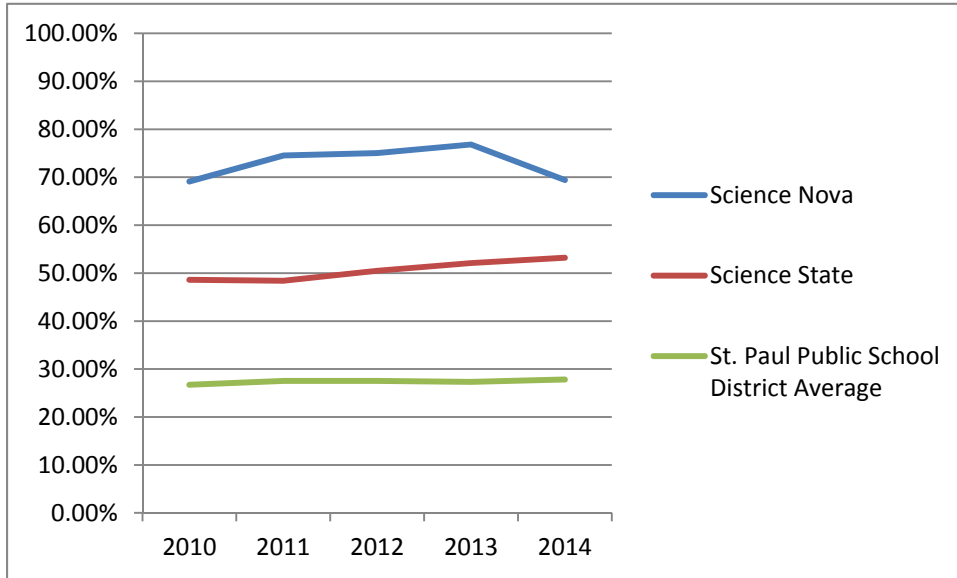
**Figure 7b**  
**Trend in Student Reading Proficiency 2010–2014 as Measured by MCA-II/III**



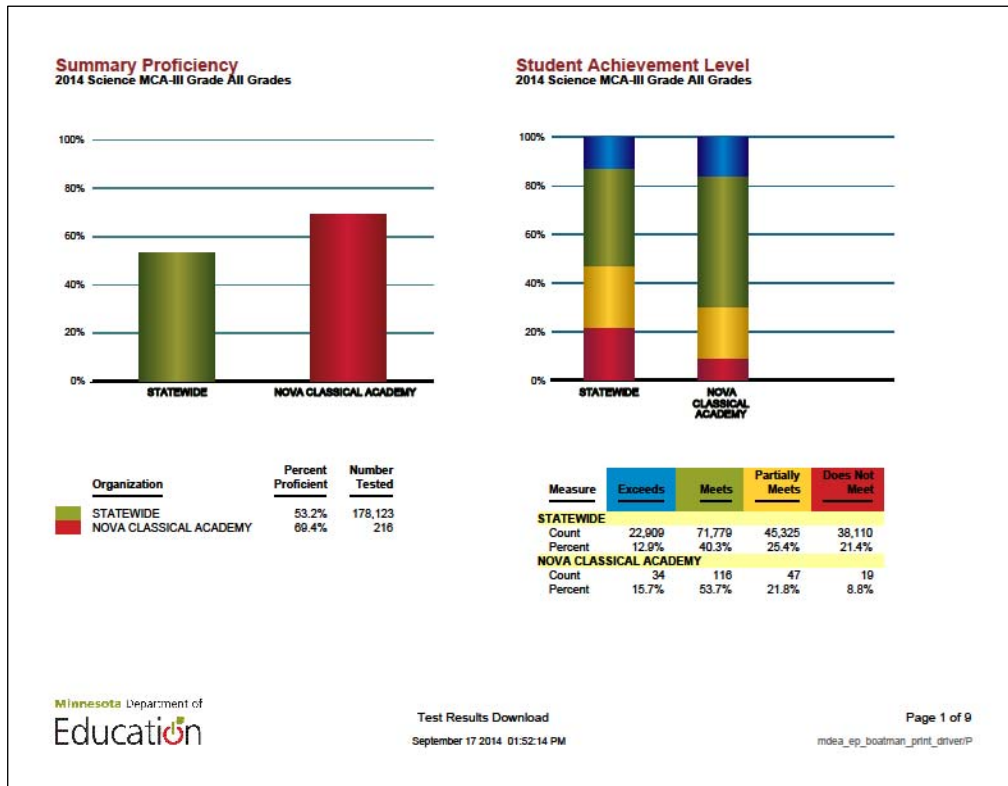
*Reading proficiency at Nova Classical Academy exceeds state proficiency averages and has since 2006.*



**Figure 7c**  
**Trend in Student Science Proficiency 2010–2014 as Measured by MCA-II/III**



*Science proficiency at Nova Classical Academy exceeds state proficiency averages and has since 2006.*





### ***ERB Data***

Each year Nova tests and benchmarks students in grades 3–8 using the ERB test (Education Records Bureau CTP4). The test is administered twice per year: once in the autumn and once in the spring. Students test in 7–8 areas and their scores are compared against those of their peers in three groups:

1. Nation
2. Suburban schools
3. Independent schools

Data is used to track individual student growth and target grade-level program initiatives. A sample report (from Spring 2013, national norms only) is attached to this Annual report in the Appendix.

### ***AIMSWEB Data***

Students in grades K–5 are assessed three times per year on their reading levels using the AIMSWeb test. These assessments are used internally for reading instruction group placement as well as highlighting areas for improvement for students. A sample student report is included in the Appendix.

## Nova ERB Testing Data and Comparison Results – Spring 2014

*Grades 2 and 3 took the fall ERB tests to familiarize students with standardized test-taking procedures as well as to provide the school and families with baseline data for measuring year-long growth at Nova. These fall data will be used in comparison to data collected from the spring ERB tests as there are no national norms to measure against for these two grade levels."*

	Below Average		Average		Above Average	
	National Norm	Nova Norm	National Norm	Nova Norm	National Norm	Nova Norm
<b>Grade 3</b>						
Verbal Reasoning	23%	2%	54%	24%	23%	73%
Vocabulary	23%	5%	54%	21%	23%	74%
Reading Comprehension	23%	2%	54%	29%	23%	68%
Writing Mechanics	23%	1%	54%	27%	23%	72%
Writing Concepts	23%	3%	54%	33%	23%	65%
Quantitative Reasoning	23%	5%	54%	22%	23%	72%
Mathematics	23%	1%	54%	18%	23%	81%

	Below Average		Average		Above Average	
	National Norm	Nova Norm	National Norm	Nova Norm	National Norm	Nova Norm
<b>Grade 4</b>						
Verbal Reasoning	23%	12%	54%	31%	23%	57%
Vocabulary	23%	3%	54%	32%	23%	65%
Reading Comprehension	23%	5%	54%	43%	23%	52%
Writing Mechanics	23%	0%	54%	33%	23%	68%
Writing Concepts	23%	10%	54%	22%	23%	69%
Quantitative Reasoning	23%	9%	54%	25%	23%	65%
Mathematics	23%	5%	54%	33%	23%	61%

	Below Average		Average		Above Average	
	National Norm	Nova Norm	National Norm	Nova Norm	National Norm	Nova Norm
<b>Grade 5</b>						
Verbal Reasoning	23%	4%	54%	17%	23%	79%
Vocabulary	23%	7%	54%	24%	23%	70%
Reading Comprehension	23%	2%	54%	31%	23%	66%
Writing Mechanics	23%	4%	54%	31%	23%	66%
Writing Concepts	23%	6%	54%	34%	23%	60%
Quantitative Reasoning	23%	4%	54%	14%	23%	82%
Mathematics	23%	0%	54%	18%	23%	83%

	Below Average		Average		Above Average	
	National Norm	Nova Norm	National Norm	Nova Norm	National Norm	Nova Norm
<b>Grade 6</b>						
Verbal Reasoning	23%	0%	54%	30%	23%	69%
Vocabulary	23%	1%	54%	12%	23%	87%
Reading Comprehension	23%	4%	54%	34%	23%	62%
Writing Mechanics	23%	1%	54%	19%	23%	80%
Writing Concepts	23%	0%	54%	21%	23%	79%
Quantitative Reasoning	23%	6%	54%	23%	23%	71%
Mathematics	23%	1%	54%	30%	23%	69%

	Below Average		Average		Above Average	
	National Norm	Nova Norm	National Norm	Nova Norm	National Norm	Nova Norm
<b>Grade 7</b>						
Verbal Reasoning	23%	2%	54%	32%	23%	66%
Vocabulary	23%	4%	54%	27%	23%	69%
Reading Comprehension	23%	7%	54%	43%	23%	48%
Writing Mechanics	23%	6%	54%	35%	23%	61%
Writing Concepts	23%	7%	54%	35%	23%	57%
Quantitative Reasoning	23%	5%	54%	19%	23%	76%
Mathematics	23%	3%	54%	30%	23%	68%

	Below Average		Average		Above Average	
	National Norm	Nova Norm	National Norm	Nova Norm	National Norm	Nova Norm
<b>Grade 8</b>						
Verbal Reasoning	23%	7%	54%	10%	23%	84%
Vocabulary	23%	4%	54%	21%	23%	76%
Reading Comprehension	23%	4%	54%	21%	23%	76%
Writing Mechanics	23%	4%	54%	25%	23%	71%
Writing Concepts	23%	0%	54%	24%	23%	76%
Quantitative Reasoning	23%	1%	54%	21%	23%	77%
Mathematics	23%	2%	54%	25%	23%	73%
Algebra I*	23%	30%	54%	47%	23%	23%

\*against Independent schools only, not the nation

**FILTER:**
**Comparison:** AIMSweb National Norms

**Reporting Method:** AIMSweb Defaults - Norm Referenced

R-CBM - 10,25,75,90 percentile calculated at the AIMSweb level

R-Path - 10,25,75,90 percentile calculated at the AIMSweb level

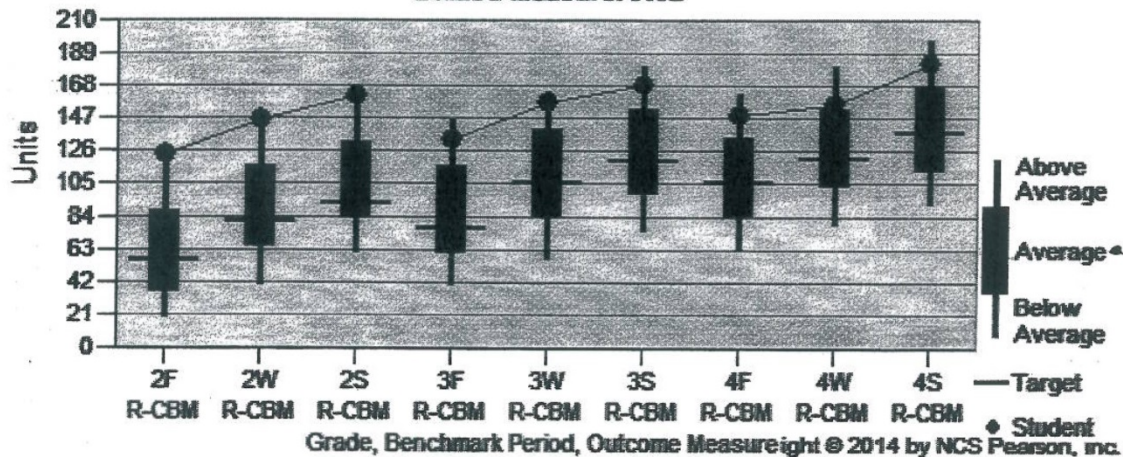
MAZE - 10,25,75,90 percentile calculated at the AIMSweb level

**Target Sets:** AIMSweb Defaults

## Reading Improvement Report for 2013-2014 School Year

**St. Paul Public School - Nova Classical Academy (lower school)**

Compared To: AIMSweb National Norms  
 Reading - Curriculum Based Measurement  
 Lexile® Measure: 910L



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**Benchmark Comparison: AIMSweb National Norms**

	Year	Count	Mean	Median	Standard Deviation	Target	Lexile Measure	Instructional Recommendation
Reading - Curriculum Based Measurement (R-CBM)	2011-2012	2	123	145	161			
	2012-2013	3	133	156	167	Above Average	910L	Consider Need for Individualized Instruction
	2013-2014	4	148	155	182			

Note: Visit **Find a Book, AIMSweb** ([http://www.lexile.com/fab/aimsweb/?lexile\\_m=910L](http://www.lexile.com/fab/aimsweb/?lexile_m=910L)) to search for books at the student's reading level. Lexile measures are only reported for the most recent Benchmarking period. If a student has both R-CBM and MAZE scores for this benchmark period, only the Lexile measure based on R-CBM is reported as it is the more accurate estimate.

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## **OPERATIONAL PERFORMANCE**

### ***Reporting Requirements***

Nova Classical Academy submitted all reporting documents (MARSS, EDRS, Compliance) in a timely manner to MDE.



*Legal Issues*

There are no pending or threatened legal complaints against Nova Classical Academy in 2013–14 through June 30, 2014.



10520 Wayzata Blvd. | Suite 200  
Minnetonka, MN 55305

September 5, 2014

CliftonLarsonAllen LLP  
220 South Sixth Street, Suite 300  
Minneapolis, MN 55402

**Re: Nova Classical Academy**

Dear Sir or Madam:

This letter is written at the request of my client, Nova Classical Academy, in response to Mr. Bruce Watkin's letter of August 20, 2014. That letter requests a description and evaluation of matters where I was engaged to provide legal services during the period through June 30, 2014.

**Pending or Threatened Litigation**

We are not aware of pending or threatened litigation.

**Unasserted Claims and Assessments**

We are not aware of any unasserted claims or assessments.

**Other Matters**

We have no other matters to report.

Thank you for your attention to these matters. Please don't hesitate to call me with any further questions.

Very truly yours,

A handwritten signature in black ink, appearing to read 'Laura Booth'.

Laura Tubbs Booth  
Booth Law Group LLC  
(763) 253-4155

Cc: Bruce Watkins, Executive Director

## **INNOVATIVE PRACTICES & IMPLEMENTATION**

Charter schools were created to develop innovative educational practices, stabilize them, and pass those learnings on to mainstream schools for improvement. Nova continues in this tradition by building competence in our classical mission. In 2014 this mission was pushed forward in two significant ways:

- **Direct Instruction:** The Reading program at the School of Grammar (K–5) was re-visioned by our Lower School Director to move away from learning through experience and return to classical roots: direct instruction. The Reading Mastery curriculum was piloted and tested in 2011 and was partially deployed in the K–3 program in 2013. In 2014, the Reading Mastery curriculum was fully implemented throughout the K–3 program.
- **Classical Education Certification:** This program, created at Nova, trains teachers in the tactics and philosophies behind classical education. Nova’s new teachers (for whom the full-year course is a requirement) attended a revised program which emphasized both technical elements of classical education as well as research-based components. The program meets twice per month all year for two-hour sessions at night.

## **ACADEMIC GOALS**

### *Academic Goals for 2013–14*

1. **Goal:** The percentage of all students in grades 3–5 at Nova Classical Academy who are proficient on the Mathematics MCA (all accountability tests) will increase from 78.1% in 2013 to 81.2% in 2014.

**Measure:** MCA-III

**Results:** 79.8%

2. **Goal:** The percentage of all students in grades 3–5 at Nova Classical Academy who are proficient on the Reading MCA (all accountability tests) will increase from 79.4% in 2013 to 83.4% in 2014.

**Measure:** MCA-III

**Results:** 77.8%

3. **Goal:** The percentage of all students in grades 6–8 and 11 at Nova Classical Academy who are proficient on the Mathematics MCA (all accountability tests) will increase from 64.7% in 2013 to 70.0% in 2014.

**Measure:** MCA-III

**Results:** 71.9%

4. **Goal:** The percentage of all students in grades 6–8 and 10 at Nova Classical Academy who are proficient on the Reading MCA (all accountability tests) will increase from 74.3% in 2013 to 80.0% in 2014.

**Measure:** MCA-III

**Results:** 78.4%



### *Non Academic Goals for 2013–14*

1. **Goal:** Increase parent engagement at Nova Classical Academy.

**Measure:** Over 90% of Nova parents say they would recommend Nova to a friend in the annual Parent Satisfaction Survey.

**Result:** On the annual Family Satisfaction Survey, 89.3% of 120 parents that responded indicated that they would recommend Nova to a friend.

2. **Goal:** Increase Nova’s Strategic Reserves (Fund balance) by over .5%.

**Measure:** 2014 Annual Audit

**Result:** Nova ended the 2013 fiscal year with a 19.5% audited fund balance. During the 2013–2014 school year Nova Classical Academy made an MDE-approved donation of \$262,500.00 to Friends of Nova, our affiliated building company, for the purchase of land adjacent to our current building. This land was immediately put to use as an expanded playground and practice field for Nova students. Nova will end the 2014 fiscal year with an unaudited fund balance of 18% due to this expenditure. Nova will re-establish the goal of creating a fund balance of at least 20% for years to come.

### *Academic Goals for 2014–15*

#### Lower School Goal

1. The percentage of all students enrolled October 1 in grades 3–5 at Nova Classical Academy who earn an achievement level of Meets the Standards or Exceeds the Standards in reading on all state accountability tests (MCA, MTAS, MOD) will increase from 77.8% in 2014 to 79.7% in 2015.

The **1.9** percent increase represents about **5** students based on a predicted enrollment of **234** total students being tested at the site.

2. The percentage of all students enrolled October 1 in grades 3–5 at Nova Classical Academy who earn an achievement level of Meets the Standards or Exceeds the Standards in mathematics on all state accountability tests (MCA, MTAS, MOD) will increase from 79.7% in 2014 to 81.4% in 2015.

The **1.7** percent increase represents about **4** students based on a predicted enrollment of **234** total students being tested at the site.

#### Upper School Goal

3. The percentage of all students enrolled October 1 in grades 6–8 and 10 at Nova Classical Academy who earn an achievement level of Meets the Standards or Exceeds the Standards in reading on all state accountability tests (MCA, MTAS, MOD) will increase from 78.4% in 2014 to 80.3% in 2015.

The **1.9** percent increase represents about **6** students based on a predicted enrollment of **294** total students being tested at the site.

4. The percentage of all students enrolled October 1 in grades 6–8 and 11 at Nova Classical Academy who earn an achievement level of Meets the Standards or Exceeds the Standards in mathematics on all state accountability tests (MCA, MTAS, MOD) will increase from 71.9% in 2014 to 74.4% in 2015.

The **2.5** percent increase represents about **7** students based on a predicted enrollment of **280** total students being tested at the site.

### *Other Future Plans*

1. Nova Classical Academy intends to increase the availability of technology for students in 2014–15. One of the most urgent needs is to provide enough technology capacity and enough computers to be sure that all Nova students taking the MCAs are doing so at reliable computer stations. The 2014–15 school year will be the first year Nova students have done MCAs online.
2. Work at the Upper School will be to create efficiencies and accuracy in the registration process and the student scheduling process. Our switch from PowerSchool to Infinite Campus should help Nova Classical Academy streamline the scheduling process and create greater efficiencies in both course offerings and student class size within sections.

## **DOCUMENTATION OF IMPLEMENTATION OF PROFESSIONAL DEVELOPMENT PLANS FOR UNLICENSED ADMINISTRATORS**

In 2013–14, Nova Classical Academy employed no unlicensed Administrators.



**Nova Classical Academy  
Strategic Plan  
2014-2018**

<i>Academics</i>	<i>Student Life / Culture</i>	<i>Community: Internal and External</i>	<i>Talent Management</i>	<i>Organizational Sustainability</i>
<b>Goal</b> Be in the top 5% of all Minnesota schools academically.	<b>Goal</b> Cultivate student body engagement.	<b>Goal</b> Build a Community Unified in Vision and Practice which permeates every part of life at Nova.	<b>Goal</b> Cultivate staff engagement.	<b>Goal</b> Develop a sustainable financial and leadership model.
↓	↓	↓	↓	↓
<b>Strategies</b> Create metrics to evaluate student achievement and individual growth.	<b>Strategies</b> Design program to meet student social and emotional needs.	<b>Strategies</b> Develop a plan to engage parents and volunteers more meaningfully.	<b>Strategies</b> Develop a more robust staff professional development program.	<b>Strategies</b> Develop a 3-5 year financial plan with various economic scenarios.
Utilize best practices to refine Nova Classical Curriculum pedagogy.	Create a plan to address student school / home balance.	Develop more meaningful partnerships in the community.	Create a plan to address staff work / life balance.	Create a formal staff succession plan.
Design program to challenge students appropriately at all ability levels.	Grow student participation levels in both extracurricular and service activities.	Build a robust alumni program.	Maintain staff leadership focus on academics.	Create a robust pipeline for future board and committee members.

**Mission Statement:**

In a supportive community and through a systematic, accelerated college-preparatory education in the classical tradition, Nova Classical Academy challenges its students to develop intellect, to attain the habits of learning and mastery, and to live a virtuous life of duty and ideals.

Preliminary Action Plans (June 2013)

Goal 1: Be in the top 5% of all Minnesota schools academically (Academic)					
Action Step 1: Define how Nova will measure our success internally					
<i>Activity</i>	<i>Milestone</i>	<i>Evaluation</i>	<i>Budget</i>	<i>Management System</i>	
Create metrics to evaluate student achievement and individual growth.	Pilot of data-tracking system (date TBD)	Annual MMR reports Nova Board-defined goals	Unknown	Principals and Director of Student Support Services, 2-3 times per year	
Action Step 2: Define how Nova will measure our success externally					
<i>Activity</i>	<i>Milestone</i>	<i>Evaluation</i>	<i>Budget</i>	<i>Management System</i>	
Coordinated PR strategy	Public recognition as a "Top" MN school	none	\$2,000	External Relations Coordinator	
Action Step 3: Utilize best practices to refine Nova Classical Curriculum pedagogy.					
<i>Activity</i>	<i>Milestone</i>	<i>Evaluation</i>	<i>Budget</i>	<i>Management System</i>	
Utilize best practices to refine Nova Classical Curriculum pedagogy.	Revised Stage Overview documents Revised CEC program	Qualitative feedback from participants and teachers	\$0	Executive Director and Principals	
Action Step 4: Board discusses Classical Education, Nova, and Differentiated Instruction Structures					
<i>Activity</i>	<i>Milestone</i>	<i>Evaluation</i>	<i>Budget</i>	<i>Management System</i>	
Board discussion on the scope of Nova's program	Board discussion	Board defines parameters of nova's program	\$0 (unless a consultant needs to be hired)	none	
Action Step 5: Administration Designs and Implements Program					
<i>Activity</i>	<i>Milestone</i>	<i>Evaluation</i>	<i>Budget</i>	<i>Management System</i>	
Design program to challenge students appropriately at all ability levels.	<i>How We Teach/How You Learn</i> document	Student achievement and growth scores, against set goals Qualitative feedback	Variable: <ul style="list-style-type: none"> <li>• \$0</li> <li>• &gt;\$0 for curriculum, personnel, equipment</li> </ul>	Executive Director, Principals, and Director of Student Support Services	

<b>Goal 2: Cultivate student body engagement (Student Life/Culture)</b>				
<b>Action Step 1: Define program to meet student social and emotional needs and student school/home balance</b>				
<i>Activity</i>	<i>Milestone</i>	<i>Evaluation</i>	<i>Budget</i>	<i>Management System</i>
SEEC defines the scope of Nova's program and Board approves	Recommendation from SEEC (date TBD)	Board vote	\$0 (unless consultants need to be hired)	none
<b>Action Step 2: Design and implement program to meet student social and emotional needs and student school/home</b>				
<i>Activity</i>	<i>Milestone</i>	<i>Evaluation</i>	<i>Budget</i>	<i>Management System</i>
Administration writes social-emotional support program and protocols	Program document Staff training	SEEC/Board Principals	Variable: • \$0 • >\$0 for curriculum, personnel, equipment	Executive Director
<b>Action Step 3: Grow student participation levels in extracurricular activities.</b>				
<i>Activity</i>	<i>Milestone</i>	<i>Evaluation</i>	<i>Budget</i>	<i>Management System</i>
Board defines goal	Board charge to the Executive Director	None	\$0	None
Student Activities director creates 24-month plan	Draft of plan submitted to Executive Director	Executive Director	Variable: • \$0 • >\$0 for personnel, equipment	Athletic Director and Student Activities Director
<b>Action Step 4: Grow student participation levels in service activities</b>				
<i>Activity</i>	<i>Milestone</i>	<i>Evaluation</i>	<i>Budget</i>	<i>Management System</i>
Principals define goals and program-appropriate opportunities	Report to Board on intended service opportunities (date TBD)	Executive Director	Variable: • \$0 • >\$0 for transportation, equipment	Principals

**STRATEGIC PLAN 2014-18**

<b>Goal 3: Build a Community Unified in Vision and Practice (Community)</b>				
<b>Action Step 1: Develop a plan to engage parents and volunteers more meaningfully.</b>				
<i>Activity</i>	<i>Milestone</i>	<i>Evaluation</i>	<i>Budget</i>	<i>Management System</i>
Increase opportunities and % participation in in-school and out-of school volunteerism	Bi-annual review of parent self-reported data	Meet Board- or admin-determined metrics	\$0	External Relations Coordinator. Executive Director
<b>Action Step 2: Develop more meaningful partnerships in the community.</b>				
<i>Activity</i>	<i>Milestone</i>	<i>Evaluation</i>	<i>Budget</i>	<i>Management System</i>
Create service/vendor list	Nova and NPTO have contact lists	Existence of lists	\$0	Executive Director and NPTO President
Build sponsorship opportunities	Nova and NPTO coordinate ongoing outreach opportunities	Increase business support of Nova by \$x or x%	\$5,000	Executive Director and NPTO President
<b>Action Step 3: Build a robust alumni program</b>				
<i>Activity</i>	<i>Milestone</i>	<i>Evaluation</i>	<i>Budget</i>	<i>Management System</i>
Create membership roster	Membership roster	Existence of roster	\$2,500	Executive Director
Bi-annual alumni newsletter	Publication in Nov/Dec and April/May	Newsletter	\$0	Executive Director
Determine two alumni-school events	Set particular events and invite alumni	Invitations	\$0	Executive Director



<b>Goal 4: Cultivate staff engagement (Management)</b>					
<b>Action Step 1: Develop a more robust staff professional development program.</b>					
<i>Activity</i>	<i>Milestone</i>	<i>Evaluation</i>	<i>Budget</i>	<i>Management System</i>	
Find external, cost-effective opportunities	Create professional development opportunities webpage	Existence of website with opportunities	\$1,500/annum	Executive Director	
Create internal opportunities	Create professional development opportunities webpage	Expectations of faculty/staff participation?	\$0	Licensure committee, principals, Q-comp Team	
Create licensure/recertification committee	Submittal of forms to MDE	Committee meetings	\$0	Executive Director, Principals	
<b>Action Step 2: Create a plan to address staff work/life balance.</b>					
<i>Activity</i>	<i>Milestone</i>	<i>Evaluation</i>	<i>Budget</i>	<i>Management System</i>	
XXX	XXX	XXX	XXX	Principals	
<b>Action Step 3: Maintain staff leadership focus on academics.</b>					
<i>Activity</i>	<i>Milestone</i>	<i>Evaluation</i>	<i>Budget</i>	<i>Management System</i>	
Define successful student learning	Regular updates based on created metrics	Annual MMR reports Nova Board-defined goals	\$0	Principals and Director of Student Support Services, 2-3 times per year	
Keep separate academic and operational priorities	Regular operations meetings to offload operational responsibilities	Time on task (ToT) logs/self-reported measurement from leadership team	\$0	Monthly check-ins during regular meetings	

Goal 5: Develop a sustainable financial and leadership model (Sustainability)				
Action Step 1: Develop a 3-5 year financial plan with various economic scenarios.				
<i>Activity</i>	<i>Milestone</i>	<i>Evaluation</i>	<i>Budget</i>	<i>Management System</i>
Revise current 3-year projected budget	Presentation of 3-year budget annually to Board of Directors	Treasurer/Finance & Budget committee	\$0	Treasurer, Business Manager, Executive Director
Action Step 2: Create a formal staff succession plan.				
<i>Activity</i>	<i>Milestone</i>	<i>Evaluation</i>	<i>Budget</i>	<i>Management System</i>
Succession planning on all levels of leadership team	Create Department Chairs Q-comp Career Ladder positions Leadership team	Annual written evaluation by Principals Annual Written evaluations by the Q-Comp team Annual written evaluation by Executive Director	\$20,000/annum \$8,000/annum \$0	Summer annual leadership team review of all evaluations of Dept. chairs and Q-comp career-ladder positions. Rack and Stack people.
Action Step 3: Create a robust pipeline for future board and committee members.				
<i>Activity</i>	<i>Milestone</i>	<i>Evaluation</i>	<i>Budget</i>	<i>Management System</i>
Active membership recruitment to Board committees	Higher % new members each year	Goal to be set by Board	\$0	Board Chair, committee chairs
Encourage more attendance at Board meetings	# attendees measured each meeting	Goal to be set by Board	\$0	Board chair, External Relations Coordinator
Board holds community Open forum twice per year	Calendar	Attendance goal to be set by Board	\$100 (refreshments)	Board chair, Executive Director