New Century Academy

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2024-2025 Annual Report

Year 24

Submitted to:

Minnesota Department of Education

New Century Academy 24th Annual Report
2024-2025 School Year

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INTRODUCTION

The purpose of this report is to inform NEO (our authorizer), and the Minnesota Department of Education of the continued progress and achievements of New Century Academy in its 24th year of operation. This study includes information on the 2024-2025 school year, such as student demographics, student data, school finances, and governance. The report also includes additional data needed to provide a comprehensive description of New Century Academy and its educational programs and practices.

This annual educational audit serves to meet the requirement of reporting progress towards the board goals outlined in the 2024 annual report. This evaluation meets Minnesota's Department of Education requirement for reporting adequate yearly progress.

During its fourteenth year of operation, New Century continued to receive support from EdVisions, the Minnesota Association of Charter Schools (MACS), and our authorizer, 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



GENERAL INFORMATION

SCHOOL DESCRIPTION

New Century Academy
District #4093
Director: Jason Becker
Mission Statement: *To engage students in critical thinking and teamwork that empowers them toward life-long learning and global citizenship.*
Vision Statement: *To provide a school that creates an inclusive community working together to support student achievement and builds a strong sense of self-worth.*
Authorizer: Novation Education Opportunities (NEO)
Authorizer Contact: Wendy Swanson-Choi
First Year of Operation: 2002-2003
Grades Served:

2002-2003	7th-10th	100 students	2014-2015	7th-12th	118 Students
2003-2004	7th-11th	127 students	2015-2016	7th-12th	112 Students
2004-2005	7th-12th	150 students	2016-2017	7th-12th	125 Students
2005-2006	7th-12th	150 students	2017-2018	7th- 12th	136 students
2006-2007	7th-12th	154 students	2018-2019	7th-12th	140 students
2007-2008	7th-12th	146 students	2019-2020	7th-12th	145 students
2009-2010	7th-12th	144 students	2020-2021	6th-12th	145 students
2010-2011	7th-12th	135 students	2021-2022	6th-12th	145 students
2011-2012	7th-12th	135 students	2022-2023	6th-12th	135 students
2012-2013	7th-12th	145 students	2024-2025	6th-12th	110 students
2013-2014	7th-12th	150 students			

*2025-2026: 100 Students

**Projected total enrollment*

New Century Academy (NCA) 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 950 School RD SW with an affiliated building corporation. 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 (11th). 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 Academy 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, NCA has been creative about forming an intentional community of learners, where the value of relationships is a major focus. NCA has accomplished this through a variety of methods. Through purposeful design, the school size is small, with core classes averaging about 20 students, with a maximum size of 25 students in a small number of instances. Students also spend a significant part of their week in their advisory group, where no more than 20 students work with the same advisor during their academic careers at NCA. 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 NCA.

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In its twenty-second 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 twenty-three annual reports. New Century has benefitted from the assistance of NEO 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. Staff, board members, students, and families are all committed to continuing the journey as we move into our 24th year.

STUDENT DEMOGRAPHICS AND BACKGROUND

Student Enrollment

Number of Students Enrolled

Grade	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
7	24	26	26	18	18	16	23	25	16	25	21	17	17	14
8	25	26	27	25	19	18	23	23	18	18	33	23	17	15
9	25	27	27	27	29	22	24	29	20	22	21	34	25	13
10	26	25	27	28	26	38	23	23	30	20	26	22	30	31
11		23	26	29	28	25	33	20	24	33	20	27	21	27
12			19	26	34	27	27	25	27	29	24	24	8	19
Total:	**100**	**127**	**152**	**153**	**154**	**146**	**153**	**145**	**135**	**147**	**145**	**150**	**118**	**122**

Grade	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
6	NA	**NA**	**NA**	**6**	**4**	**5**	**2**	**6**	**6**
7	25	19	11	10	7	9	5	6	13
8	19	27	26	13	15	11	9	9	10
9	17	27	35	35	16	22	18	22	18
10	13	23	26	26	38	20	17	18	20
11	32	18	24	24	27	40	18	17	22
12	23	28	18	18	27	23	32	22	21
Total:	129	142	140	140	134	130	110	100	109*

									***Est**

New Century Academy #4093

2024-2025 School Calendar

School Day 8:00 am - 3:00 pm

Board Approved: 06.26.2024

Start/Early Out/End
No School
E-Terms
School Events
Conferences/Work Day/Prof. Dev.
Board Mtg. - 5:30 PM

July 2024

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

August 2024

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

6-8 or 13-15: Teacher Flex Workshop
20-22: Teacher/Para Workshop
21: SCHOOL BOARD MEETING
22: Open House 6:00-8:00pm
23: Teacher Wkdy
26: First Day of School
30: NO SCHOOL

September 2024

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

2: NO SCHOOL - LABOR DAY
18: SCHOOL BOARD MEETING
27 : Family Night 6:00-8:00pm

October 2024

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

4: Mid-Trimester 1
4 : Early Release 12:00 pm
15: Evening Conferences 4 pm-8 pm
16: SEAC Mtg 6 pm/WBWF Mtg 7 pm
16: NO SCHOOL - Conferences 8 am-4 pm
17-18: NO SCHOOL Professional Org Mtgs
23: SCHOOL BOARD MEETING
28: Eterm Teacher Forms Due

November 2024

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

4: Eterm Student Sign-up
8: Early Release 12:00 pm
15: NO SCHOOL - Teacher Wkdy
18-22 : Fall E-term
20: SCHOOL BOARD MEETING
22 : End of Trimester 1
25 : Start of Trimester 2
27-29: Thanksgiving Break

December 2024

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

6: Early Release 12:00 pm
20: Family Night 6:00-8:00pm
18: SCHOOL BOARD MEETING
23-31: NO SCHOOL - Holiday Break

January 2025

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

1-3: NO SCHOOL - Holiday Break
6: NO SCHOOL - Teacher Wkdy
15: SCHOOL BOARD MEETING
17: Early Release 12:00 pm
20: NO SCHOOL - MLK Day
24: Mid-Trimester 2
3: Eterm Teacher Forms Due

February 2025

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

6: Conferences 4 pm - 8 pm (SEAC Mtg 6 pm)
7: NO SCHOOL - Conferences 8 am - 4 pm
10: Eterm Student Sign-up
14: Early Release 12:00 pm
17: NO SCHOOL - President's Day
19: SCHOOL BOARD MEETING
28: NO SCHOOL - Teacher Wkdy

March 2025

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

3-7: Winter E-term
7: End of Trimester 2
17: NO SCHOOL - Teacher Wkdy
10-14: NO SCHOOL - Spring Break
17: NO SCHOOL - Teacher Wkdy
18: Start of Trimester 3
19: SCHOOL BOARD MEETING

April 2025

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

4: Early Release 12:00 pm
17: Mid-Trimester 3
18 : NO SCHOOL - Good Friday
25: Family Night & Annual Meeting 6:00 - 8:00 pm
28: Eterm Teacher Forms Due
1, 8, 15: Senior Presentations

May 2025

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

5: Eterm Student Sign-up
16: NO SCHOOL - Teacher Wkdy
19 - 22: Spring E-Term
21: SCHOOL BOARD MEETING
22: Last Day School/Olympics/Talent Show
23: Teacher Workday/Sr. Picnic -Noon
23: Graduation 7:00 pm
26: NO SCHOOL - Memorial Day
28: Teacher Workday

June 2025

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

*** Term Dates ***

August 26 - Trimester 1 Begins (59 days)
October 4 - Mid-Trimester 1 (28 days)
November 22 - Trimester 1 Ends (31 days)
November 25 - Trimester 2 Begins (58 days)
January - Mid-Trimester 2 (days)
March 7 - Trimester 2 Ends (days)

Student Background/Demographics

	02/03	03/04	04/05	05/06	06/07	07/08	08/09	09/10	10/11	11/12	12/13	13/14	14/15	15/16
Male	68%	57%	58%	59%	52%	49%	55%	54.3%	50.5 %	49.94 %	53.1 %	43%	48%	
Female	32%	43%	42%	41%	48%	51%	45%	45.7%	49.5 %	50.06 %	46.9 %	57%	52%	
Special Education	12%	11%	14%	12.5 %	12%	16%	16.3 %	20%	21%	22.22 %	34%	30%	31%	32%
African American	1%	0.8%	0.7%	0.7%	1.3%	2%	3.2%	3.4%	3.6%	2%	.6%	2%	1%	1%
Hispanic	5%	3.9%	3.3%	2.7%	1.9%	2%	5.2%	7.4%	6.3%	4.6%	6.8%	9%	5%	6%
Asian/Pacific Islander	1%	1.6%	1.3%	1.3%	1.3%	.6%	3.2%	1.7%	1.0%	2.3%	.6%	1%	1%	0%
White	93%	93.7 %	94.7%	94%	94.2 %	94.5 %	87.8 %	86.8%	88.4 %	89.7%	90.3 %	89%	91%	86%
American Indian	0%	0%	0%	1.3%	1.3%	.6%	.6%	.6%	.5%	1.4%	1.3%	1%	3%	3%
F/R Lunch	20%	22.1 %	19.3%	23.8 %	22%	32%	52%	42.3%	44%	54.3%	57.9 %	56%	52%	50.8%
LEP	0%	0%	0%	0%	0%*	0%	0%	0%	0%	0%	0%	0%	0%	0%

	16/17	17/18	18/19	19/20	20/21	21/22	22/23	23/24	24/25
Male	39.6%	45.07%	44.28%	41.91%	41.54%	44.61%	46.0%	44%	47%
Female	60.4%	54.9%	55.71%	58.08%	58.46%	55.39%	54.0%	56%	53%
Special Education	37%	36%	33.3%	36.1%	33.6%	34.9%	37.6%	37.8%	32.6%
African American	2%	1.4%	2.2%	0%	0%	.8%	0.9%	0%	0%
Hispanic	7%	12%	6.5%	6.9%	11.8%	11.1%	6.8%	10%	11.6%
Asian/Pacific Islander	0%	0%	0%	0%	0%	0%	1.7%	0%	0%
White	86%	85%	86.2%	88.7%	84.9%	84.1%	85.5%	86.7%	86.3%
Ind. American	1%	0.7%	1.4%	0%	0%	0%	0%	0%	0%

F/R Lunch	62%	66.9%	69.6%	53.4%	50.4%	49.2%	56.4%	66.3%	57.9%
LEP	0%	0%	0%	0%	0%	0%	0%	0%	0%

Key Demographic Trends

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

The number of students with IEP's stayed consistent from last year, and the number of students receiving free or reduced lunch decreased by 9%. This can be attributed to the free meals act. Although wonderful that students are being fed, parents are less likely to fill out paperwork to avoid the label. In 2024-2025 there is a decreasing disparity between male and female students served. The percentage of students of color increased to 13.7%. Students qualifying for free and reduced lunch decreased to 57.9%

Student Attendance: The Average Daily Attendance percentage for 2024-2025 was 87% which was lower than previous years. We have looked at having students take part of internships off campus and many of these absences would be due to off-campus work, excused project days, and other reasons that tie to academics. NCA also followed the recommendations that anyone who tests positive for COVID-19 should stay home for at least 5 days. We strive 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 and Student Services Professional met individually with families and students who had an undesirable amount of absences for the year, and this seemed to yield good results. We determined that an incentive based program would be much more effective. However, given that COVID-19 is still very much a part of our community and society, until those numbers drop, we will expect to see students out due to illness. The school also took a conservative approach to students displaying symptoms erred on the side of having students that showed symptoms be sent home. Like many schools across the country, we saw an increase in student absences due to mental health and we have been working as a team to find the best way to support students who are coping with mental health issues.

Retention/Attrition: Of the 119 total students served during the 2024-2025 school year, NCA experienced 11 students leaving beyond October 1. This has been an odd year in the history of NCA as no year in record has had an attrition rate greater than 4%. There are many reasons for this. However, a large on is trying to counter the narrative that we are an ALC or an ALP type school. We had several students who attended the school without a desire to engage in project-based curriculum and struggled with the smaller environment with more flexibility. However, we also brought in students that were excited and desiring to be in the environment we were offering.

Twenty-three students participated in graduation on May 24th 2025. This is a smaller senior class than we have seen in recent years but they are definitely bonded by their smaller number as this year's ceremony was one that was deeply heartfelt. They were an amazing group of students who inspired all of us as educators with their resilience of being the 7th graders of the COVID era. We anticipate a bit of a hit on our enrollment to try and replace them. However, there are many moving pieces occurring to try and rebuild this group. We have seen a massive increase over summers particularly with students who are 8th grade, going into 9th grade as this is the natural transition point.

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. Administrators have favored in school suspension (ISS) whenever possible. However, some of the absence rates come from parents who elected for OSS as opposed to their student serving ISS.

NCA 2024-2025 Staff

Staff Roster

Name	Assignment	File Folder Number
Jason Becker	Director	404894
Kelsey Dolge	Social Studies Educator / Advisor	480243
Maria Nuthak	Science Educator / Advisor	323893
Michael Tellez-Zamora	Math Educator/Advisor	1032253
Jessamine Julian	Language Arts Educator / Advisor	485409
Marcus Rothstein	ShopTeacher/Advisor	1021647
Mark Wigern	Physical Education and Health Teacher	368846
Stacy Miller	Special Educator/ Advisor	513921
Anne LeClaire	EL/Spanish/Advisor	412645
Marci Collette	Art Teacher/Advisor	1012296
Michael Tellez-Zamora	Paraprofessional	N/A
Mona Theisen	Food Services	N / A
Talitha Thuringer	Nurse	N / A
Dawn Villianueva	Admin Asst / Student Data Management	N / A
Stephanie Falling	Paraprofessional	N / A
Jessica Rothstein	Paraprofessional	N / A
Julie Puder	Paraprofessional	N / A
Mercedes Walters	Paraprofessional	N / A
Heather Sickmann	Paraprofessional	N / A

Talitha Thuringer	Paraprofessional	N / A
Izaiah Mueller	Paraprofessional	N/A
Jenny Benfield	Paraprofessional	N/A

STAFF TURNOVER RATE:

New Century Academy is very proud of our ability to retain staff. By June 30 of FY 24 we had to non-renew a couple of educators due to budgetary reasons. We also had a few paras that were cut for budgetary reasons as well. However, all of these staff finished out the school year.

Innovative practices and implementations

NCA 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 parents and community members in attendance at our ***Family Nights***, and our ***Senior Project Nights***. Throughout the summer, administration was intentional about creating spreads in the local newspaper marketing the new opportunities and programming that occurs at NCA. Administration also put up billboards, added a section to the newspaper for teacher publications for the upcoming year. Teachers also were able to contribute columns about what they are working on in their classrooms at the school. There was quite a great deal of praise over the articles that were published.

COMMUNITY/SERVICE/OFF SITE EDUCATIONAL EXPERIENCES: NCA 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 2024-2025 school year, small groups of students were involved in reading to students at Equul Access, volunteering at local nursing homes and hospitals, providing musical accompaniment around the community, Office, various churches, McLeod County Food Shelf, Aveyron Homes, and various other groups within and around Hutchinson.

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. We have added in an opportunity to grow this area. Students have the potential to earn their white cord at graduation if they complete double the number of service hours that are required for graduation. We have found including a cord for achievement is something that has motivated quite a few students to go above and beyond.

One new community piece of service learning that was introduced was our community projects course. Students learned about themselves, and their strengths, weaknesses, and areas of growth. Following this, they learned about non-profits and were able to meet with several non-profit professionals. Then the final portion of the course was to design a project that would be completed with non-profits in our community. It could be a fundraiser, a service session, or any combination of the two.

The teachers and families of NCA students have often expressed the importance of out of the classroom, or experiential learning time for their students. Time in which students can reach out and impact our community in many different ways.

We had several **Off-Site experiences** for students during the school year. Some of the major ones came in the form of travel opportunities. All students at NCA had a trip offered. Eterm allowed for many field trips and unique experiences within our walls and outside of our walls. This is why these weeks add such an enriching experience to the students and staff within our building.

We also had several guest speakers in our school, including several local veterans on Veterans Day that was a ceremony at NCA. We also welcomed guest speakers in several classes that included but not was limited to military history enthusiasts, local business owners, non-profit directors and starters, job skills coaches, representatives from various faiths for a world religions discussion, and many more.

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 **Knitting and crocheting, MN History based, a 2 night overnight trip to LLCC in Palisade MN, construction based, touring state parks in the outdoors, drivers education, building and design within games, English credit recovery redoing furniture and fashion, the yearbook creation eterm, a Military based eterm, and more.**

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. We have noticed that during these eterm weeks there is a spike in attendance that can average around 94% which is really awesome to see for our students.

INTENTIONAL COMMUNITY BUILDING: NCA 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. *We developed a basketball program along with archery to gauge student interest. We had volleyball, basketball, wrestling, archery, track and field, trap shooting, and drama club for students to participate in.*

During the year, the staff was able to come together within specific days to learn from one another and see what is working and what is not with various students. We also began working with the Resource Centers of Excellence to start improving our graduation rate and start laying the ground work for designing interventions for our younger students to help keep them on track and making progress toward graduation early on.

Charlotte Danielson's Framework for Teaching was used to evaluate teachers. Peer Partner groups were established and met monthly to discuss peer observations on teaching and learning using the framework. Teachers were formally evaluated 2 times during the school year and met with an administrator that observed their lessons. Needs were addressed to improve instructional quality and areas of focus for teachers. Key indicators included peer and administrator observations to assess performance and progress as Unsatisfactory, Basic, Proficient, or Exemplary.

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The creation of the leadership team has helped move things forward. The leadership team includes the school director and two educators who have long standing history with the school. They also were noted to show strong leadership potential. Additionally, all three members have very unique ways of looking at various problems and opportunities that are presented to the school. This means that in the best way, they will be working to move the school forward in various different ways.

Our long term plan is to build shared knowledge, continue conduct book studies, continue to travel to other schools, 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, advisories, and our Student Services official

Students led **"Town Meetings"** throughout the school year 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 awarded "Student of the Trimester," award to 2 students per class taught at New Century, REACH awards for students that showed improvement during their time at NCA. We also awarded 2 students with the Spirit of NCA award and the Leadership Award at the completion of the year. We also added in cords for graduation that students could earn through accomplishments. The NCA regalia currently looks like this:

Stoll: NHS Student

Gold Cord: Academic Accomplishment (GPA over 3.25).

Light Blue Cord: Completed the Youth Leadership Program

Red, White and Blue Cord: Student is enlisting in the military

Orange Cord: Student has partaken in the drama club and school theater productions or has submitted fine arts pieces to art shows.

Green Cord: Student has participated in a season of high school sports

White Cord: Student has completed double the number of required service hours (completes 50 as opposed 25).

Red: School Leadership. This cord is awarded to Sports Team Captains, Drama Club Directors, and members of the Executive branch of Student Congress (as well as head judge and Speaker of the Legislature).

Purple: Student Congress. This cord is awarded to students who serve at least 1 year in the student congress and do so while staying in good standing.

Relationships were established through the advisor/student interaction as well as through family conferences, family nights, advisory day, field trips and school open houses.

Surveys administered to parents in the fall and spring continue to show general satisfaction with NCA as an educational institution. We had 58 parents complete the parent satisfaction survey. Of these, 56 of them strongly agreed that NCA was meeting their expectations. We continued our conference format this year from an advisor conference to an open conference in which teachers were available to talk to parents throughout the conference meeting. This meant that parents needed to take the initiative to attend conferences and seek out their child's teacher. This resulted in the lowest attendance rate at conferences that NCA has ever experienced. Areas of strong satisfaction include questions about their child(ren) feeling safe at school, if the staff is caring/respectful, and if they are seeing academic growth within their child(ren).

FAMILY INVOLVEMENT AND VOLUNTEERISM: NCA continues to have great parental involvement, with many family members volunteering at the school in various capacities. Our conference attendance and communication expectation is for every advisor to nail down 100% contact. Conferences can be done over the phone, in person, or via email. Even though we realize that most middle school and high schools struggle to bring a high percentage of parents in for conferences, it is NCA's goal to ensure every student and family understands their student(s) progress and areas of growth. We are encouraging teachers to call to set up conference and make the connection, otherwise teachers can utilize online sign ups as well.

This increase in attendance by parents we believe can be attributed to the change in conference format. When advisors are taking the initiative to call parents and set up a conference it helps the parents feel important and that we want them involved. It also increases the chance that the parents will attend a conference.

Parents continued their group to support and encourage the school this year. Parents continue to be involved in more teaching and learning based capacities. Parents serve on the school board, family night volunteerism, chaperoning lock-ins and events, teach e-terms and are welcomed as guest career lecturers in different capacities.

This year, we also maintained the Spartans Parents Organization (SPO). SPO serves to help address fundraising needs for the school as well as the starting of different programs within the school. This also doubles as our Special Education Advisory Committee (SEAC) with one Special Education teacher and General Education teacher present to address any concerns that parents may have about curriculum and meeting student needs. There is also a formal SEAC meeting on our fall conference night as well.

PRESENTATION NIGHTS: This was our sixteenth year of "senior projects" and we hosted three presentation nights for 12th grade students to showcase what they had learned for staff, friends, family, and community members. Each senior also selects a junior or sophomore student to shadow them during the year and introduce them on presentation night. This is usually one of the highlights of the year for staff and students alike!

STUDENT ACTIVITIES AND PHYSICAL EDUCATION OPPORTUNITIES: Our Physical Education teacher offered a middle school course focused on cooperative skills and motor skill development. The students had many different types of PE they could partake in. Including lifetime sports, international sports, a traditional PE class, and others. Students at the high school level participated in a Lifetime Fitness course and Community Fitness course in which they were transported to local fitness clubs to explore fitness opportunities in the community. Students continue to utilize our beautiful gym every single chance they could get, coming in early to school

to “shoot hoops,” playing basketball (with staff members!) and hanging out after school to toss footballs around. Weekly dodgeball games during advisory have also become tradition. We continued to offer programs such as Archery, basketball, volleyball, wrestling, trap shooting, music, and more. We also started advisory challenges. These tournaments had an equal split of physical basis (flag football, basketball) and mental (trivia, chess). Trophies were awarded at the end of the year to the highest scoring advisories.

One major addition to the school Physical Education program was Archery. Students in all grades participated.

We were often able to utilize our large outdoor space at NCA 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. The fall Lifetime Fitness class also took a strong interest in outdoor trips and activities such as kayaking, biking, and walking.

DISTRICT #423 RELATIONSHIP: NCA continued its 24th year of a cooperative agreement with the local school district in order to provide additional opportunities for our students. The New Century Academy School Board decided to discontinue our co-curricular cooperative as well as many of the extra-curricular activities due to high costs for the agreement. 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. Because of the continued success of NCA’s Lacrosse program started 4 years ago, District #423 decided to start a Lacrosse program at their high school and compete in the Minnesota State High School League. District #423 also decided to begin charging NCA for their participation in the cooperative at the rate of $3,000 per gender activity. Despite this unfortunate arrangement, NCA will continue to strive to build a healthy relationship with the home district.

PROFESSIONAL DEVELOPMENT: Great teachers help create great students. Research shows that an inspiring and informed teacher is the most important school-related factor influencing student achievement, so it is critical to pay close attention to how we train and support both new and experienced educators. NCA has always valued relevant learning opportunities for its staff and faculty. Overall the 2024-2025 school year, was rich with professional development opportunities. Administration was very strongly in favor of PD for teachers and paras.

Teacher-Induction Programs
Support for beginning teachers is critical to the successful development of a new teacher. NCA has created opportunities for novice teachers to learn from best practices and offers time to analyze and reflect on their teaching in a formally organized procedure.

- Ongoing mentoring from peer partner teachers has helped support staff in completing authorizer model inspired learning walks.
- Formal and informal coaching from a veteran teacher was implemented during this school year. Novice teachers were given access to the coaching and expertise made available with time each day assigned to support this program.
- Peer coaching was implemented through information obtained at an MDE workshop. Teachers were paired with directions to observe twice during the year. The Charlotte Danielson platforms of teaching rubric was utilized as a tool to evaluate practice. All

teachers participated in the peer coaching program and new teachers were the specific beneficiary of this coaching relationship.

Ongoing Professional Development

NCA believes that it is critical for veteran teachers to have ongoing and regular opportunities to learn from each other and from professional seminars outside our school building. NCA has supported ongoing professional development that keeps teachers up-to-date on new research on how children learn, emerging technology tools for the classroom, new curriculum resources, and more. We believe that professional development should be ongoing, experiential, collaborative, and connected to and derived from working with students and understanding their culture. In addition to individual school visits to that gathered innovative teaching strategies and a building of collaboration, the following seminars, workshops, conferences and in-school professional learning opportunities were experienced this past year:

- PBL Professional Development
- Technology support conferences
- Prevention of Bullying
- Health Services Review, including Bloodborne Pathogens, Right to Know, General Nursing Office Functions, AED and First Aid Overview
- NWEA Analysis
- Crisis Management
- Effective Strategies for Working Successfully with Difficult & Disruptive Students
- Special Education Procedures
- Technology in Our Classrooms
- Critical Thinking
- Social Studies Curriculum Development
- Instructional Collaboration
- MCA Test Proctor Training
- English Language Learners Trainings
- Cultural Competency
- Reading and the Brain Course
- Suicide Prevention
- Content area workshops
- Top20 conferences
- Special Education Law Conferences
- K-12 Science Workshop
- Content days with professors at Ridgewater Community college
- PBIS conferences
- What's new in adolescent literature

GRADUATION: At the close of our twenty-first year, we celebrated by honoring our class of 2024 seniors in our beautiful school gym. 14 magnificent seniors participated in graduation. Notable speakers were Valerie Mackenthun (president of the Chamber of Commerce for Hutchinson), Mr. Jason Becker, director of NCA and a student that was voted by her classmates to receive the honor of giving closing remarks. Half of our graduates plan to attend either a 2 year or 4-year college this fall. A handful of students not pursuing higher education successfully acquired employment.1 has enlisted in the military. 1 senior is returning to NCA to finish their plan of study. The ceremony was a beautiful celebration of all of these students' hard work, effort, and perseverance.

We have also added in additional recognitions of cords for graduation. A gold cord denotes academic honors. A light blue cord denotes a youth leadership graduate. An orange cord denotes involvement in the fine arts: participating in the play, set crew, and/or an art show in town. A green cord denotes a student-athlete. A red, white, and blue cord is given to students enlisting in military service. Finally, a white cord denotes a student who completes double the number of required hours of service learning, 50 hours. Going forward Red Cords and Purple cords will denote school leadership (captians, club starters, directors, etc) and student congress involvement.

NATIONAL HONOR SOCIETY: 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. We inducted our seventeenth group of students in May of this year. Five new, deserving members are now a part of one of the oldest honor societies in our nation's history. 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.

Comprehensive Achievement and Civic Readiness (CACR) Annual Summary Report

Please use this template as an internal tool to gather information. Responses should be submitted electronically in the Minnesota Education Grant System (MEGS). You can copy your responses from this template into MEGS.

If your district or charter does not utilize Every Student Succeeds Act (ESSA) funds and complete ESEA reporting within MEGS, please submit an electronic copy of this form to CACR.MDE@state.mn.us.

District or Charter Name: New Century Academy

CACR Contact Name: Jason Becker

CACR Contact Title: Director

CACR Contact Email: Jason.becker@newcenturyacademy.com

CACR Contact Phone Number: 320.234.3660

Annual Public Meeting

These annual public meetings are to be held in the fall of each school year.

CACR Requirement: For each school year, the school board must publish a report in the local newspaper, by mail or by electronic means on the district website.

Provide the direct website link to the district's CACR annual report. If a link is not available, describe how the district disseminates the report to families and community partners:
https://www.newcenturyacademy.com/compliance-documents/

Survey(s) of Staff, Students, and Families

CACR Requirement: Each school district must periodically survey affected constituencies, in their home language(s) where appropriate and practicable, about their connection to and level of satisfaction with school.

Summarize the results of your most recent survey(s) of staff, students, and families.

We distribute surveys three times a year- two times on conference evenings (fall and spring) and additionally at our annual meeting in the spring. Overall, NCA maintains over 90% parent satisfaction rating.

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Goals and Results
All Students Ready for School

Goal	Result	Goal Status
Provide the established SMART goal for the 2024-25 School Year**.** **Type response here**	**Provide the result for the 2024-25 School Year that directly ties back to the established goal.** **Type response here**	***Check one of the following****:* ___ Goal Met (one-year goal) ___ Goal Not Met (one-year goal) ___ Goal Met (multi-year goal) ___ Goal Not Met (multi-year goal) ___ On Track (multi-year goal) ___ Not On Track (multi-year goal) __x_ N/A (no kindergarten enrollment)

Repeat table for additional school readiness goals as appropriate.

Close the Achievement Gap(s) Between Student Groups

The percentage of Free and Reduced Lunch students enrolled October 1 in grades 6-12 in New Century Academy who earn an achievement level of Meets the Standards or Exceeds the Standards on the Math MCA III will increase from 7.9% in 2023-2024 to 12% in 2024-2025.	New Century Academy did not meet this goal as we scored 8.7% proficient	***Check one of the following:*** ___ Goal Met (one-year goal) _x__ Goal Not Met (one-year goal) ___ Goal Met (multi-year goal) ___ Goal Not Met (multi-year goal) ___ On Track (multi-year goal) ___ Not On Track (multi-year goal)
The percentage of Free and Reduced Lunch students enrolled October 1 in grades 6-12 in New Century Academy who earn an achievement level of Meets the Standards or Exceeds the Standards on the Reading MCA III will increase from 21% in 2023-2024 to 26% in 2024-2025.	New Century did meet this goal scoring 30% proficient.	_x__ Goal Met (one-year goal) __ Goal Not Met (one-year goal) ___ Goal Met (multi-year goal) ___ Goal Not Met (multi-year goal) ___ On Track (multi-year goal) ___ Not On Track (multi-year goal)
The percentage of Free and Reduced Lunch students enrolled October 1 in grades 6-12 in New Century Academy who earn an achievement level of Meets the Standards or Exceeds the Standards on the Science MCA III will increase from 9.5% in 2023-2024 to 14.5% in 2024-2025	NCA did meet this goal with 20% of students being proficient on the MCAs.	__x_ Goal Met (one-year goal) ___ Goal Not Met (one-year goal) ___ Goal Met (multi-year goal) ___ Goal Not Met (multi-year goal) ___ On Track (multi-year goal) ___ Not On Track (multi-year goal)
The percentage of all students in grades 6-12 at New Century Academy enrolled by October 1 who are proficient on the Math MCA III will increase from 7.7% in 2023-2024 to 12.7% in 2024-2025.	Although progress was shown in this area, NCA did not meet this goal. We were 10.7% proficient.	___ Goal Met (one-year goal) _x__ Goal Not Met (one-year goal) ___ Goal Met (multi-year goal) ___ Goal Not Met (multi-year goal) ___ On Track (multi-year goal) ___ Not On Track (multi-year goal)
The percentage of all students in grades 6-12 at New Century Academy enrolled by October 1 who are proficient on the Reading MCA III will increase from 29.9% in 2023-2024 to 34.9% in 2024-2025.	New Century Academy did not meet this goal. NCA had 25% of their students as proficient on the Reading MCA	___ Goal Met (one-year goal) _x__ Goal Not Met (one-year goal) ___ Goal Met (multi-year goal) ___ Goal Not Met (multi-year goal) ___ On Track (multi-year goal) ___ Not On Track (multi-year goal)
The percentage of all students in grades 6-12 at New Century Academy enrolled by October 1 who are proficient on the Science MCA will increase from 18.8% in 2023-2024 to 23.8% in 2024-2025.	New Century Academy did not meet this goal. 18.2% of students were proficient on the science MCAs.	___ Goal Met (one-year goal) __x_ Goal Not Met (one-year goal) ___ Goal Met (multi-year goal) ___ Goal Not Met (multi-year goal) ___ On Track (multi-year goal) ___ Not On Track (multi-year goal)

Repeat table for additional school readiness goals as appropriate.

All Students Ready for Career and College

Goal	Result	Goal Status
Provide the established SMART goal for the 2024-25 School Year. 90% of seniors will either have completed an OJT (on the job training) credit, be enrolled in a transition service, have been accepted to post-secondary education, have been enlisted in the military, or have completed a Work Skills course in HS.	Provide the result for the 2024-25 School Year that directly ties back to the established goal. NCA has made progress in this area. However, they have not hit the 90% mark at this time. This can be attributed to a smaller than average graduating class.	***Check one of the following:*** ___ Goal Met (one-year goal) _x__ Goal Not Met (one-year goal) ___ Goal Met (multi-year goal) ___ Goal Not Met (multi-year goal) ___ On Track (multi-year goal) ___ Not On Track (multi-year goal

All Students Graduate

Goal	**Result**	**Goal Status**
Provide the established SMART goal for the 2024-25 School Year. The on-time graduation rate improves by more than 20 percentage points from the baseline year.	Provide the result for the 2024-25 School Year that directly ties back to the established goal. New Century Academy has improved their on-time graduation goal by 21% from their baseline year.	***Check one of the following:*** ___ Goal Met (one-year goal) ___ Goal Not Met (one-year goal) __x_ Goal Met (multi-year goal) ___ Goal Not Met (multi-year goal) ___ On Track (multi-year goal) ___ Not On Track (multi-year goal ___ N/A (no 12th grade enrollment)

Repeat table for additional school readiness goals as appropriate.

All Students Prepared to be Lifelong Learners

Goal	Result	Goal Status
Provide the established SMART goal for the 2024-25 School Year. At least 90% of New Century Academy seniors will complete a senior capstone project and senior portfolio by the completion of their senior year.	Provide the result for the 2024-25 School Year that directly ties back to the established goal. 13/14 NCA Seniors completed their senior capstone and portfolios with passing grades.	***Check one of the following:*** __x_ Goal Met (one-year goal) ___ Goal Not Met (one-year goal) ___ Goal Met (multi-year goal) ___ Goal Not Met (multi-year goal) ___ On Track (multi-year goal) ___ Not On Track (multi-year goal

STUDENT PERFORMANCE

District Advisory Committee

The District Advisory Committee was made up of six teachers, two administrators, and one community member. There were no parents on the committee. Members of the committee included Jason Becker (Director), Annie Dettman/Stacy Miller(SPED), Jessamine Julian(LA), Micahel Tellez-Zamora(MA), Maria Nuthak(SC), Kelsey Dolge(SS),

Teachers and Principals

- **Describe the support offered to teachers and principals during the 2024-2025 school year to meet the goals.**
    - Charlotte Danielson's Framework for Teaching was used to evaluate teachers. Peer Partner groups were established and met monthly to discuss peer observations on teaching and learning using the framework. The informal meetings and observations were much more common and. Teachers reported becoming more and more comfortable with administrators being in their rooms and even though observations are more informal, they offer a truer sense of what is truly happening within a classroom. Teachers also have rubrics developed as a part of their practice profile to help them direct what their look for would be.
    - Our staff demographic also changed as we only had experienced teachers on our staff during the 2024-2025 school year. Even though we have experience on

the staff, teachers still met consistently to ensure that they are developing as professionals and getting the support they need.

District

- ***Describe the support offered at the district level during the 2024-2025 school year to meet the goals.***
    - Teachers and administrators met to work out cross curricular plans to further enrich student learning. These meetings allowed collaborative efforts to create thematic units that aligned with each department's academic standards. Students presented classroom projects at our annual meeting along with giving testimonies about what NCA has helped in developing them.
    - Advisors met to discuss the most effective way to present their curriculum within advisories and get students excited about PBL.
    - Technology efforts included the implementation of 1:1 devices and classroom sets of Chromebooks that students could utilize effectively. The devices would stay in the same room, but the students would log into the device that belongs to their instructor that hour.
    - The MIERS Team met once every two weeks to identify at-risk students and plan for interventions. These interventions included attendance, behavioral, and academic strategies as well as the identification of potential disabilities. This allowed the district to implement strategies specific to a student's needs before it would impact their graduation potential.

PROGRAM CHALLENGES

- NCA staff has also identified some challenges and difficulties from the 2024-2025 school year.
- **STAFF RETENTION:** Although we started the year with many new staff members we were able to curb the rate of turnover. The majority of staff who did leave during the year did so for career opportunities that were part of personal goals for those staff members. We lost a few staff members at the end of the year due to budget concerns and one resignation.
- **EXTRACURRICULARS:** Over the course of the 2024-2025 school year, there were a few extracurricular programs that were put into the rotation. Students participated in Basketball, Volleyball, Trap Shooting, Wrestling, and we continued with our Archery program. There were opportunities to be involved in drama club and a gaming club. These groups met consistently to develop their skills in both arts and athletics.
- **REPUTATION IN THE COMMUNITY:** Many in the community still see NCA as an "Alternative Learning School" and also may not realize that we are a free public school. This year, we had a teacher attend the Hutchinson Leadership Institute that is put on by the Chamber of Commerce in town. This program is partially a leadership workshop and partially a networking workshop. The teacher that attended this year was able to make connections on behalf of our students all around the community. One major piece that added into the project based learning or the shift of positivity was the community projects course that had students partner with a non-profit in our area and either set up volunteerism times or completed a fundraiser for the group.
- **PROJECT-BASED LEARNING:** Every year, as we try to meet the state standards and prepare students to succeed in the state tests, we struggle to find a nice balance with incorporating meaningful project work into the daily schedule. This school year allowed for advisors to develop autonomy to see what works with their individual advisory

groups, but upcoming curriculum development will be around uniformity. Staff has started with assigning advisory time that is completely devoted to PBL and helping students create projects that will challenge them and make them feel more confident in projects by the time their senior year rolls around to complete their senior project and portfolio. Staff are currently using PLC's, late starts, and professional development days in order to encourage the growth and reestablishment of project based learning within our school. Staff have restarted going on school visits to other charter schools that are proficient in projects and have brought back useful information.

- **STUDENT ACHIEVEMENT AND COMMITMENT:** NCA has placed a relentless effort on increasing student achievement, and based upon our recent FR percentage ratings, we need to continue to improve in this arena. All staff members are working effectively in establishing learning targets, assessments, and using data together to increase learning within an inclusive education model. We will redouble our efforts to analyze test data and present it in a way that will help teachers better understand the areas in which our students are struggling. We have continued to bring experts in from other school districts, as well as having our staff travel to various school districts for observations

ACCOUNTABILITY DATA

2024/2025 Goal Results
Adopted by NCA Board of Directors in 2022

School Board Goals – 5 year Plan: Spring 2023- Spring 2026

1) MCA math scores improve by over 10 percentage points or meet state proficiency levels.

   Results: NCA did not meet state proficiency levels and did not improve by ten points. Math is an area that we are looking to work on over the next year.

2) MCA reading scores improve by 10 percentage points or meet state proficiency levels.

   Results: NCA was able to improve by ten percentage points but we did not meet state level.

3) Surpass resident district in math and reading MCAs.

   Results: NCA did not surpass the resident district in MCA scores during the '22-23 school year.

4) MCA's in Math or Reading meet standards or are improved by 10 percentage points from the baseline year.

   Results: We did not improve by 10 percentage points over the last year.

5) NCA outperforms Hutchinson Public Schools in Math and Reading MCAs amongst FR lunch populations.

   Results: NCA did not improve over 10 percentage points within this group.

6) NCA outperforms Hutchinson Public Schools in SPED population on the MCAs

   Results: NCA did not outperform the resident district in math or reading, but we saw noted improvement in science.

7) NCA outperforms State in SPED population on the MCA's.

   Results: NCA did not outperform the state

8) NCA will have more than 50% of students make their growth targets on NWEA tests.

   Results: This goal was not met this previous year.

9) Students below grade level experience over 1 grade level of growth in Math and Reading will make 150% growth.

   Results: Students made at least 150% growth if they were below grade level in both Math and Reading per NWEA scores.

10) NCA will have 50% of its students who are at or above grade level meet growth targets.

Results: NCA did not have 60% of their students who are at or above grade level meet their growth targets.

11) Graduation rate improves by 10-20 percentage points from the baseline year.

Results: NCA's graduation rate was improved from the baseline year by over 20%

12) NCA will maintain a 95% attendance rate.

Results: NCA did not maintain a 95% attendance rate and is looking into alternatives to measure attendance. When excluding absences due to mental health needs and COVID, NCA had an attendance rate above 90%.

13) NCA parent's satisfaction surveys had a 90% or above favorable response.

Results: This previous year came in at 95% satisfaction but overall is hanging at 92%

14) NCA will keep their mobility rate under 10%

Results: NCA has a mobility rate of under 10%.

15) NCA has no board compliance issues.

Results: NCA had no cited board compliance issues.

16) NCA have at least enough money to cover one full payroll as measured by end of year reserves.

Results: NCA has a fund balance that is over 20% and meets both our fund balance goal and covers a full payroll.

17) There were no findings on the financial audit that were material.

Results: There were two findings in the previous year's audit. Leadership has worked hard to correct and provide additional internal controls.

18) NCA received the MDE finance award and/or the NEO stewardship award.

Results: NCA received the MDE finance award.

Test Scores: 2024-2025 NWEA.

Data:

Grade Level/Subject	Fall 2024 RIT Mean	Winter 2024 RIT Mean	Spring 2025 Mean	2020 National Normative Study RIT Mean
6 Reading	211	210	203	210
6 Math	205	204	205	215
7 Reading	215	214	207	220
7 Math	219	216	217	214
8 Reading	216	206	206	225
8 Math	211	214	217	218
9 Reading	214	218	221	226
9 Math	224	225	227	219
10 Reading	214	215	214	229
10 Math	220	220	220	221
11 Reading	205	209	210	232
11 Math	223	214	215	224
Grade Level/Subject	Fall 2024 RIT Mean	Winter 2024 RIT Mean	Spring 2025 Mean	2020 National Normative Study RIT Mean

***This data was found in the schoolwide grade report from NWEA.**

Section II: PLAN Test Results: NCA did not partake in the PLAN or EXPLORE last year.

PLAN		
	Mean NCA	**Mean Nation**
Reading	NA	NA
Math	NA	NA
English	NA	NA
Science	NA	NA
Composite	NA	NA

Explore		
	Mean NCA	**Mean Nation**
Reading	NA	NA
Math	NA	NA
English	NA	NA
Science	NA	NA
Composite	NA	NA

ACT scores:

NCA offered the ACT assessment during the 2024-2025 school year. Below is a table which shows the average scores of NCA students compared with state and national averages:

	English average	Math average	Reading average	Science average	Composite
NCA	Sample size under 10	Sample size under 10	Sample size under 10	Sample size under 10	Sample size under 10
State average	Section Scores not found	Section Scores not found	Section Scores not found	Section Scores not found	20.5
National average	Section Scores not found	Section Scores not found	Section Scores not found	Section Scores not found	19.5

Assessment	State Proficiency 2023	State Proficiency 2024	State Proficiency 2025	NCA Proficiency 2023	NCA Proficiency 2024	NCA Proficiency 2025
Reading	49.7%	52.2%	49.6%	34.4%	29.7%	22.9%
Math	46.0%	35%	45.2%	10.7%	7.7%	9.1%
Science	38.8%	43.5%	26.1%	31.8%	18.2%	18.2%

Section III: Student Progress on the Minnesota Comprehensive Assessments

GOVERNANCE

2024-2025 Board Membership

Name	Position in 2024-2025	Affiliation	End of Term
Kathy Prellwitz (Chair) 83872 County Rd 24 Buffalo Lake, MN 55314 kathy.prellwitz@newcenturyacademy.com 320-359-0063 (C)	Chair	Community Member	6/2025
Kelsey Dolge 824 Hilltop Dr. NE Hutchinson, MN, 55350 Kelsey.dolge@newcenturyacademy.com 612-616-0799	Vice Chair	Teacher Member	6/2025
Tina Myllakangas 639 Milwaukee Ave SW Hutchinson, MN 55350	Treasurer	Parent Member	6/2026
Traci Schutz 515 Franklin St SW Hutchinson, MN 55350	Secretary	Community Member	6/2024
Heather Finnell **45 Northwoods Ave NE** **Hutchinson MN, 55350**	Member	Community Member	6/2024
Jason Becker (Ex-Officio)) 48994 196th ST Glencoe, MN 55336 Jason.Becker@newcenturyacademy.com 320-510-0155 (C)	Ex-Officio	Director	N/A

The 2024-2025 school year saw a five-member board in place during the year. Director Jason Becker served as an ex-officio member. The board has created a multi-year plan of rotating three-year board member positions. The board no longer continues to function as a teacher majority board. We continued to operate with a board appointed Finance Committee, Policy Review Committee, Director Review Committee, Strategic Planning Committee, and Public Relations and Marketing during 2024-2025. All of these committees served in advisory capacities for the NCA board.

All board members sign conflict of interest statements each year, and new board members participate in the required board training.

		Training Type	**Presenter**	**Date**
Dolge	Kelsey	Governance: Abide by the Bylaws	Director/MNcharterboard	9/2023
		Strategic Planning	Board Vice-Chair	11/2021
		Governance: Open Mtg Law Remote Meetings		
		MN Charterboard	Director	12/2021
Prellwitz	Kathy	Governance: Abide by the Bylaws	Director/MNcharterboard	9/2024
		Governance: Remote Meetings	Director/MNcharterboard	10/2024
Schutz	Traci	Governance: Abide by the bylaws	Director/MNCharterboard	9/2024
		Strategic Planning	Board Vice-Chair	11/2021
		Governance: Open Mtg Law	Director	12/2021
		Remote Meetings	Director/MNCharterboard	10/2024
Myllakangas	Tina	Governance: Abide by bylaws	Director	10/2023
		Strategic Planning	Board Chair	10/2023
		Finance	Auditors- CLA	12/2023
		Remote Meetings	Director/MNcharterboard	10/2023
Finnell, Heather		Governance: Roberts Rules	MNCharterBord	2/2024
		Employment	MN CharterBoard	2/2024
		Finance	MN CharterBoard	2/2024
		Abide by the Bylaws	Director/MNcharterboard	9/2024

NCA hosted its Annual Meeting in April 24th 2025. At this meeting, Kelsey Dolge and Anne LeClaire (both Teachers) were elected to the school board. The event was attended by students, family, and community members, in addition to staff and board members. We added the addition of student testimonies and projects which got strong reviews from families and community members.

Board attendance is as follows:

BOARD MEMBER	MEETINGS REQUIRED *	MEETINGS ATTENDED
Kathy Prellwitz	13	11
Kelsey Dolge	13	12
Traci Schutz	13	12
Tina Myllakangas	12	3
Heather Finnell	13	12
Jason Becker	13	9

The board met the 3rd Wednesday of each month at 5:30 p.m. at NCA at 950 School RD SW. Hutchinson's local newspaper publication, ***The Hutchinson Station***, 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).***

Management and operational performance

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. NEO, in its annual review, and currently we have no compliance issues that were cited by NEO. We are encouraged by the progress that was made in just a few years’ time and continue to strive to ever improve all that we can.

SCHOOL FINANCES

New Century Academy made great improvements to the financial health of the school over the 2024-2025 school year. We recalculated our budgeted ADM to be conservative at 95 even though we anticipated more students. We committed as a school board and administration to not increase our budgeted ADM. Our goal was to increase our fund balance as high as possible. This was in response to our FY15 fund balance ending around 2%. Our authorizer and MDE have advised recommended a 20% fund balance. We revised a fund balance policy that would keep us in check and always making decisions based on the effect on the fund balance. We finished the fiscal year at a 20.9% fund balance. We recognize it is super important to keep it above that 20%. However, at this point, the board will follow its fund balance policy to decide when it is appropriate to dip into that fund to provide the top programming we can for our students. We have established some excellent protocol regarding school finance between in-house personnel and our contracted services with Charter School Accounting and Aaron Leisen, Finance Coordinator. He can be contacted for more information at 763-259-5715. NCA also made the decision to move our financial contracted services to creative planning mid-way through the fiscal year. You can reach them at 866-909-5148

	Activity
General Fund	
Revenue	$2,289,445
Expenditure	$2,221,670
Food Service Fund	
Revenue	$41,209
Expenditure	$77,514
Total Revenue	2,289,445
Total Expenditures	2,221,670
Total Beginning Fund Balance July 1 2024	$396,617
Total Ending Fund Balance June 30 2025	**$4**64,392
Fund Balance Pct June 30 2023	**20.9%**

Future Goals/Strategic Plans

School-wide, Authorizer approved goals for 2023-2026: Please see the appendix. Additionally, the goals that NCA holds and our authorizer have approved of are located on page

Meeting needs of all student sub-groups:

Throughout the 2024-2025 school year the staff and New Century Academy implemented a handful of effective, best-practice informed interventions to meet the needs of students. One of the first interventions that we would engage with is the utilization of smaller sections of classes that would be taught by special education teachers. This was commonly done using the iLit program in English-Language Arts as well as curriculums in math developed around student goals. Within the classroom we made sure that there was always a paraprofessional assigned to any room with a special education need. Some classrooms had multiple paras but that was determined by the needs of students and on the basis of IEPs and data that teachers and paras tracked. To meet the needs of some of our FR students (as SPED and FR are our largest subgroups) the director saw that a Title I need was something our school had. The director decided to hire a Title I coordinator who began pulling students for individualized meetings to help cover ground. In addition to this, there were co-taught core subjects in order to provide smaller class sizes and additional support for all students.

Process of Equitable Distribution of Teachers:

All students regardless of race or income status have access to the same teachers that all other students have access to. Presently NCA has 1-person content departments for teachers with the exception of social studies. This means regardless of a student's status, they will have the same English, Math, Science, Art, Music, and PE/Health teacher. The only reason a student would not have access to these same teachers is if there is a need that is addressed by an IEP goal that we must abide by. Even in these cases, we make conscious efforts to not pull students during core content classes when at all possible. In addition to this, we have also hired a Title I coordinator to help reinforce math instruction throughout the days and weeks that students who qualify for services have access to. We have implemented co-taught classes in areas where it is applicable so SPED students can receive instruction from general education teachers, but then reinforce skills with added supports.

In cases where we have a non-licensed teacher in charge of the classroom, NCA has gone through the process of posting hiring notices for licensed teachers. We only utilize a Tier 1 or Tier 2 if a licensed instructor cannot be found. We have noted, in those cases, the teacher holds a degree in a field related to what they would be instructing in the classroom. During this time, NCA also makes tuition agreements so these professionals can obtain teaching licenses. We help financially support teachers pursuing their license in their field to support a "grow your own" type of program. This has been quite successful as all but one of the Tier 1/Tier 2 teachers had made commitments of either applying to graduate schools within the next year, or already have begun a teaching program.

Process to identify Gifted and Talented Students to Accelerate Learning:

We are able to identify Gifted and Talented students through in class performance and through evaluation and record reviews in addition to teacher recommendation. During their time with us at NCA, Gifted and Talented students can be moved up into higher grade level classes with parent approval. They can also create bigger, more intensive projects as supervised by their advisor and/or classroom teacher.

System to Review the Effectiveness of the Curriculum:

We are able to review the effectiveness of our curriculum through both formative and summative assessments as well as culminating projects throughout various courses. In which teachers are able to develop rubrics to help support our goals to become the most effective project-based learning school that we are able to be. We also encourage our staff to engage in consistent and often given formative assessments to ensure teachers are able to monitor progress. These are done on paper, google forms or uploading to a spread sheet. Overall this makes it so teachers are able to track growth of students and are able to best address needs as they arise.

Practices That Integrate High Quality Instruction, Rigorous Curriculum, Technology and a Collaborative Professional Culture:

High Quality Instruction- Teachers are able to develop high quality instruction through our formative assessments and check-ins with students to determine understanding of a concept. Given that makes it that a teacher can build their lessons and objectives around the goals and results of what the students are doing, instruction is consistently appropriate and fluid based on the needs of a specific grade and group of students

Rigorous Curriculum- Similar to the instruction, due to teachers constantly formatively assessing where students are at, teachers can modify to fit the student. Whether this means giving a student a specific area of focus on a project or letting them explore general concepts more openly but both perspectives being presented and taught benefits every student. There is also the ability for a teacher to add challenging layers to a student who has shown mastery and wants to go deeper with material. If a student has consistently shown mastery of a concept and the additional layers' teachers can give, then there is the ability to open conversations about grade promotion or other services that can be added for the student.

Technology- Every year, administration is working to ensure that teachers are receiving required training in which they can meet technology requirements and working to see if there are pieces we can add to enrich the experience. A prime example of this during FY19 is that teachers completely moved to a google classroom format We have also added additional Chromebooks to our supply. This means that NCA is now a 1:1 device school with the school providing the devices, not the families. The chromebooks are kept in techtubs in teachers rooms so students moving from room to room have access to chromebooks that stay in the same place.

Collaborative culture- New Century's Academy staff is quite small meaning that consistently on both professional development days and also on workdays, you will find 4-5 or more teachers working together. In our case, that is half of the teaching staff. Things that we are looking to incorporate into the next school year are partnerships with community members and developing also problem-based projects.

Long-Term Strategic Plan

1. Meet school readiness goals.
    a. For our school readiness goals, we have clearly defined our benchmarks and instruction for all student groups within our Performance Framework, which our authorizer, NEO, and MDE approved. Within this framework, we have SMART goals that address student success and achievement for all students, those who qualify for free and reduced lunch, and special education students. These are the two focus groups represented in our student body. This framework lays out percentage points for unsatisfactory, satisfactory, and exemplary progress.
    b. We have both official and unofficial means of assessing progress towards our achievement goals. Regarding the official means, we consistently meet with our authorizer, update progress, and strategize to create interventions for students who are showing a need. Unofficial evaluations occur between teaching staff when a student has an atypical result or shows insufficient progress. We have a MEIRS team that meets to design interventions for students flagged in the areas of academic achievement, behavior, and/or attendance.
    c. Using these evaluation processes, we can also identify gifted and talented students. Using our board policy #513, we can meet with parents, the student's teachers, advisors, and administration to determine the appropriateness of accelerated coursework.
    d. There are fair points to address on both sides regarding NCA's strengths and weaknesses regarding education instruction. In regards to strengths, we have small class sizes (the average is about one adult for every ten students in middle school and 1:8 for high school courses). We also have licensed teachers in every area within our building. NCA also has a small staff, which makes communicating about student needs and progress very easy. Students know all staff members, so finding assistance and support is easy. Additionally, with our small student size, there are a lot of opportunities to individualize education plans and instruction to meet learner needs.
    e. Regarding weaknesses, having only 1.0 FTE in each department (except for special education) has drawbacks. This means students receive one instructor's instructional style. However, this can also lead to consistency and investment in outcomes.
2. Close achievement gap for Students of color and impoverished students

. Free and reduced lunch students have the same access and opportunities as their non-qualifying peers. This is because NCA only has 1.0 FTE instructors in each department. So, students, regardless of economic status, see the same instructors. The only thing that may impact this is if a student has an IEP, in which case the IEP minutes would supersede all other aspects if a need is determined to be present by the IEP team.

a. The same can be said for students of color, except that students would not be excluded due to race/ethnicity. There is still only 1.0 FTE per department, so regardless of student race/ethnicity, they will see the same instructors as their peers who are not students of color or indigenous.

3. Have all students attain career and college readiness before graduation

. Regarding career and college readiness, NCA has been at the forefront of developing strong programming in this area. First and foremost, we have career and college readiness goals within our framework. This includes students either obtaining an on-the-job training credit, enrolling in PSEO, college acceptance, military enrollment, apprenticeship acquisition, or completing work skills coursework in their high school years. Additionally, NCA wants to return

to its charter of doing half-day projects. This change will give students more work and internship opportunities in high school.

4. Have all students graduate.

. In looking at curriculum effectiveness, we are working with advocates from resource education training and solutions to track student progress, developing early intervention spreadsheets, and referring students for additional support if the need is identified. We track progress and course fail rates to help indicate if there is a more effective way to work with students so that we see higher pass rates or if we need to alter the curriculum.

a. NCA has not had an EL student within the last ten years. However, we have policies and procedures in place to ensure that the needs of our EL students are met. Our authorizer and MDE have approved these policies and procedures for working with EL students.

5. Prepare students to be lifelong learners.

. A part of developing lifelong learners is helping them engage in rigorous learning and a curriculum that causes them to ask questions. This is done by presenting educational materials through anti-racist lenses that are culturally sustaining. Students are exposed to various perspectives on commonly taught topics but come to their own conclusions regarding the best action to address such issues. As a result, we have a large group of students who would consider themselves activists for underrepresented or marginalized groups.

a. Regarding resources to help students understand Minnesota's cultural diversity, NCA students have had the Northern Lights coursework and TpT's Minnesota history curriculum and traveled to Indigenous reservations to learn about Indigenous history. Students have also welcomed speakers regarding LGBTQIA+ issues and speakers with disabilities. Students have also analyzed work from diverse authors within Minnesota and diverse authors from other states.

6. Budget

. The budget sustainability is attached. However, there have been updates and revisions as needed throughout the FY.

CONCLUSION

Based on the results of our twenty-fourth 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 twenty-fourth 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. It is clear that New Century Academy has come a long way in the past few years. Through strong management and governance: we have grown our enrollment, fund balance, curriculum offerings, and extracurricular programming. This is something we are going to continue to do for many more years. We have a commitment to making life-long learners of our students. Students and families come to our school expecting what is laid out in any brochure or marketing piece. However, it is abundantly clear that they leave our school with so much more. The will leave with tools and skills that will not just enrich their lives, but they will enrich the lives of everyone with the great fortune of working with them.

Go Spartans!