

# New Century Charter School

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## 2010-2011 ANNUAL REPORT YEAR 9

New Century Charter School

Annual Report 2010-2011

*Submitted to: Hamline University Graduate School of Education  
Minnesota Department of Education  
Novation Education Opportunities*

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## INTRODUCTION

The purpose of this report is to inform Hamline University Graduate School of Education, NEO, and the Minnesota Department of Education of the continued progress and achievements of New Century Charter School in its ninth year of operation. This study includes information on the 2010-2011 school year such as student demographics, student data, and governance. The report also includes additional data needed to provide a comprehensive description of New Century Charter School and its educational programs and practices.

This annual educational audit serves to meet the requirement of reporting progress towards the twelve annual goals outlined in the 2009-2010 annual report. This evaluation meets Minnesota's Department of Education requirement for reporting adequate yearly progress.

During its ninth year of operation, New Century continued to receive support from the Hamline University Graduate School of Education, EdVisions Cooperative, the Minnesota Association of Charter Schools (MACS), and we are excited to begin our new relationship with NEO. In addition, the combined efforts and support of the staff, students, families, and community members were instrumental in continuing to implement and develop a strong, supportive school community and a strong academic program.



### MISSION

*“To engage students in critical thinking and teamwork that empowers them toward life-long learning and global citizenship.”*

### VISION

*“To provide a school that creates an inclusive community working together to support student achievement and builds a strong sense of self-worth.”*



# GENERAL INFORMATION

## SCHOOL DESCRIPTION

**New Century Charter School**

**District #4093**

**Authorizer:** Hamline University Graduate School of Education

Authorizer Contact: Barbara Swanson

First Year of Operation: 2002-2003

<b>Grades Served:</b>	2002-2003	7 <sup>th</sup> ----10 <sup>th</sup>	100 students
	2003-2004	7 <sup>th</sup> ----11 <sup>th</sup>	127 students
	2004-2005	7 <sup>th</sup> ----12 <sup>th</sup>	150 students
	2005-2006	7 <sup>th</sup> ----12 <sup>th</sup>	150 students
	2006-2007	7 <sup>th</sup> ----12 <sup>th</sup>	154 students
	2007-2008	7 <sup>th</sup> ----12 <sup>th</sup>	146.7 students
	2008-2009	7 <sup>th</sup> ----12 <sup>th</sup>	153 students
	2009-2010	7 <sup>th</sup> ----12 <sup>th</sup>	144 students
	2010-2011	7 <sup>th</sup> ----12 <sup>th</sup>	135 students



New Century Charter School was founded by a small group of parents, educators and community members who saw the need for another choice in secondary education in the Hutchinson area. New Century was approved as an independent, public charter school, at the eleventh hour in January 2002 under the sponsorship of Hamline University School of Education. Our first full-time employee was hired in April of that year. The school is located in Hutchinson, Minnesota at 1000 5<sup>th</sup> Ave. SE in a building that we share with New Discoveries Montessori Academy and lease from TRJR properties. During the 2002-2003 school year, New Century maintained an enrollment of 100 students who came from Hutchinson and several surrounding communities. New Century maintained a student population of 127 for the 2003-2004 school year, with the addition of one more grade level served (11<sup>th</sup>). We reached our projected capacity of 150 students for the 2004-2005 school year, serving grades 7-12.

New Century's educational program is a unique combination of core class curriculum blended with project-based learning. The school modeled its project-based curriculum after several project-based secondary charter schools, such as the Minnesota New Country School in Henderson, Minnesota. New Century Charter School also received a start-up grant from the Bill and Melinda Gates Foundation through EdVisions (one of the Gates Foundation's grantees). EdVisions provided money and professional development during the planning and implementation stages.

Since the beginning, NCCS has been creative about forming an intentional community of learners, where the value of relationships is a major focus. NCCS has accomplished this through a variety of methods. Through purposeful design, the school size is small, with core classes averaging about 17 students, with a maximum size of 30 students in a small number of instances. Students also spend a significant part of their week in their advisory group, where no more than 25 students work with the same advisor during their academic careers at NCCS. The advisor is responsible for forming relationships with their students and their families in order to better understand each student's academic and non-academic needs and goals. Advisors, students, and families form an effective team that is intended to create the best possible learning environment for each student at NCCS.

In its ninth year of operation, New Century continued to strive towards meeting the goals as outlined in the original charter and as expanded upon in the past eight annual reports. New Century has continued to benefit from the assistance of Hamline University School of Education as our official authorizer. They have provided us with general oversight, on-site visits during the school year, and timely responses to varied requests for assistance. We continue to renew our original (2002) contract with Hamline every three years as required. Staff, board members, students, and families are all committed to continuing the journey as we move into our 10<sup>th</sup> year.

## STUDENT DEMOGRAPHICS AND BACKGROUND

**Student Enrollment:** All data listed is from the time period September 2010 - June 2011 unless otherwise noted.

### NUMBER OF STUDENTS ENROLLED

Grade	2002-3	2003-4	2004-5	2005-6	2006-7	2007-8	2008-9	'09-'10	'10-'11	'11-'12
7	24	26	26	18	18	16	23	23	16*	23*
8	25	26	27	25	19	18	22	26	20*	15*
9	25	27	27	27	29	23	25	28	15*	21*
10	26	25	27	28	26	39	24	22	29*	14*
11		23	26	29	28	25	29	19	24*	28*
12			19	26	34	27	23	22	25*	33*
<b>Total:</b>	<b>100</b>	<b>127</b>	<b>152</b>	<b>153</b>	<b>154</b>	<b>148</b>	<b>146*</b>	<b>140*</b>	<b>129*</b>	<b>134*</b>
							*end of year	*end of year	*end of year	*estimate

### Student Background/Demographics

#### Key Demographic Trends

	2002-3	2003-4	2004-5	2005-6	2006-7	2007-8	2008-9	'09-'10	'10-'11
Male	68%	57%	58%	59%	52%	49%	55%	54.3%	50.5%
Female	32%	43%	42%	41%	48%	51%	45%	45.7%	49.5%
Male: Female Ratio	2.1:1	1.4:1	1.4:1	1.4:1	1.08:1	.95:1	1.22:1	1.19:1	1.02:1
Special Education	12%	11%	14%	12.5%	12%	16%	16.3%	20%	21%
African American	1%	0.8%	0.7%	0.7%	1.3%	2%	3.2%	3.4%	3.6%
Latino	5%	3.9%	3.3%	2.7%	1.9%	2%	5.2%	7.4%	6.3%
Asian/Pacific Islander	1%	1.6%	1.3%	1.3%	1.3%	.6%	3.2%	1.7%	1.0%
White	93%	93.7%	94.7%	94%	94.2%	94.5%	87.8%	86.8%	88.4%
American Indian	0%	0%	0%	1.3%	1.3%	.6%	.6%	.6%	.5%
F/R Lunch	20%	22.1%	19.3%	23.8%	22%	32%	52%	42.3%	44%
LEP	0%	0%	0%	0%	0%*	0%	0%	0%	0%

\*We had one LEP student who transferred out during the 2006-07 school year.

The number of students with IEP's increased by about 1% from last year, and the number of students receiving free or reduced lunch increased by 1.7%. This year, we had the closest ratio of male to female students since the school's inception. The percentage of students who are minorities stays relatively constant from year to year, although we lost a little diversity in our school, in comparison to last year. The greatest change overall is the number of students receiving Free and Reduced Lunches (20% the first year and 44% this year).

**Student Participation:** The Average Daily Attendance percentage for 2010-2011 was 89.18% which was lower than the 2009-2010 rate of 91.99%. This continues to be an area of concern for us. A small percentage of the students we serve come from less than ideal situations at home and/or previous negative school experiences. It is very difficult to enforce good attendance for some of these students, as we often are unable to reach parents, and the truancy officers in our area are quite busy. We continue to focus on building relationships, and meeting each student where they are at, in the hopes that each student will truly WANT to be at school every day. Our director met individually with families and students who had an undesirable amount of absences for the year, and this seemed to yield good results. The addition of a part-time Social Worker, Sara Nelson also helped immensely in this area. We will continue similar efforts during the 2011-2012 school year.

**Retention/Attrition:** Of the 190 total students served during the 2010-2011 school year, 48 transferred out during the year, for various reasons, including dropping out of school completely, graduating during the school year, leaving to attain a GED, and dropping with hospitalization/physical or emotional disability issues. At the end of the 2010-11 school year, we had 135 fully enrolled students, which included 5 full-time or part-time PSEO students.

18 students graduated on June 2<sup>nd</sup>, 2011, with graduation pending for 7 others (either planning on taking summer school, pursuing their GED, or returning to NCCS next fall on a part-time basis in order to complete graduation requirements). For the 2011-2012 school year, we have 103 returning students, plus 8 returning "2<sup>nd</sup> year" seniors (those for whom



graduation is still pending). The remaining slots will be filled with approximately 20 incoming 7<sup>th</sup> grade students, – putting us at about 131 students for the 2011-12 school year.

Expulsion/Suspension: Unfortunately we felt it was in the best interest of the school to recommended several suspensions throughout the year, for various reasons, mostly due to non-compliance and/or verbal fighting among students. Parent participation was always solicited, and we tried to use restorative justice practices as much as possible.

## **NCCS 2010-2011 STAFF**

### **STAFF ROSTER**

<b><u>Name</u></b>	<b><u>Assignment</u></b>	<b><u>File Folder Number</u></b>
Jason Becker	Health & Physical Education/Assistant Administrator	#404894
Rachel Kamrath	Paraprofessional SPED	#455043
Karen Burzynski	Secretary/Student Data Management	NA
Chris Kraft	Social Studies Educator/Advisor	#395035
Brett Damerow	Science Educator/Advisor	#395079
Leiha Johnson	Science Educator/Advisor	#385831
Barb Haugen	Language Arts Educator/Advisor	#431698
Sheila Hendricks	Language Arts Educator/Advisor	#388066
LuAnn Hoffmann	Purchasing & Resource Specialist	NA
Lisa Grina	Secretary/Student Data Management	NA
Julie Kovacic	World Language Educator/Advisor	#434072
Ann Lindberg	Special Education	#171903
Leah Nagel	Math Educator/Advisor	#454671
Andrea Moore	Social Studies Educator/Advisor	#404047
Rick Sorenson	Paraprofessional	NA
Jim Rogers	Paraprofessional	NA
Vicky Klabunde	Paraprofessional	NA
Eric Ljosenvoor	Math Educator/Title One	#440757
Steve Noga	Technical Support	NA
Jason Vold	Education Director	#403206
Tyson Tvinnereim	Technical Support	NA
Andrea Wigern	Visual Arts	#348578
Leah Knutson	Speech-Language Pathologist	#409234
Sarah Magnuson	Special Education	#410416
Tim Kinzler	Custodial/Maintenance	NA
William Erickson	Custodial/Maintenance	NA
Heidi Tydlacka	Nursing Services-County Employee	NA
Gail Ehlers	Student Transportation	NA
Warren Kempfert	Student Transportation	NA
Susan Dahlke	Food Service	NA
Taunya Theis	Food Service	NA
Sara Nelson	Social Worker	NA

**STAFF TURNOVER RATE:** During the summer, we decided to have one of our current Math teachers, Mr. Ljosenvoor, also serve as our Title One Instructor. During the school year, our longtime Secretary/Student Data Management person retired, so we filled her position with a new hire, Lisa Grina. Our technical support person also took another job mid-year, and his position was filled by a new hire, Steve Noga. Because of the increased numbers of SPED students we served this year, we also added one more paraprofessional, bringing the total number of new paraprofessionals to three: Jim Rogers, Rachel Kamrath, and Rick Sorenson. We were also able to hire a social worker, Sara Nelson, part-time. This is a move that has been extremely valuable to our students.

At the end of the school year, one of our paraprofessionals took a full-time teaching position in another city. Our special education teacher who has been with us since the school opened also retired, but will return as our DCD consultant in 2011-2012.

The licensed staff represents all the major content areas, and has a broad base of knowledge and experience that translates into meaningful learning opportunities for students. The paraprofessional staff working with students within the Title I program meet the state of Minnesota requirements for “highly qualified” paraprofessional.

As the school matures, increased efforts are made to hire staff who are in tune with the mission of providing an education based on project-based learning. These hiring practices are designed to lessen the rate of staff turnover as faculty members enter the school knowing the essence of project-based learning and how to operate effectively as a guide and facilitator of learning.

## GOVERNANCE

### 2010-2011 Board Membership

Name	Date Elected	Positions Held	Affiliation	Date Term Ends
Tiffany Doherty-Schooler (h) 320.234.3693 (w) 320.587.2232	04/10	Secretary	Community Member	6/2013
Jason Becker (w) 320.234-3660 (h) 320.864-6976	04/09	Vice-Chair/Treasurer	Health/Phy-Ed Educator/Advisor	6/2012
Sheila Hendricks (h) 320.587-7932 (w) 320.234-3660	04/10	Secretary	Language Arts Educator/Advisor	6/2013
Barb Haugen (h) 320.587.4366 (w) 320.234.3660	04/10		Language Arts Educator/Advisor	6/2013
Jason Vold (c) 763.807.5366 (w) 320.234.3660	NA	Ex-officio member	Education Director	NA
Chris Kraft (w) 320.234.3660 (c) 320.583.4434	04/11		Social Studies Educator/Advisor	06/2014
Gene Wilenius (c) 320.420.0299	04/09	Vice-Chair/Chair	Parent/Community Member	06/2012
Jason Coyle (c) 320.583.9584 (h) 320.234.7719	Appointed April 2010		Parent/Community Member	06/2011

The 2010-2011 school year saw a seven member board in place during the year. Education Director Jason Vold served as an ex-officio member. The board has created a multi-year plan of rotating three-year board member positions. The board continues to function as a staff majority board. We continued to operate with a board appointed Finance Committee, Joint Facilities Committee, Policy Review Committee, Director Review Committee, and Nominating Committee during 2010-11. All of these committees served in advisory capacities for the NCCS board.

NCCS hosted its seventh Annual Meeting in April of 2011. At this meeting, Chris Kraft (staff member) was re-elected, and Cindy Haugland was elected to fill the parent/community member opening. The event was attended by students, family, and community members, in addition to staff and board members.

Board attendance is as follows:

BOARD MEMBER	MEETINGS REQUIRED *	MEETINGS ATTENDED
Jason Becker	13	11
Gene Wilenius	13	12



Barb Haugen	13	11
Chris Kraft	13	11
Sheila Hendricks	13	11
Jason Vold /ex-officio	13	12
Tiffany Doherty-Schooler	13	12
Jason Coyle	13	10

The board met the 3<sup>rd</sup> Wednesday of each month at 5:30 p.m. at NCCS at 1000 5<sup>th</sup> Ave. SE. Towards the end of the year, they switched their meetings to Tuesdays to better accommodate board members' schedules. Hutchinson's local newspaper publication, **The Hutchinson Leader**, was designated as the source to use for our Open Meeting public notices and was notified in a timely manner. **Citizen's Bank of Hutchinson** served as the school's depository. We continue to pay service fees to **Minnesota School Board Association** (MSBA) and the **Minnesota Association of Charter Schools** (MACS).

## PROGRAM SUCCESSES AND BEST PRACTICES

*NCCS has identified several areas of strength within our academic programs, our school community, and our involvement within the larger community.*

### SUCCESSES:

**Recruitment and Public Relations:** The school has continued to receive generous coverage of school events and activities in the local paper, the **Hutchinson Leader**. We also had many community members in attendance at our **Holiday Bazaar**, our school play **Twelve Angry Jurors**, and our **Senior Project Presentation Nights**. Each year, we facilitate an event for 6<sup>th</sup> graders from New Discoveries Montessori, the Elementary School with whom we share our building. This event is called **"Sail Into New Century."** Students can come for an hour after school and see what New Century would offer them as 7<sup>th</sup> graders. We also have begun advertising on the local cable TV station, and had a float in area parades this summer. Our director and students also frequently go to the local radio station to be interviewed for various upcoming events related to our school. We also revamped our website, and have had several positive comments on this change. Our director is also proposing a new **Public Relations and Marketing Committee**, which we are very excited about.

**Community/Service Learning/Off-Site Educational Experiences:** NCCS has identified community and service learning as important components of its learning program, and was creative in providing ample opportunities for students to become involved in a variety of projects.

Throughout the 2010-2011 school year, small groups of students were involved in reading to students at New Discoveries Montessori Academy, volunteering at local nursing homes and hospitals, providing musical accompaniment around the community, volunteering at Hutchinson Chamber Office, Crow River Arts Gallery, Aveyron Homes, Hutchinson Parks and Recreation, and local camps (such as the Developing Winning Personalities Camp). This is part of a **Service Learning** component of our graduation requirements. As such, all of our seniors were involved in providing a minimum of 25 hours of service at these agencies. Students also really stepped up to the plate this year and organized various fundraisers, including movie nights, lock-ins, and fundraising suppers to raise money for items to improve our school, such as new technology.

Students participated in **Minnesota History Day** again this year, accompanied by Rachel Kamrath to the regional competition in Marshall, MN.

We also partnered with local military groups to participate in the **Tie a Yellow Ribbon** project for local service men and women who left this year to serve our country overseas.

We had several **Off-Site experiences** for students during the school year. Favorites included trips to the Renaissance Festival, Minnesota Twins Baseball game, Festival of Nations, America's Got Talent, skiing and tubing at local lakes, and various plays and musicals.

We also had several guest speakers in our school, including representatives from *MN School of Business* and *Public Health Services*, as well as visits from several community members who have lived abroad who spoke to our *Human Geography* class. In addition, *Hutchinson High School New World Singers* came in and presented a wonderful Holiday Concert for us, and we had a *Veteran's Day* presentation to honor several of our local Veterans.

**E-Term:** New Century staff created over 40 hands-on experiences for students to participate in during the three E-Terms that were held this year. Students could select from half-day to full-day experiences.

The experiences this year included a trip to the East Coast, Macbeth, Kite Science, German, Chess, Farming, Construction, Flash Mob, Math Manipulative, Baby Development, Casino Games/Probability, French, 150 Great Books, Equestrian Exploration, Healthy Eating, Fitness and Activity classes, several art/music/craft related seminars, and several student-led seminars.

Each experience involved connecting students with experts in various fields and disciplines to learn about, to touch, to feel and even to taste something new for them. The effort involved coordinating numerous schedules and a myriad of community volunteers to provide rich, meaningful opportunities for students to develop projects in the area or areas they selected.

**Intentional Community Building:** NCCS continued to expand the work that was begun in our very first school year, and continued to instill teamwork, communication, love of learning, respect, and responsibility as core themes and values. We continued an **After School Sports** program that was well-attended by our students. Students participated in our school play **Twelve Angry Jurors**. Our Language Arts teacher and one paraprofessional took several students on a trip to **New York** and surrounding areas. Professional Learning Communities analyzed data together, developed learning targets, developed assessments, built shared knowledge through PLC's, and every staff member was required to do an outside site visit to bring back ideas. Our long term plan is to build shared knowledge, conduct book studies, travel to other schools, and complete learning targets, and build scope and sequence with an understanding of K-6 education standards to build from, develop formative and summative assessments, and invest in social / emotional development through our SPED department and our social worker resources.

Each advisory arranged their own field trips during the last week of school, with the goal of increasing student and teacher ownership. Some advisories also host their own project presentation nights along with a potluck, boasting a high level of attendance.

Students led "**Town Meetings**" once per week where the entire school was present for announcements and other community building experiences. Our student council was also quite active this year, implementing ideas to involve our school and also assisting with various fund-raising opportunities.

We handed out "**Student of the Block**" awards which seemed to really motivate some students to strive for that recognition.

We also continued to have a **Child Study Team** to help identify students at risk and to be active in finding ways to support these students. Jim Rogers and Sara Nelson also organized a **Boys at Risk Social Group**, which the participants really seemed to look forward to.

We maintain the separation of **7<sup>th</sup> and 8<sup>th</sup> graders into their own advisories** (3) and the feedback from these students and their parents continues to be overwhelmingly positive. These students also participated in the **DARE program** this year.

Relationships were established through the advisor/student interaction as well as through family conferences, and school open houses.

Surveys administered to parents in the fall continue to show general satisfaction with NCCS as an educational institution. We had 25 parents complete the survey in the fall. The scores, on a scale of 1-4 with 4 being the

highest, ranged from 2.13-4.00. We will make a much more concerted effort to have better participation during the 2011-2012 school year. Please see the results of the survey attached on page 16.

**Family Involvement and Volunteerism:** NCCS continues to have great parental involvement, with many family members volunteering at the school in various capacities. Our conference attendance rate this year was near 85%, which is something we pride ourselves on, as most middle school and high schools struggle to bring a high percentage of parents in for conferences.

Parents started their own group to support and encourage the school this year. They call it NCP—New Century Parents. They have been very active in fundraising and in overall support of our school!

**Presentation Nights:** This was our fifth year of “senior projects” and we hosted two presentation nights for 12<sup>th</sup> grade students to showcase what they had learned for staff, friends, family, and community members. This is the third year we have tallied the data, and the average evaluation on the senior projects was 3.71 out of 4.0, compared to an average evaluation of 3.54 from last school year. This is the highest average evaluation since we have started collecting this data! In the end, we were very proud of our seniors’ efforts!

**Physical Education Opportunities:** Students continue to utilize our beautiful gym every single chance they could get, coming in early to school to “shoot hoops,” playing basketball and four square during lunch, and hanging out after school to toss footballs around. One of our Language Arts teachers led aerobics in the gym every Friday during Advisory Project time this year, and she generated a high level of interest in this activity from both students and staff! We also started the community’s first **Lacrosse program**, kicking it all off by hosting a clinic with the Minnesota Swarm! This was very well received and an extremely positive achievement for New Century.

We were often able to utilize our large outdoor space at NCCS for organized games such as soccer, basketball, volleyball and football, as well as introducing the students to many yard games such as bocce ball, croquet, and horseshoes. We also took advantage of local facilities, and utilized the community Recreation Center and various area parks for volleyball, basketball, softball, ice skating, and floor hockey. Students went bowling and made use of America’s Fitness Center and Anytime Fitness for weightlifting. We continue to focus on providing our students with physical education activities with an emphasis on life-long fitness goals. One of our student’s senior projects was on this very subject and how NCCS can continue to grow in this area.

**District #423 Relationship:** NCCS continued its ninth year of a cooperative agreement with the local school district in order to provide additional opportunities for our students. Students continued to take elective classes through the middle school and high school, such as band and choir. In addition to this arrangement, NCCS students can also participate in extracurricular activities such as theatre and sports. Again during the 2010-2011 school year, two of our full-time staff members were also employed part-time at District #423, one as the District’s Athletic Trainer and one as a coach. We believe this enhanced our relationship with the local public schools, as these staff members are very qualified, positive, and hard-working individuals. Our director also met with District #423’s superintendent several times during the school year to build on the relationship that has been established thus far. Several District #423 students also joined New Century’s new Lacrosse program, which further improved relationships between the two schools. NCCS also continues to contract with the district for transportation services.

### **Professional Development:**

NCCS staff has been effective at modeling life-long learning by participating in numerous professional development activities throughout the year, along with Professional Learning Communities. Currently, five staff members have their Master’s degrees and three more are working towards that goal. One staff member also continued to pursue her doctorate degree.

The director also continued the concept of professional learning communities for all staff. We had various study groups focusing on what works in schools, particularly as it pertains to Minnesota graduation requirements. We each shared a lesson with other staff that showed how we are incorporating, measuring, assessing, and re-teaching standards in our various disciplines. We also implemented peer evaluations this year.

Our school social worker, Sara Nelson, went to the Midwest School Social Workers Annual Conference, Oct 7,8 and 9<sup>th</sup> 2010. She also attended 3 sessions in Lessons from the Field: More than just mean girls: A Series on Relational Aggression.

Our Speech and Language Instructor, Leah Knutson, attended several professional development opportunities, including the following:

Reading; Barton Reading and Spelling System for Dyslexia Level 4; Positive Behavior Strategies; Autism Spectrum Disorders; Mental Health; Lessons from the Field, More than Just Mean Girls: A Series on Relational Aggression Part 2; Mental Health; Understanding Children's Mental Health: Reframing; Graduation Standards; ADHD 101 Live and in Person; Reading; Readability; Positive Behavior Strategies; Positive Behavior Intervention Starts with Prevention.

Our Social Studies instructors, Chris Kraft and Andrea Moore attended a two day seminar on the Cambodian Killing Fields at the University of Minnesota. Andrea Moore also participated in an NEH Workshop in at Montpelier in Virginia entitled *James Madison: Constitutional Citizenship*.

Sheila Hendricks (Language Arts) and Leah Nagel (Math) also attended a 6 hour conference hosted by MACS.

**GRADUATION:** At the close of our eighth year, we honored our sixth graduating class of seniors at a commencement ceremony on June 2nd, 2011, at the Hutchinson Event Center. 18 seniors received their diplomas! One of our seniors was chosen by her peers as class speaker, and she did a wonderful job recapping the years at NCCS, giving advice to her classmates, and thanking the staff. Another senior student also read her original poem about her friends and her time at NCCS. Leiha Johnson put together a touching power point in honor of the graduates. 13/18 of our graduates plan to attend either a 2 year or 4 year college this fall. It was a joy to celebrate this momentous day with our seniors and their families!

**National Honor Society:** We inducted our sixth group of students in April of this year. National Honor Society invitations are offered to students who excel in the areas of leadership, scholarship, service and character. Our induction each year will be planned for each spring.

*"NCCS has helped me step out of my comfort zone and do things I never thought I could. NCCS has a great staff and advisors to help me whenever I need. I'm glad to be graduating from NCCS!"*

*Comment from Student Survey*

# PROGRAM CHALLENGES

NCCS staff has also identified some challenges and difficulties from the 2010-2011 school year.

**ADMINISTRATIVE STRUCTURE:** Since the Education Director stepped in to fill the void created by the Administrative Director's departure two years ago, we have found that the pressing issues of the day related to finances and keeping the school afloat took time away from the duties for which he had been hired: staff development, observations of teachers, working with students, parent groups and other activities designed to increase student achievement. Therefore, the board looked at the site-management team model last year, and after much discussion, decided to have a two person site-management team which consisted of a Director (Jason Vold) and Assistant Director (Jason Becker). This is an ever-evolving process as the administration works together to sort out which duties are best suited for which person. Moving forward we will continue to have a full time Director, and a half time teacher / half time Assistant Director.

**BUDGET/FINANCE:** The budget process was very difficult again this year, especially as we learned that we will now be responsible for our portion of real estate taxes. Also related to the budget crisis, we have a teacher pay scale in place now that is sustainable, but we are still unable to offer health insurance benefits that are competitive with surrounding districts. We continue to watch our budget very closely, especially with the current state of the economy, and we are working with SBS to regain some of our fund balance. We also need to analyze the needs of the school, and make sure our resources are being spent the in the best and smartest manner possible.

**AUTHORIZER CHANGE:** We found out that we would no longer be able to have Hamline University as our authorizer and many hours were spent searching for and applying with another authorizer. Thankfully, NEO has agreed to be our new authorizer and we look forward to this relationship. School Board, staff, new authorizer, and all key stakeholders have identified the lack of high quality SMART goals, and are currently creating SMART goals as a shared process and they will be included in the NCA Strategic Plan that will be complete by December of 2011.

**CLASS SIZE AND ENROLLMENT:** The incoming 7<sup>th</sup> grade class for the past six years has been slightly smaller than our other classes, in part to compensate for the larger numbers at other grade levels. Vacancies created by transferring students during the 2010-2011 school year were immediately filled when possible, keeping our total enrollment between 135 and 146 at various times during the year. We have lost several students during the last three years because of the layoff of numerous employees at one of Hutchinson's largest employers, HTI. Unfortunately, many of these families are then forced to move out of the area to find employment. We also experienced a loss of a high number of 9<sup>th</sup> grade students this year. We will look more closely at this data to see if there is something specific we need to do to help these students succeed as they enter their first year of high school at NCCS.

## NUMBER OF STUDENTS ENROLLED

Grade	2002-3	2003-4	2004-5	2005-6	2006-7	2007-8	2008-9	2009-10	2010-11
7	24	26	26	18	18	16	23	23	16
8	25	26	27	25	19	18	22	26	20
9	25	27	27	27	29	23	25	28	15
10	26	25	27	28	26	39	24	22	29
11		23	26	29	28	25	29	19	24
12			19	26	34	27	23	22	25
<b>Total:</b>	<b>100</b>	<b>127</b>	<b>152</b>	<b>153</b>	<b>154</b>	<b>148</b>	<b>146*</b>	<b>140*</b>	<b>129*</b>

\*end of the year

## STUDENT ACHIEVEMENT AND COMMITMENT:

- NCCS staff needs to place greater emphasis on consistently reviewing and modifying curriculum in relation to student performance, and to establish consistent evaluation criteria. This is partially addressed in our

decision to use NWEA testing, along with the user-friendly services that are offered through this testing. As we collect and compare data, we should be able to better serve students' academic needs. All staff members are working effectively in establishing learning targets, assessments, and using data together to increase learning! We have recruited a staff person to analyze test data and present it in a way that will help teachers better understand the areas in which our students are struggling.

- **Student Attendance:** Our attendance rate for 2010-11 was 89.18%. We are continually seeking ways to encourage better attendance among our students. We have attendance awards that are dispersed at the end of the year. We have an attendance policy that states that students may be removed from core classes if they have 5 or more unexcused absences in a trimester. We will continue to use JMC software for the '11-'12 school year to track attendance. We will also continue the practice of having a staff member call students' homes each day if they have not called in and are absent. We have also hired a half time Social Worker to help with truancy, chemical abuse, and mental health issues.

**PERSONNEL:** NCCS will require all staff to participate in Professional Learning Communities this year – and incentive pay, and accountability is tied to that. This should help with some of the consistency issues involving personnel that have arisen in previous years.

**STAFF/BOARD RELATIONSHIP:** The staff majority board has given rise to some feelings among the staff not on the board feeling that their interests are not represented sufficiently by the board. We are trying to encourage more staff to volunteer to be on the board and to attend more board meetings and to share their opinions.

**READING AND MATH STANDARDIZED TEST SCORES** – One of the constant struggles in a Charter School, and specifically our school that focuses on helping students create independent projects, is to respond to the requirement for students to meet state and national goals for achievement, and allow students to explore areas of passion and interest that might not always align with the content of the state mandated assessments. We missed AYP in only one target area that is all students math. Other than that, we made AYP in every targeted area, and had some incredible reading results, including over 90% of our students proficient or exceeding standards in 10<sup>th</sup> grade reading! All measureable areas increased, except for Math 11, which decreased. We are taking this very seriously, and have put the proper research based processes in place to continue building in all academy areas, and significantly increase math achievement this year! Our plan includes clear learning targets, students monitoring their progress, formative evaluations to compare with student monitoring of progress, purposeful homework, a remediation program, and more. We are working very hard to fill the math gaps and continue building on reading and writing!

# ACCOUNTABILITY DATA

## 2010/2011 GOALS

**ADOPTED BY NCCS BOARD OF DIRECTORS: 20 JUNE 2008**

**MODIFICATIONS ADOPTED: AUGUST 21 2008**

Hamline Goals	Learning Program 3 yr results(Board goals)	NCCS annual goals 2008-2009 ( school goals)
1. NCCS students will demonstrate growth in the area of Personal and Social Adjustment	1. NCCS students will gain skills to be responsible citizens	1. Students, staff, and families will achieve a higher level of ownership as measured by increases in students' survey. 2. NCCS will experience a more stable environment as indicated by the following: a. Numbers of students in school sponsored activities, extra-curricular, and community activities will increase. b. Number of tardies will decrease c. AYP will be met in student attendance.
2. Family and Community members actively involved at New Century Charter School. Family, Community members and staff are satisfied with the NCCS program	1. All members of the NCCS community will improve communications	1. Increased staff participation in committees and NCCS activities. 2. Improve communication with all constituents. 3. NCCS faculty and staff will make efforts to improve school climate.
3. NCCS students will demonstrate growth of 3 normal curve equivalents per year in reading	1. Faculty and staff will promote continuity, rigor and accountability across disciplines	1. 70% of students will show positive achievement in reading from fall to spring utilizing the MAP assessment. 2. NCCS students will show positive achievement in meeting the minimal MN reading standards(achieve AYP status).
4. NCCS students will demonstrate growth of 3 normal curve equivalents per year in math.	1. Faculty and staff will promote continuity, rigor and accountability across disciplines	1. 70% of students will show positive achievement in math from fall to spring utilizing the MAP assessment. 2. NCCS students will show positive achievement in meeting the minimal MN math standards (achieve AYP status).
	1. Faculty and Staff will increase levels of understanding and application of effective pedagogy. 2. Students will engage in projects at increased levels of depth and quality.	1. NCCS students will increase the number, quality and depth of projects completed. 2. Faculty will report on student progress attributed to formative assessments. 3. Faculty and staff and parents will increase their understanding of the pedagogy of Project Based Learning.



**1. Students, staff, and families will achieve a higher level of ownership as measured by increases in surveys for each group of the NCCS community.**

### **STUDENT SURVEY INFORMATION**

Unfortunately, we did not conduct any student surveys during the school year. We will conduct one immediately in the fall and then do a follow-up survey in the spring.

### **STAFF SURVEY INFORMATION**

Unfortunately, we did not conduct any staff surveys during the school year. We will conduct one immediately in the fall and then do a follow-up survey in the spring. We did do a very comprehensive director review that provided helpful information for the future of the school.

### **FAMILY SURVEY INFORMATION**

The family survey was administered at conferences in the fall. There is no attempt to make this a scientific survey, so the respondents will in all likelihood be substantially different from year to year. Importantly to note, the participation in the surveys was not strong – in fact, only 25 people took the survey. We need to find a way to increase participation in the surveys.

1	My child enjoys New Century	4	4	4	3	4	3	3	4	4	3	3	3	3	3	3	3	4	4	4	4	3	2	4	4
2	My child feels safe and comfortable	4	4	4	4	4	4	3	4	4	3	4	4	4	4	4	4	4	4	4	2	4	4	4	4
3	I feel my child is learning	4	4	4	4	4	3	4	3	3	4	3	3	3	3	2	2	4	4	4	4	4	4	3	4
4	I feel my child is maximizing his/her potential	3	4	3	3	4	4	2	4	3	4	4	3	3	3	2	2	3	2	4	3	4	3	4	4
5	As a parent I am very satisfied	4	4	4	4	4	4	3	4	3	4	3	4	3	3	2	3	3	2	4	4	4	3	3	3
6	I feel the usage of New Century is improving in the community	3	3	4	3	4	3	3	4	2	4	3	3	3	3	1	3	2	2	4	4	3	4	2	3
7	My child gets the opportunity to be part of many great experiences	3	4	4	3	4	4	3	4	3	4	3	4	4	4	2	2	4	4	3	4	4	3	4	4
8	My child enjoys his/her advisory	2	2	2	2	4	4	3	4	4	3	3	4	4	3	4	4	4	4	4	3	4	4	3	3
8	I get timely communication from my child's advisor	3	4	2	3	4	4	2	4	3	4	1	1	2	4	4	4	4	4	4	4	4	4	4	3
10	My child enjoys his/her classes	3	3	2	3	4	3	3	4	3	2	3	3	3	3	3	4	3	2	4	4	4	4	3	3
11	I get the communications I need from the school	3	3	4	3	4	3	3	4	3	3	3	3	1	1	3	2	4	4	4	4	4	4	3	4
12	My child and family feel like we belong	3	4	4	3	4	3	3	4	3	2	4	3	3	2	2	2	4	4	4	4	4	2	4	4
13	I appreciate the inclusive education model that mainstreams all students	3	3	4	4	3	3	4	3	4	3	4	3	3	3	3	3	4	4	4	4	4	3	4	4
14	I feel New Century is providing my child for opportunities after high school	4	4	4	4	4	3	3	4	3	2	4	3	3	2	3	2	4	4	4	4	4	2	4	4
15	I feel like I have opportunities available to be involved	4	4	4	3	4	4	2	4	3	3	3	4	2	1	4	4	4	4	4	4	4	4	4	4
AVERAGE		3.47	3.73	3.93	3.33	4.00	3.53	2.87	4.00	3.13	3.40	2.80	3.53	3.33	2.80	2.13	3.27	3.15	4.00	3.93	3.60	4.00	3.20	2.6	3.6

**2. NCCS will experience a more stable environment as indicated by the following: Improving communication between the school and our families, and also increasing the numbers of students in school sponsored activities, extra-curriculars, and community activities to build our identity, tradition, and culture!**

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The collection of this data is an attempt to determine the level of ownership and stability. These terms, by definition, are difficult to assess. The above mentioned criteria are an attempt to view the level of commitment by students and staff in the overall operation of the school. We are working together as a team, all stakeholders from students, to staff, to parents, to community members, to increase enrollment, student achievement, and student experiences every day, every year. We are making great strides and are very confident in the future of New Century Academy!

#### Data:

Increase number of students in school sponsored activities and extra curriculars:

Activity	2010-2011
Extra-curriculars 423	4
Yearbook NCCS	4
Journalism NCCS	12
National Honor Society NCCS	16
Student Council NCCS	20
After school sports	15
Student initiated school activities; movie, lock-in	20
Students in 423 plays	5
NCCS musical or play	21
NCCS LaCrosse	46
Band/Choir 423	10

In addition, we participate in the Senior Student of the Month. We consistently have 3-4 nominations per month from the senior class.

#### **b. Number of ABSENCES will decrease.**

### **ATTENDANCE 2010-2011**

Averages for 2010-2011

Month	Absences
Sept	6.22%
Oct	10.46%
Nov	10.89%
Dec	11.29%
Jan	10.70%
Feb	13.66%
March	12.78%
April	11.40%
May	10.42%
June	6.98%

When we hired Lisa Grina partway through the school year, she and Sara Nelson made a very concerted effort to track down students who were absent, call parents, and even send out truancy letters. This practice, when implemented consistently next school year, should help us to decrease the total number of absences.

#### **c. AYP was met in all areas except for all students math. In addition, we had an attendance rate of 89.18 on the school year, also, and we will be looking to increase that to a 93% target for this school year!**

- 1. Increased staff participation in committees and NCCS activities. We have put all staff members on one committee this year by dividing staff in three, and creating an events committee, extracurricular committee, and professional development committee. Not to fully take these responsibilities from administration, but rather to provide a support system for all events to help administration! Our director has built an outstanding student leadership program, student council, and they will be a huge part of our planning and adding more events and activities for the kids to build spirit as well!**

Staff involvement in school wide activities is seen in a variety of settings. There is a general sense of agreement that staff involvement is something positive, and that our presence at student activities encourages positive involvement on the part of students. In a school such as ours, staff do get more involved in student's lives, simply by the design of the programming. All staff needs to be encouraged to determine ways that they can be involved and demonstrate to students in real ways that they are interested in what students are doing inside as well as outside of school.

#### Data:

The following is a compilation of staff committees/activities during the 2010-2011 school year.

- Child Study Team which met a minimum of once per month—4-6 staff members involved
- Professional Learning Communities which meet to discuss professional pedagogy issues every other week – all staff involved
- Coordinating graduation progress of students-all staff who work with high school age students involved
- Coordinating senior projects- all staff who work with high school age students involved
- Preparation and implementation of e-term seminars at end of each trimester-all staff involved
- Staff attendance at Senior Presentation nights—all staff attends
- Wide scale staff involvement at Open Houses
- Staff involvement at National Honor Society
- Staff involvement at Prom
- Staff involvement in After School Sports Club—6 staff members involved on a consistent basis

**2. Improve communication with all constituents. – We have addressed the issue of improving our communication – and discussed methods as a staff. We will continue with parent teacher conferences, and a “Parents Connection” group was started over the summer of 2010! We will measure this through survey questions on communication.**

**3. NCCS faculty and staff will make efforts to improve school climate – we have put everybody on a fair and equal playing ground with fair and equal expectations that are clear for everybody. We have fixed our systems, along with hiring some great new people – and we believe the climate will improve – this will be measured by staff surveys and focus groups.**

#### **NWEA STANDARDIZED TESTING:**

- 1. 100% of students will show positive achievement in reading from fall to spring utilizing the MAP assessment.**
- 2. 100% of students will show positive achievement in math from fall to spring utilizing the MAP assessment.**

#### Director's Interpretation:

Growth in nationally normed assessments is expected. NCCS uses the NWEA MAP assessment, administered in the fall and the spring of the year as the required nationally normed assessment for all students this year. We also analyze and gather data from MCA results, common assessments, and students will now be monitoring progress as well with our new systems! Teachers interpret this data in PLC's, and utilize it to help individual students, grade levels, and the school as a whole.

**Data:**

Grade level/subject	Fall 2010 RIT Mean	Winter 2011 RIT Mean	2005 National Normative Study RIT Mean
7 Math	225.5	224.1	225
7 LU	220.2	NA	215.9
7 Reading	220.3	223.3	214.8
8 Math	219.3	225.8	228.5
8 LU	214.2	NA	218.5
8 Reading	212.3	216.2	218.2
9 Math	223.3	NA	231.7
9 LU	212.9	NA	220.3
9 Reading	213.4	NA	220.7
10 Math	223.1	NA	235.6
10 LU	215.1	NA	222.9
10 Reading	216.4	219.4	223.6
11 Math	240.1	242.2	N/A
11 LU	225.5	NA	N/A
11 Reading	227.8	NA	N/A
12 Math	234.0	NA	N/A
12 LU	227.5	NA	N/A
12 Reading	229.2	NA	N/A

**I report:**

Students consistently showed growth in all areas tested from Fall (October) 2010 to Winter (February) 2011. The only area where they did not consistently show growth was in 7<sup>th</sup> grade Math.

## Section II: PLAN Test Results

PLAN—not administered		
	Mean NCCS	Mean Nation
Reading		
Math		
English		
Science		
Comprehensive		

Explore – not administered		

### ACT scores:

NCCS had a total of 11 students take the ACT assessment during the 10-11 school year. Below is a table which shows the average scores of NCCS students compared with state and national averages:

	Eng average	Math average	Reading average	Science average	Composite
NCCS	22.9	24.2	25.2	23.3	24.1
State average	22.3	23.0	22.9	22.8	22.9
National average	21.1	20.6	21	21.4	20.8

Students at NCCS consistently scored above the national average using this tool.



### Section III: Student Progress on the Minnesota Comprehensive Assessment (MCA II) GRAD assessments.

- New Century students made AYP in all categories but one, which was the all students math category. We have put the correct research based processes in place to make AYP in math this year and to continue to make it in reading all areas!

The target rates and rates attained by students at NCCS during the 2010-2011 school year are as follows:

Assessment	Target Rate as determined by MDE	Rate achieved by students at NCCS
Reading	63.25	74.53
Math	47.11	33.33

#### MCA II Math Scores

Grade Level	% exceeding Standards NCCS	% meeting standards NCCS	% partially meeting standards NCCS	% not meeting standards NCCS
7th Grade	7	29	43	21
8th Grade	6	11	33	50
11th Grade	4	4	25	67

#### MCA II Reading Scores

Grade Level	% exceeding Standards NCCS	% meeting standards NCCS	% partially meeting standards NCCS	% not meeting standards NCCS
7th Grade	44	25	25	6
8th Grade	37.5	25	18.8	18.8
10th Grade	36.4	54.5	9.1	0



## MCA II Science Scores

Grade Level	% exceeding Standards NCCS	% meeting standards NCCS	% partially meeting standards NCCS	% not meeting standards NCCS
8thGrade	0	27.8	50	22.2
10 <sup>th</sup> Grade	5.60	52.6	26.3	21.1

These standardized test scores are within striking distance of the state average 7 / 8 grade reading, 10<sup>th</sup> grade science, and exceeds the state average in 10<sup>th</sup> grade reading. Moreover, our standardized test scores are below the state average in 7 / 8 / 11 grade math, and 8<sup>th</sup> grade science. We are very confident we have put the research based processes in place and we will meet and / or exceed the state average in every measureable area this year!

### 9<sup>th</sup> Grade GRAD test of writing

	# Tested	Mean	% passed
New Century	13	3.27	80%

**2. New Century students met, were very close to meeting, or exceeded standards in all reading areas – we will continue to build from this through research based processes!**

**3. New Century students were below statewide average proficiency levels in math, but we have put the proper steps in place to increase this significantly this school year! Our main plan is clear learning targets, students self-monitoring their progress, formative assessments, interventions for students that are struggling, more purposeful homework, new project seminars with more structure, teamwork in PLC's, micro teaching, pay and benefit reform, work agreement reform, grading reform, and more!**

**In addition...**

- 1. NCCS students will increase the number, quality and depth of projects completed.**

Approx. 18 Seniors presented a total of 53.85 credits in projects.

Approx. 25 Juniors presented a total of 17.50 credits in projects.

Approx. 30 Sophomores presented a total of 17.40 credits in projects.

Approx. 23 Freshman presented a total of 8.45 credits in projects.

\*Data was not gathered in a manageable form this year that would reflect quality and depth of projects completed. We will attempt to find a way to do this within our new JMC gradebook for the 2011-2012 school year.

## **2. Faculty will report on student progress attributed to formative assessments.**

We really focused on doing this at our PLC's this year. We learned from each other how to best analyze our student's performance throughout the year, rather than simply at the time when progress reports were issued. We will also compliment these efforts with teacher clarity and students self-monitoring progress..

## **3. Faculty and staff and parents will increase their understanding of the pedagogy of Project Based Learning.**

To this end, a team of staff members has been working to formalize project requirements and build a complete project curriculum, with students required to show competency in multiple areas of research and presentation. These tools will be used to help students, faculty, and parents all gain a more thorough understanding of pedagogical goals of a project-centered curriculum. We also held a Parents and Projects night where parents and students could come and ask questions about project-based learning.

## **FIELD TRIP TO THE SCIENCE MUSEUM**

# SCHOOL FINANCES

The New Century Charter School Board of Directors continued to make an effort throughout the year to establish reasonable routines and procedures to collect and analyze budget revenue and expenditure data on a regular basis. New Century Charter School has been the recipient of the Minnesota Department of Education *School Finance Award* for the past six years. We have established some excellent protocol regarding school finance between in-house personnel and our contracted services with School Business Solutions. Dawn Jenkins, Finance Coordinator at School Business Solutions, can be contacted for more information at 651-917-6259.

Our audit was just recently completed and therefore this is preliminary information.

	<b>Activity</b>	<b>Fund Balance 6.30.2010</b>
General Fund		176,147.
Revenue	1,579,158.	
Expenditure	1,513,679.	
Food Service Fund		
Revenue	27,525.	
Expenditure	50,300.	
Total Revenue	<b>1,606,683.</b>	
Total Expenditures	<b>1,563,978.</b>	
Total Fund Balance		<b>176,147.</b>

## CONCLUSION

Based on the results of our ninth year of operation, staff recognizes that we have made a tremendous effort to provide a quality educational alternative to students in our region. Although we have not met all of our goals as outlined in our charter, we are continuing to develop and implement effective policies and procedures in order to meet and or exceed those goals during our tenth year of operation. We will also focus on more feasible ways to collect the data needed to support our assessment of achievements. Students and families have recognized the value of the educational program offered at New Century, and are continuing to make the commitment to be informed and involved in school activities.

