



Proud of My Child, Proud of My Choice

Cologne Academy's

2010-2011

Annual Report

Curriculum & Instruction, Student Achievement, Fiscal
Accountability & Governance, Innovation, and Future Plans.

Cologne Academy #4188

Lynn Gluck Peterson,
Executive Director
1221 South Village Parkway
Cologne, MN 55322
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Authorizer Information**Friends of Education**

Liaison: R.E. Topoluk
EX0-01-A
200 East Lake Street
Wayzata, MN 55391-1693
Telephone: (952) 745-2717
Fax: (952) 745-2739

This annual report was approved by the Cologne Academy School Board of Directors on Thursday, September 22, 2011 and will be submitted to the commissioner, our authorizer, and employees by October 1, 2011.

VISION STATEMENT

To create an environment for K-8 children where rich character development and effective learning create self-confident students who are able to achieve their personal best academically. Using advanced curriculum that is based on goal-oriented results, parents will work with teachers to produce the highest possible level of academic achievement for each individual student.

MISSION STATEMENT

To provide students in Cologne and surrounding rural areas with a content rich education based on a strong foundation of knowledge through the use of the Core Knowledge Sequence and classical curriculum. We are committed to providing a community school with small class sizes where students, parents and teachers work together to achieve accelerated academic achievement and strong character development.

ENDURING STATEMENT

Students at Cologne Academy will acquire foundational knowledge and skills empowering them to become leaders with exceptional character in an ever-changing global society.

CORNERSTONES

Individual Student Achievement

Character Development

Enriched Curriculum

Parental Involvement

Low Student to Teacher Ratios

Cologne Academy is proud to present this 2010-2011 Annual Report. I hope this document will provide you, our stakeholder, with an overview of our educational programming, operations, and management. This report is written to fulfill Minnesota Statute, section 124D.10, subdivision 14 (2010). This state law requires specific data elements and recipients to whom the report distribution is expected.

This law states, "*A charter school must publish an annual report approved by the School Board of Directors.*" *The annual report must at least include information on:*

- *School enrollment*
- *Student attrition*
- *Governance and management*
- *Staffing*
- *Finances*
- *Academic performance*
- *Operational performance*
- *Innovative practices and implementation, and*
- *Future plans*

A charter school must distribute the annual report by publication, electronic means to the commissioner, sponsor, school employees, and parents and legal guardians of students enrolled in the charter school and must also post the report on the charter school's official website."

Cologne Academy is committed to providing high quality, child-focused educational programs for all students. The staff is diligent and is appropriately trained to ensure that students receive a balanced education that includes academic achievement, physical growth, social/emotional education, and character development through an enriched curriculum.

This annual report was approved by the Cologne Academy School Board of Directors on Thursday, September 22, 2011 and will be submitted to the commissioner, our authorizer, and employees by October 1, 2011. In addition, Cologne Academy posts the Annual Report on their website, www.cologneacademy.org, for our parents and our community to view.

Cologne Academy Families and Stakeholders,

Cologne Academy is the product of civic leadership and community partnership. In September 2008, Cologne Academy opened as western Carver County's first public charter school. What started as a strategic plan for the city of Cologne to bring a public school into its city limits quickly became the passion of the community's parents as they came to see and believe in the educational richness Cologne Academy could offer students of Cologne and the surrounding communities. Great partnerships and business relationships have bloomed in the creation and development of Cologne Academy. From the City of Cologne to our landlord, Partnership for a Better Education (PBE), Cologne Academy strives at continuing to partner with the community for all to benefit in the educational value that Cologne Academy has to offer.

September 2011 will be Cologne Academy's fourth operational year of educating students. Cologne Academy will be expanding our grade level offerings to the 8th grade class and will be proud to graduate our first class of 8th graders this coming spring 2012. Cologne Academy will also be welcoming 52 new kindergartener students and several other new students in all grades and will be ready to embrace their inquisitive minds and thirst for knowledge.

As we open our school on September 6th, 2011 we will have over 300 students and 40 professional educators and support staff here with the same mission and vision for our learning community. We have improvement efforts at the board, administrative, staff, and student levels. This ongoing improvement involves examining our practices, processes, and results. We identify both students and professional learning needs. Our ultimate desire is to afford all students with the knowledge and tools that will bring them lasting success throughout their educational formative years and beyond.

Our desire to produce high academic achievements are aligned with our authorizer's, Friends of Education, and the State of Minnesota's goals for charter school education of: (1) improving student learning; (2) increasing learning opportunities for students; (3) encouraging the use of different and innovative teaching methods; (4) establishing new forms of accountability for schools, and; (5) creating new professional opportunities for teachers, including the opportunity to be responsible for the learning program.

We appreciate your time reading this report and feel its contents are valuable to understanding the school's mission, vision, and purpose.

Your Partner in Education,

Lynn Gluck Peterson, Executive Director

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For more information, contact Cologne Academy Administration & School Board of Directors at 952-466-2276

Executive Director/CEO: Lynn Gluck Peterson

Board: Rebecca Rausenberger, Matt Lein, Scott Pelletier, Melissa Mase, Julie Olson, Megan Ander, Bryan Deutsch

CFO: Leisa Irwin

School Admissions and Enrollment

Cologne Academy ended the 2010-2011 school year with 258 students enrolled in kindergarten through grade 7. This is a 48% increase in enrollment from 2009-2010 to 2010-2011 school year. The school opened in 2008 with students in kindergarten through grade 5 and has increased by one grade a year until reaching grade 8 this school year of 2011-2012. The school population is comprised of 91 percent White, 3 percent Asian, 3 percent Hispanic, 2 percent Black and 1 percent American Indian students. The student body includes 13 percent special education students and 1 percent English language learners. Boys account for 51 percent of the students enrolled and girls account for 49 percent. The proportion of students eligible for free or reduced-price meals is 25 percent, which is well below the average for Minnesota. The average attendance rate for the school is 95.8 percent, which is above the Minnesota State average.

Students attending Cologne Academy come from several local school districts. All students have the option of riding the bus to and from school with the exception of a few students that live in the adjacent neighborhood. See the following tables for demographic breakdowns.

Students by District

<u>District</u>	# of Students	% of Total
108 - NYA	104	40%
110 - Waconia	79	31%
112 - Chaska	54	21%
2859 - Glencoe	14	5%
111 - Watertown	3	1%
2310 - Arlington	2	0.78%
716 - Belle Plaine	1	0.39%
720 - Shakopee	1	0.39%
Total	258	100%

Students by City

City	# Students	% Students	District #
Cologne	67	25.97%	108
NYA	30	11.63%	108
Hamburg	7	2.71%	108
St. Boni	3	1.16%	110
Waconia	67	25.97%	110
Minnetrista	7	2.71%	110
New Germany	2	0.78%	110
Mayer	3	1.16%	111
Chaska	33	12.79%	112
Carver	19	7.36%	112
Victoria	2	0.78%	112
Belle Plaine	1	0.39%	716
Shakopee	1	0.39%	720
Green Isle	2	0.78%	2310
Plato	10	3.88%	2859
Glencoe	3	1.16%	2859
Brownton	1	0.39%	2859
Total	258	100%	

Enrollment by Year

Grade	K-5 Charter 2008-2009	K-6 Charter 2009-2010	K-7 Charter 2010-2011	K-8 Charter 2011-2012
Kindergarten	36	39	52	52
1st	19	40	50	52
2nd	21	20	47	49
3rd	19	23	25	45
4th	19	20	25	24
5th	14	23	23	25
6th	<i>n/a</i>	14	21	23
7th	<i>n/a</i>	<i>n/a</i>	15	20
8th	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	14
Total	128	179	258*	304**

Enrollment Statistics

Student Enrollment			
Student Diversity	K-5 Charter 2008-2009	K-6 Charter 2009-2010	K-7 Charter 2010-2011
Caucasian	94%	92%	91%
African American	1%	2%	2%
Hispanic	3%	3%	3%
Other	2%	3%	4%
Special Education	14%	16%	13%
ESL	4%	3%	1%
Free and Reduced Lunch	23%	28%	25%

*Differs from October 2010 MARSS Report

**2011-2012 Projected enrollment

School Attrition

Although there is not any *true* attrition at Cologne Academy, as current year's enrollment numbers exceed previous year's enrollment numbers the school tracks reason for student departure. The graphs that follow show the attrition during the school year and the attrition over the 2011 summer months.

Student Attrition-During School Year

Grade	K-5 Charter	K-6 Charter	K-7 Charter
	2008-2009	2009-2010	2010-2011
Kindergarten	3	1	3
1st	1	2	2
2nd	0	2	0
3rd	6	0	2
4th	0	2	0
5th	8	0	2
6th	n/a	1	2
Total	18	8	11

Student Attrition-During School Year

Reason	K-5 Charter	K-6 Charter	K-7 Charter
	2008-2009	2009-2010	2010-2011
Family Relocation	3	6	9
Family Returned to Faith-Based School	2	1	0
Student not Kindergarten Ready	1	0	1
Busing	6	0	1
Returned to Home District	6	1	0
Total	18	8	11

Student Attrition—During Summer			
	K-6 Charter	K-7 Charter	K-8 Charter
Grade	2009	2010	2011
Kindergarten	0	0	4
1st	3	6	1
2nd	1	2	0
3rd	6	4	1
4th	3	1	2
5th	1	1	1
6th	2	7	0
7th	<i>n/a</i>	3	0
8th	<i>na</i>	na	0
Total	16	23	9

Student Attrition -During Summer			
	K-6 Charter	K-7 Charter	K-8 Charter
Reason	2009	2010	2011
Family Relocation	5	15	4
Busing	4	0	
Home School	1	0	1
Left for Social Reasons	3	2	1
Returned to Home District	3	6	11
Other			3
Total	16	23	20

School Governance

The Board of Directors is the elected governing body of Cologne Academy. The primary responsibilities of the Board are:

- Support the vision and mission of the school
- Promote a quality program to ensure academic rigor
- Support and evaluate the executive director
- Build and sustain an on-going strategic plan
- Ensure effective board committee leadership and outcomes in the areas of finance, personnel, and policy and governance
- Develop a sustainable board and governance model

The Board of Directors consists of up to 11 members who are elected by the parents of the school. The Board consists of accomplished people who represent one or more of the following constituencies: Cologne Academy teacher; Cologne Academy parent; and community member. Cologne's bylaws require that it have at least one person from each of these three groups on the Board at all times.

All board members must chair or serve on at least one committee. In accordance with school bylaws, committees do not have decision-making authority. Rather, these active working groups conduct research and make recommendations to the School Board at Regular Meetings of the Board. Committee chairs are encouraged to recruit members from the Cologne parent and teacher community and from time to time may also recruit from outside the Cologne community if special skills or expertise are needed. Committee meetings are open to the public in accordance with the Minnesota Open Meeting Law and as outlined in the Cologne Academy bylaws.

The Board of Directors meets at 7PM on the fourth Thursday of each month, in the art room. Meetings are open to the public and a public comment period is offered at each Regular Meeting of the School Board. Those who wish to make a comment must sign up at the meeting. Regular Meetings of the School Board are listed on the school's master

calendar. In the event of a Special Meeting, 72 hour notice will be posted on the door of the school (required by law) and, if possible, on the website as a courtesy to parents.

There is typically no public comment period at a Special Meeting.

Parents, staff, and community members are encouraged to run for seats on the Board of Directors. Each member is elected to a 3 year term, and as such, only a few seats are up for election each year. This provides stability and continuity for the Board. Elections are held annually in April. A call for candidates will be sent home in the winter.

2010-11 School Year Public Charter School Board of Directors

July 1, 2010-June 30, 2011

This table contains information for All School Board of Director members.

2010-11 Election Date was April 15, 2011

2011-2012 Anticipated Election Date is April 13, 2012

REBECCA RAUSENBERGER

- Board Position: Chair
- Group Affiliation: Parent
- Date Elected: 2011
- Date Seated: 2011
- Term Expiration: June 2012
- Phone Number: 612-327-6370
- E-Mail: rausenberger@cologneacademy.org
- Member Meeting Attendance Rate: 15/17

MATT LEIN

- Board Position: Vice-Chair
- Group Affiliation: Parent
- Date Elected: 2011
- Date Seated: 2011
- Term Expiration: June 2012
- Phone Number: 952-220-2149
- E-Mail: mlein@cologneacademy.org
- Member Meeting Attendance Rate: 16/17

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SCOTT PELLETIER

- Board Position: Treasurer
- Group Affiliation: Parent
- Date Elected: 2011
- Date Seated: 2011
- Term Expiration: June 2014
- Phone Number: 952-937-3929
- E-Mail: spelletier@cologneacademy.org
- Member Meeting Attendance Rate: 17/17

MELISSA MASE

- Board Position: Secretary
- Group Affiliation: Teacher
- Date Elected: 2011
- Date Seated: 2011
- Term Expiration: June 2014
- Phone Number: 952-466-2276
- E-Mail: mmase@cologneacademy.org
- Member Meeting Attendance Rate: 13/17

JULIE OLSON

- Board Position: Member
- Group Affiliation: Parent
- Date Elected: 2010
- Date Seated: 2011
- Term Expiration: 2013
- Phone Number: 612-991-3715
- E-Mail: jolson@cologneacademy.org
- Member Meeting Attendance Rate: 15/17

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MEGAN ANDER

- Board Position: Member
- Group Affiliation: Community Member
- Date Elected: 2011
- Date Seated: 2011
- Term Expiration: June 2012
- Phone Number:
- E-Mail: manders@cologneacademy.org
- Member Meeting Attendance Rate: 5/9

STEVE MOELLER

- Board Position: Member
- Group Affiliation: Parent
- Date Elected: 2010
- Date Seated: 2011
- Date Resigned: June 2011
- Phone Number: 952-250-0188
- Member Meeting Attendance Rate: 15/17

School Management and Administration

Name	File Folder Number	Assignment	Years Employed by the School	Left During 10/11	Not Returning 11/12
Lynn Gluck Peterson	417270	Executive Director	3	<input type="checkbox"/>	<input type="checkbox"/>
Kelly Farrell	x	Executive Assistant	3	<input type="checkbox"/>	<input type="checkbox"/>
Lori Magstadt	397300	ELL/Curriculum	2	<input type="checkbox"/>	<input type="checkbox"/>
Deena Radde	x	Nurse	3	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Kevin Hilfers	x	Custodian	0.5	<input type="checkbox"/>	<input type="checkbox"/>
Jami Reinitz	x	para	2	<input type="checkbox"/>	<input type="checkbox"/>

Kim Anguiano	x	para	1	<input type="checkbox"/>	<input type="checkbox"/>
Jessica Hall	454967	para	0.5	<input type="checkbox"/>	<input type="checkbox"/>
Sue Prater	x	para	1	<input type="checkbox"/>	<input type="checkbox"/>
Amanda Baumann	452190	para	1.5	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Chris Lorentz	x	para	0.5	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Beth Muehlenhardt	420559	para	0.5	<input type="checkbox"/>	<input type="checkbox"/>
Kay Letson	440419	para	1.5	<input type="checkbox"/>	<input type="checkbox"/>
Ryan Ferrin	400956	para	0.5	<input type="checkbox"/>	<input type="checkbox"/>

Lynn Gluck Peterson has been employed at Cologne Academy since the school opened in the fall of 2008. She has been in education for the past decade. Prior to her work in education, she was a senior marketing analyst for the Target Corporation. Mrs Gluck Peterson’s educational background includes:

- Bachelor of Arts in Business Administration, Western State College, Gunnison, CO
- Masters of Arts in Special Education, University of St. Thomas, St Paul, MN
- Education Specialist in Leadership in Educational Administration, Capella, Mpls, MN
 - Teaching/Administrative Licenses
 - Pre-Primary Education License
 - Elementary Education K-6 License
 - Middle School Social Science License
 - Physical Education K-12 License
 - Special Education K-12 License
 - K-12 Principal

Authorizer

Friends of Education, Authorizer

Cologne Academy executed its charter school Contract with Friends of Education (FOE) in September 2006. Cologne Academy’s first year of operations closed on June 30, 2009. FOE has developed an Oversight and Accountability Plan that articulates school goals with respect to academic performance, fiscal management, legal compliance, and governance. The monitoring program is outlined on the following pages. Commentaries on the specific goals are located in the corresponding sections within this report.

Testing

Friends of Education requires regular testing to measure student performance. The student performance results must meet or exceed the results required by non-chartered public school students. The testing required by FOE is set forth in the charter school contract with Cologne Academy. Generally, however, testing data is reviewed each semester to ensure that Cologne Academy's goals are being met, both in terms of individual student performance and for the school as a whole. Testing data is compared with other schools to measure performance.

Site Visits

Friends of Education engages in both unannounced and scheduled site visits. In addition to general observation and classroom visits, site visits may include interviews with Cologne Academy's Executive Director, business manager, selected school teachers, students, and available parents and School Board of Director members. FOE's site visits also include an analysis as to whether the facility, school climate, and learning program constitute an effective learning environment promoting the academic goals. FOE provides feedback following each site visit; feedback may be oral and/or written.

Site visits may also include general observation, interviews, and review of selected files during site visits facilitate determination by FOE of Cologne Academy's general compliance, including compliance with the Minnesota Open Meetings Law, Public Employment Relations Act, teacher licensing requirements, student immunization compliance, Minnesota Human Rights Act, Minnesota Pupil Fair Dismissal Act, Minnesota Public Schools Fee Law, special education requirements, financial controls, and open enrollment processes. Friends of Education also asks that the Minnesota Department of Education (MDE) inform them if the school is not reporting properly and to share copies of all pertinent correspondence between the school and the MDE. FOE adopts a similar procedure regarding compliance with local, State and Federal laws.

Annual Reports

Friends of Education requires that Cologne Academy prepare an annual report that details the school's evaluation of meeting each of its academic performance goals. FOE also implements a support network for the schools it is sponsoring to engage in mutual support and problem solving.

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

Financial Statements

Prior to July 1st of each year, Cologne Academy must submit to FOE an annual budget, which has been adopted by the School Board of Directors. Cologne Academy must also submit monthly financial statements to FOE as well as cash flow projections when requested. The financial statements must contain budget and actual expenses and contain explanations for all items exceeding budget and the manner in which the excess items will be resolved. Cologne Academy contracts with Irwin & Associates to provide accounting services for the school.

Independent Audit

By December 15th of each year, Cologne Academy must submit to Friends of Education its independent audit report with any school management response due to FOE on or before January 15th. Cologne Academy's annual independent audit report for 2010-2011 will be conducted at the end of September 2011 and will be conducted by Larson Allen LLP, 220 South Sixth Street, Suite 300, Minneapolis, MN 55402 [Main 612-376-4500, Fax 612-376-4850, www.larsonallen.com].

As a secondary mechanism to monitor financial affairs, there are usually site visit interviews with the school business manager and the School Board of Directors.

Reporting and Legal Compliance

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

Governance

Cologne Academy must submit board meeting minutes to Friends of Education on a timely basis, generally prior to the next scheduled School Board of Directors meeting. FOE may attend board meetings on either an announced or unannounced basis and is available to attend specific meetings upon request by Cologne Academy.

Remediation

Should Cologne Academy fall short of its agreed-upon academic standards, financial targets, or fail in any aspect of reporting and legal compliance, Friends of Education engages in a range of possible interventions including:

- FOE notifies the school leader or board chair of areas of concern.
- FOE formally notifies the School Board of Directors of areas of concern and may ask that a performance improvement plan is developed.

- FOE initiates a notice and action plan whereby they state its intention to revoke sponsorship.
- Friends of Education comply with all state requirements regarding sponsorship withdrawal.

The 2010-2011 school year was Cologne Academy's renewal year with FOE. Friends of Education has granted Cologne Academy another 3 year contract beginning July 1, 2011 ending on June 30, 2014. The Achievement of Purpose and the Financial Performance section are from FOE's review of Cologne Academy. In addition, the Academic Performance section also includes parts from FOE's review of Cologne Academy.

Achievement of Purposes

As stated in its application, Cologne Academy was established to achieve multiple purposes. The identified multiple purposes and evaluation of each are: (1) Improve pupil learning, (2) Increase learning opportunities for pupils, (3) Encourage the use of different and innovative teaching methods, (4) Establish new forms of accountability for schools, (5) Create new professional opportunities for teachers, including the new opportunity to be responsible for the learning program.

1. Improve Pupil Learning:

Cologne Academy improves pupil learning using the Core Knowledge sequence. Through the Sequence, students are introduced to a curriculum focused on the integration of literature, arts, science, and philosophies of the time. At each stage, students acquire increased understanding of the meaning and interpretation of historical perspectives. By building meaning in this developing curriculum, students are able to advance from a general understanding of the story to a strong, deep grasp of the original text.

Flexible grouping is used at the School to accommodate and modify learning outcomes, providing targeted instruction based on student's needs. Students are leveled and flexible-grouped in math and reading based on NWEA scores. The School forms flexible groups called MUM and MUR, which represent Mixed-Up Math and Mixed-Up Reading, respectively.

2. Increase Learning Opportunities for Pupils:

The targeted geographic area currently offers limited public educational options. In addition, no area schools offer the Core Knowledge Sequence in a small focused learning environment like Cologne Academy. Local private schools within a reasonable distance are not affordable for many Cologne residents.

3. Encourage the Use of Different and Innovative Teaching Methods:

Cologne Academy uses individual student assessments to give students a firm ability to read fluently as they concentrate on comprehending, analyzing and applying what they read. Innovative methods are also used in math. Cologne Academy first teaches concrete ideas that have visuals to aid in the student's understanding. Teachers then move to more abstract concepts to ensure the student has learned the material.

4. Establish New Forms of Accountability for Schools:

Individual teachers develop procedures for creating and evaluating student goals. These procedures are centered around basic skills so that teachers will ensure students have mastered the basic material before progressing to the next skill level. Furthermore, teams of teachers create a standard of identifiable outcomes in student writing samples to establish consistency in grading amongst teachers. Cologne Academy believes that student knowledge cannot fully be measured by performance on standardized tests. To gauge students' knowledge, Cologne uses a variety of innovative assessments such as quarterly interim assessments, written and oral language, graphic organizers, mapping, etc.

The School has recently implemented data-driven collection and instructional planning, which included developing a calendar for interim assessments every six weeks during the 2010-2011 school year. Additionally, teachers are encouraged to continuously update their content and curriculum maps based upon the instruction from the results of the data collection. Results from the interim assessments are reviewed to hold teachers accountable for their students' results.

5. Create New Professional Opportunities for Teachers, Including the Opportunity to Be Responsible for the Learning Program:

While the Cologne staff receives comprehensive and ongoing training in Core Knowledge, Singapore Math, Open Court Reading/SRA, and other course relevant instruction components, smaller groups of teachers are also involved in professional development opportunities such as lesson plan studies, peer review, development of common assessments, and action research.

The school created a well-designed Q Comp plan that recognizes and utilizes effective tools for teacher evaluation and has formed peer collaboration teams to assist in closing the achievement gap.

Staffing

Teaching Faculty

Name	File Folder Number	Assignment	Years Employed by the School	Left During 10/11	Not Returning 11/12
Melissa Mase	427588	Kindergarten	3	<input type="checkbox"/>	<input type="checkbox"/>
Jamie Degen	401903	Kindergarten	3	<input type="checkbox"/>	<input type="checkbox"/>
Ashley McLaughlin	448678	Kindergarten	2	<input type="checkbox"/>	<input type="checkbox"/>
Ellen Van Patten	438895	1st grade	3	<input type="checkbox"/>	<input type="checkbox"/>
Amanda Bakken	439306	1st grade	2	<input type="checkbox"/>	<input type="checkbox"/>
Karrie Rassmussen	383987	2nd grade	3	<input type="checkbox"/>	<input type="checkbox"/>
Jennifer Mielke	420076	2nd grade	1.5	<input type="checkbox"/>	<input type="checkbox"/>
Stacy Ferrin	440728	3rd grade	3	<input type="checkbox"/>	<input type="checkbox"/>
Robyn Roth	432749	4th grade	3	<input type="checkbox"/>	<input type="checkbox"/>
Kim Friedrich	378596	5th Grade	1	<input type="checkbox"/>	<input type="checkbox"/>
Jenna Meyer	439311	6th grade	2	<input type="checkbox"/>	<input type="checkbox"/>
Chris Johnson	451930	7th Grade	1	<input type="checkbox"/>	<input type="checkbox"/>
Jim Kappel	360852	Phy Ed	2.5	<input type="checkbox"/>	<input type="checkbox"/>
Aaron Petersen	430610	Music	3	<input type="checkbox"/>	<input type="checkbox"/>
Molly Blotz	450646	Art	3	<input type="checkbox"/>	<input type="checkbox"/>
Carmen Lopez-Marshall	997994	Spanish	1	<input type="checkbox"/>	<input type="checkbox"/>
Laura Christoff Doyle	252620	SpEd	1	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Lisa Beuning	436679	SpEd	1	<input type="checkbox"/>	<input type="checkbox"/>
Judy McClellan	335699	SpEd	0.75	<input type="checkbox"/>	<input type="checkbox"/>
Jennifer Gordon	450976	Accountability specialist	1.5	<input type="checkbox"/>	<input type="checkbox"/>
Alissa Vasek	447604	Accountability specialist	1	<input type="checkbox"/>	<input type="checkbox"/>

Cologne Academy has maintained a high retention rate. Cologne Academy's Board of Directors have developed the following *Teacher Retention Plan*.

New teacher support programs-

New teachers report to work one day earlier than the returning staff. Adding the role of the Curriculum, Learning, and Teaching Support position for 2011-12 school year will provide the needed mentoring and support to new teachers that has not been able to institute successfully prior to this year.

Q Comp leaders will have more presence in leadership activities and have the capacity to mentor teachers in their respective discipline.

Restructuring schools to make them smaller-

As Cologne Academy grows, we will continue to sub-divide the K-8 school into: Lower Elementary, Upper Elementary, and Middle School when creating professional development and PLC groupings.

Recruiting from, and training in, the community-

When adding additional staff members, it will sometimes be in our best interest to hire locally or within the organization if the candidate meets the high expectations and is believed to be able to handle the rigor, demands, and expectations of the school. A job posting and rigorous interview process is in place to identify the best candidate for the needs of the school.

Two approaches designed to treat teachers as professionals:

- *Implementing common planning time*
- *Involving teachers in decision making*

The role of the Executive Director in today's charter schools demand transparency, accountability, and engagement. Today, we know that in the most successful schools, leadership is not a one-person responsibility. So, as Cologne Academy gets better at what we do as a school, we have to be open to what leadership looks like in our academic community of learners and educators.

When leaders define a common vision for student learning, commit with the board to common goals, and dispense the united mission to teachers, staff, students, and to our stakeholders, then a shared responsibility for projecting student growth and academic attainment can be reached (Michael Fullan, *Turnaround Leadership*, 2006).

What does distributed leadership look like here?

- Identify with FOE, school board, staff, and community a clear common vision and goals for the school.
- Make problem solving a group activity and use the expertise of those closest to the work to find the best solutions.
- Focus on building leadership capacity in others so leadership within the organization is enriched, extended, and sustained.
- Professional learning communities; our afterschool PD time.
- Curriculum development role
- Q comp leaders
- Teacher representative on the school board
- Teacher and staff on Ad Hoc committees.

In this type of leadership model, leaders from all levels within the school are mobilized and recognized for their expertise rather than their rank and class. This in and of itself empowers the teachers and promotes a high level of internal motivation to continue to set the stage and the bar higher for themselves and others.

Academic Performance

[Do to the Minnesota State Government shut down, MCA results were delayed. The following analysis covers FY10s performance in the MCA IIs reading and MCA III math](#)

FOE CONTRACT FULFILLMENT: ACADEMIC PERFORMANCE

AYP Status: Cologne has made AYP each year AYP was issued during the contract term in 2009 and 2010.

Academic Measures: Friends of Education evaluates three academic measures:

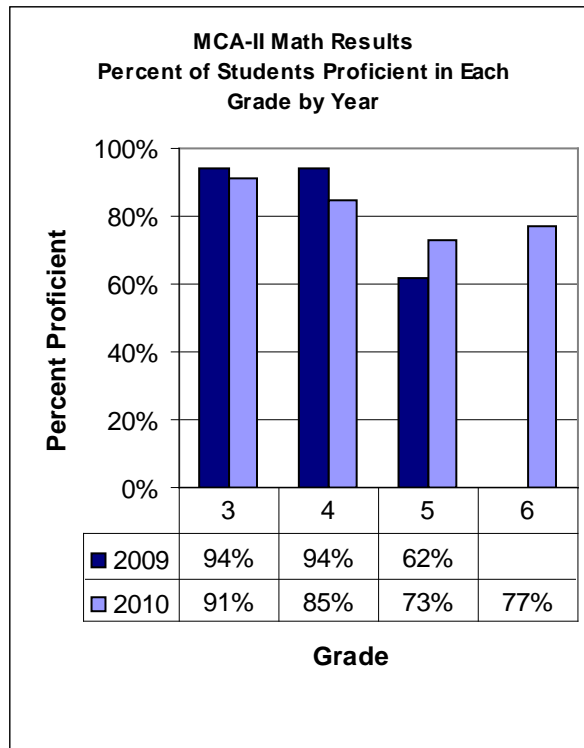
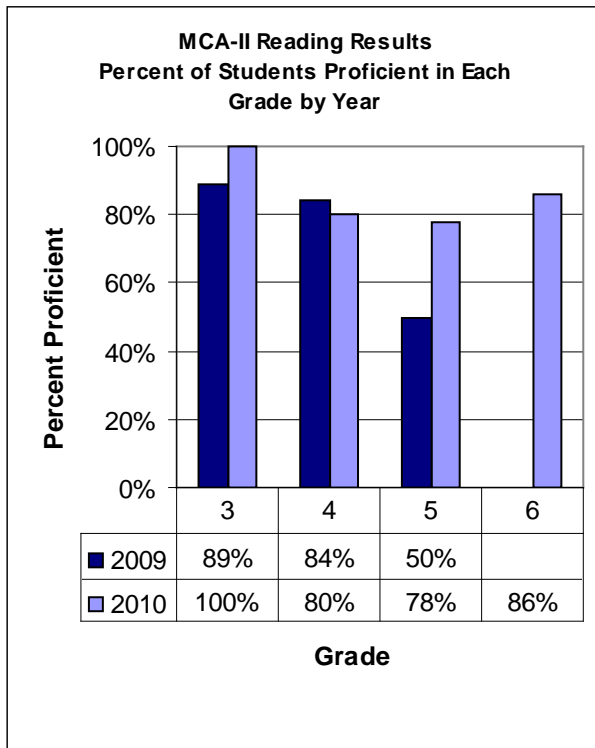
1. Absolute Proficiency. Expecting proficiency for all students attending its charter schools, Friends measures the charter school's percentage of students who meet or exceed state standards.
2. Comparative Proficiency. Expecting its charter schools to meet or exceed local district performance, Friends measures the school's proficiency against the proficiency of a local traditional district school that the charter school students would likely otherwise attend.
3. Growth. Expecting growth for all students attending its charter schools, Friends measures the growth students achieve each school year.

Academic Performance – Absolute Proficiency

School-wide proficiency rates, for results issued during the contract term, are:

	% Proficient	
	2009	2010
Reading:	77%	86%
Math:	86%	82%

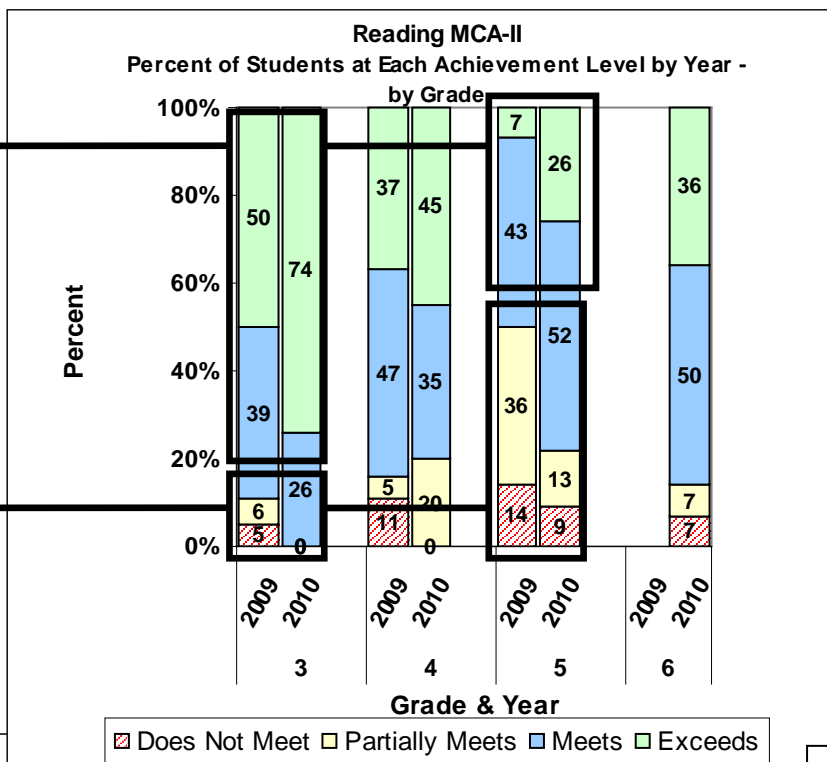
Cologne Academy’s grade-by-grade performance on the MCAs has been:



High proficiency rates were achieved in 3rd grade in 2010. Furthermore, a significant increase in proficiency was achieved by students in 6th grade in 2010.

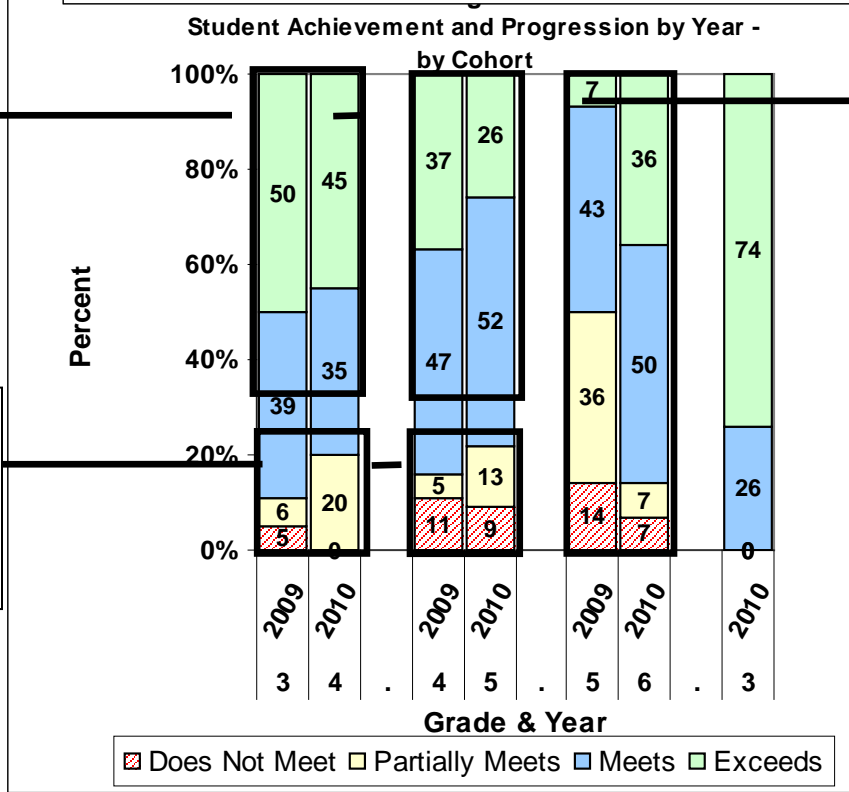
These grades demonstrate a significant percentage of students moving to increasing bands of proficiency.

These grades demonstrate increasing proficiency.

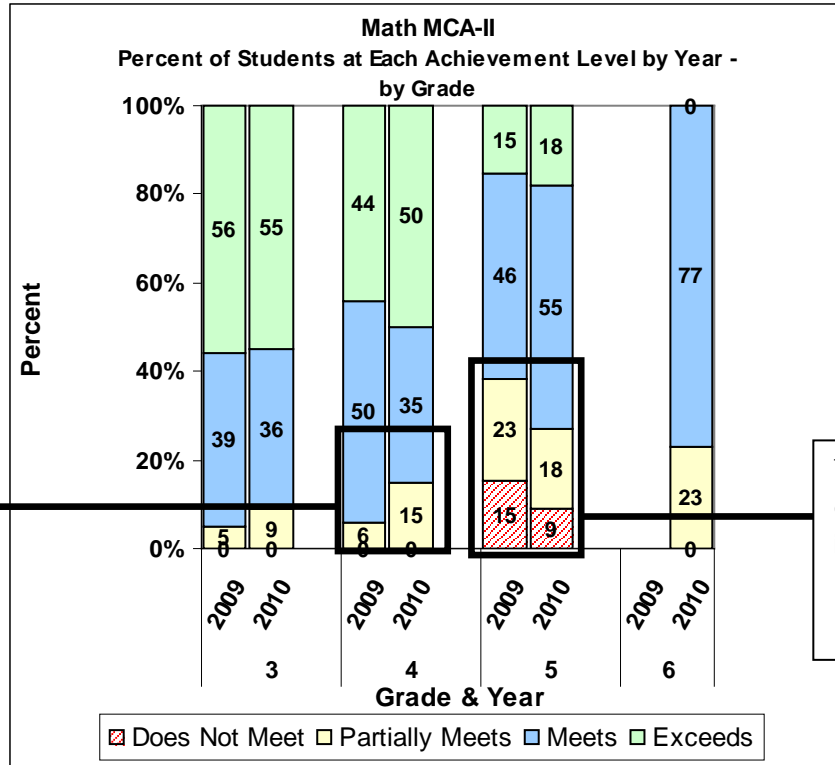


These cohorts demonstrate students moving to decreasing bands of proficiency.

These cohorts demonstrate decreasing proficiency.

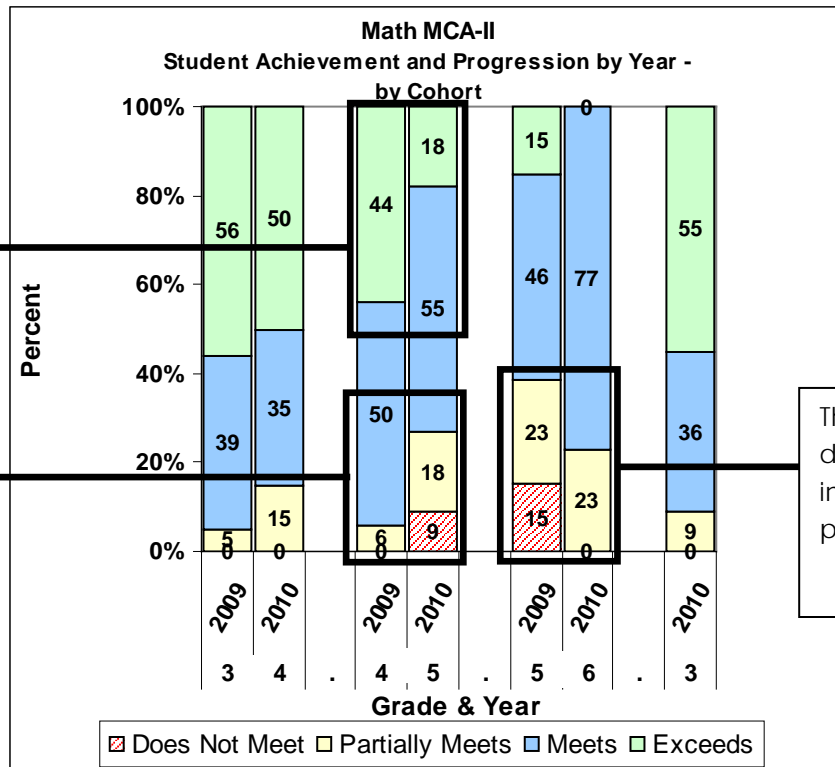


This cohort demonstrates a significant percentage of students moving to increasing bands of proficiency.



This grade demonstrates decreasing proficiency.

This grade demonstrates increasing proficiency.

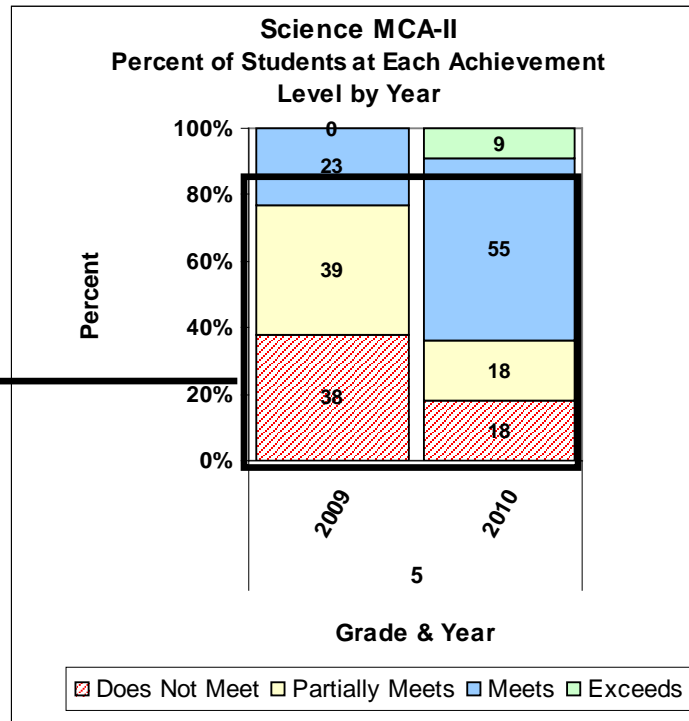


This cohort demonstrates students moving to decreasing bands of proficiency.

This cohort demonstrates a significant percentage of decreasing proficiency.

This cohort demonstrates increasing proficiency.

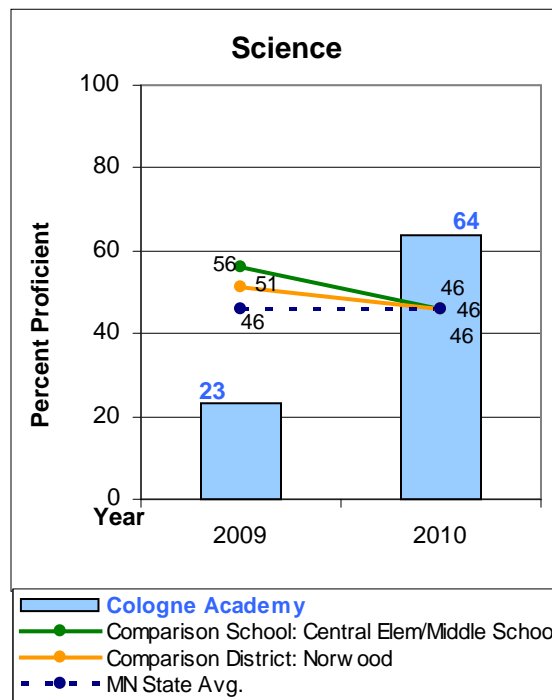
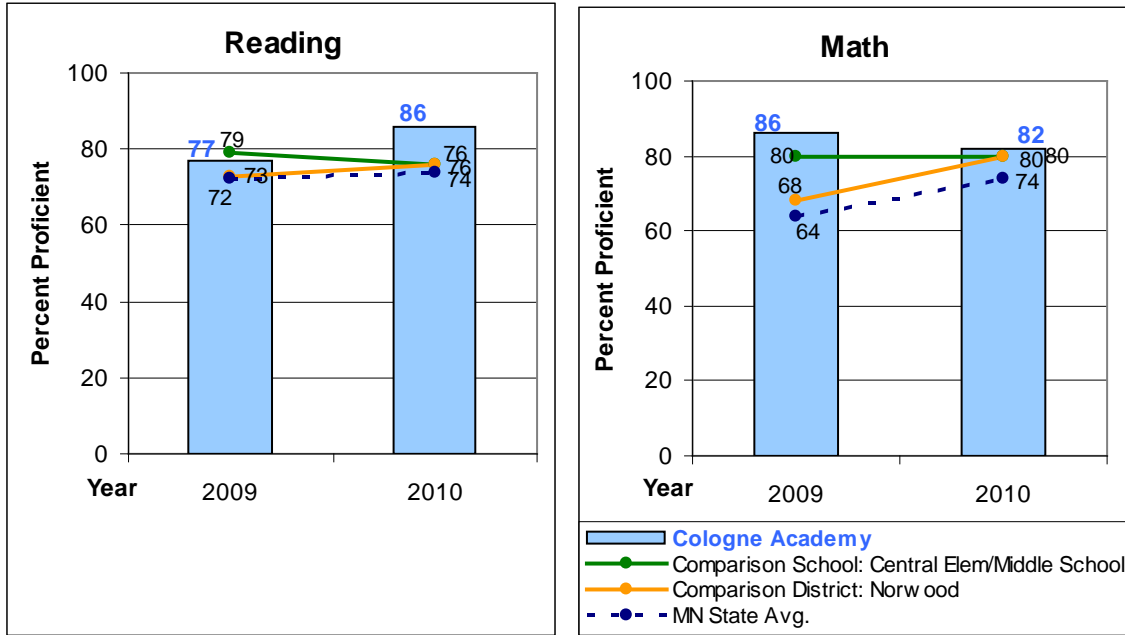
This grade demonstrates a significant increase in proficiency.



Academic Performance – Comparative Proficiency

Cologne Academy’s MCA performance is on par with its comparison district school for 2010. Reading, Math, and Science scores for Cologne were higher than its comparison district school in 2010.

2010 MCA II Student Proficiency (Meets or exceeds standards)



The Comparative Proficiency % is calculated by dividing the % proficiency in the charter school (the Absolute Proficiency %) by the % proficiency in the comparison local district school. Cologne Academy's comparison schools are Central Elementary and Central Middle School.

Historically, Cologne Academy has achieved slightly higher academic performance than its comparison school in most grades.

Comparative Performance Index

Reading

Grade	2009 Index	2010 Index
3	1.14	1.22
4	1.10	1.05
5	0.61	1.14
6	X	1.12
All	0.97	1.14

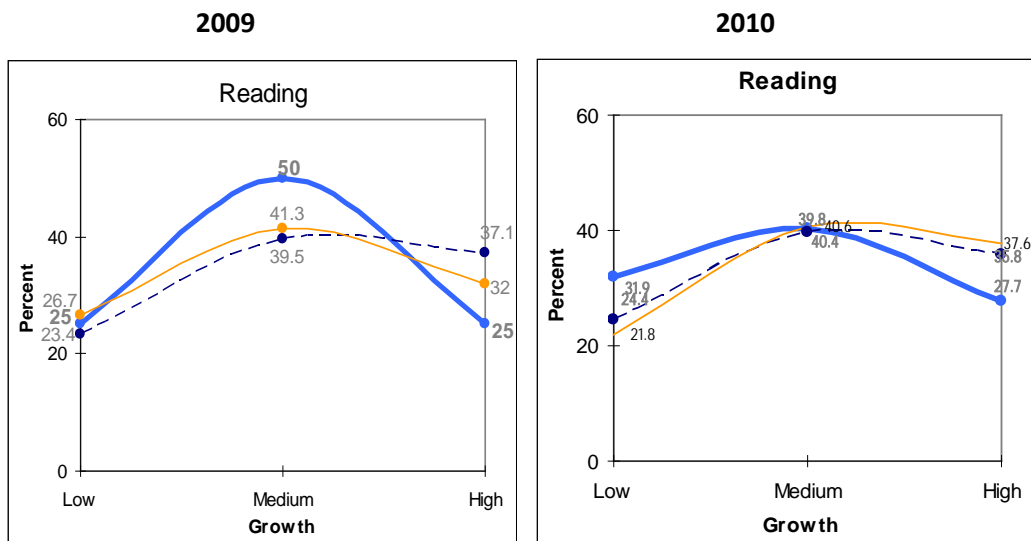
Math

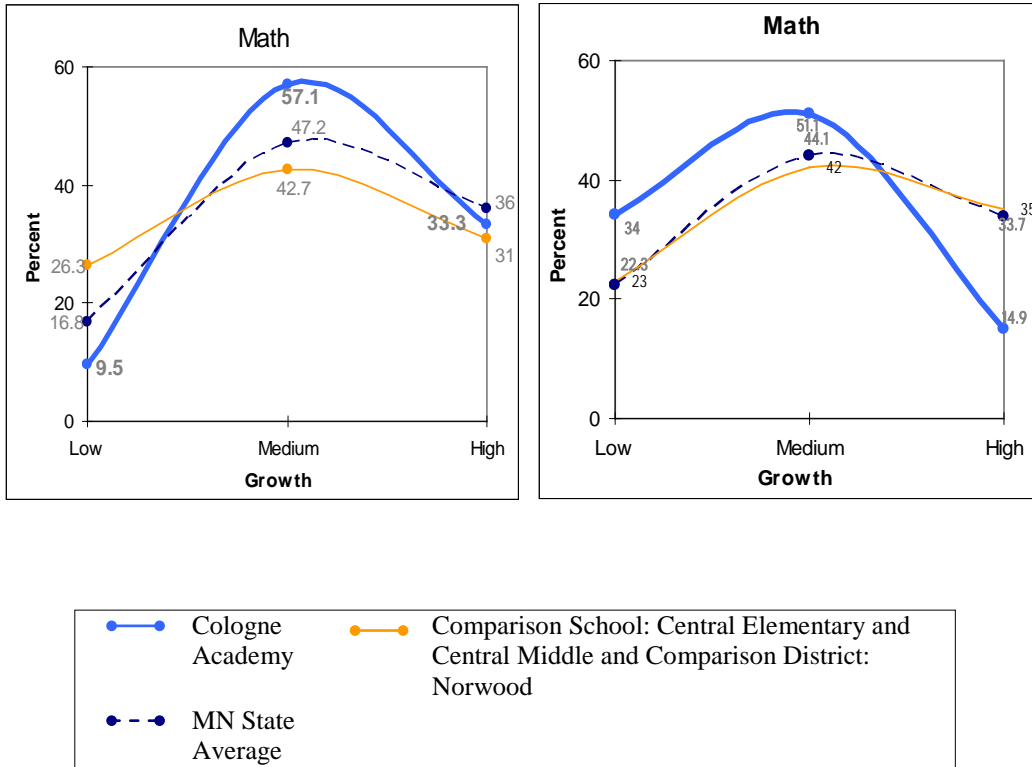
Grade	2009 Index	2010 Index
3	1.12	1.00
4	1.14	1.10
5	0.85	0.99
6	X	0.96
All	1.07	1.02

Academic Performance - Growth

Cologne Academy students' individual growth, in both reading and math, is shown in the following graphs. Percentages for medium-to-high 2010 math growth were drastically lower than low-to-medium growth and reflect a shift from 2009.

MCA Growth Trends





MCA: Adequate Growth Performance

Friends evaluates whether its schools are achieving “adequate growth”. Adequate growth is calculated by adding the % of students who scored proficient on the 2010 MCA-II and who achieved medium or high growth from 2009 to 2010 to the % of students who did not score proficient on the 2009 MCA-II but who achieved high growth from 2009 to 2010. The sum of these three growth categories are identified because they are most likely to lead to continued proficiency for the already proficient student, and increased proficiency for the non-proficient student.

MCA: Low Growth Performance

Inasmuch as low growth students will not advance, Friends of Education evaluates the percentage of students achieving low growth. 32% of Cologne Academy students achieved low growth in reading and 34% in math, which compares favorably with the state average (calculated for the same grades as offered by the school):

MCA: High Growth Performance

Because students achieving high growth are likely to continue to achieve proficiency and advance, Friends evaluates the percentage of students achieving high growth. 28% of Cologne Academy students achieved high growth in reading and 15% in math.

MCA: High Growth Performance

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Academic Performance – Contract Goals

Section 6.3 of the contract between Friends and the school requires that the school achieve the educational goals set forth in its application filed with the MDE. Cologne Academy has eight measurable academic goals. The goals set forth in its application and the school’s actual performance are:

1. **Goal:** State Assessment Tests (MCA-IIs)
Sub Goal 1: Math: 90% of all School students enrolled for at least two full years will score at least proficient.

Result: The School has not met this goal. 42 of 52 students enrolled for at least two full years scored at least proficient, which is equivalent to 81%. Given the school’s small class sizes and the students limited exposure to the Core Knowledge Curriculum, this percentage will increase over time as our students benefit from our academic programs.

2010 MCA Math Proficiency

	Does Not Meet	Partially	Meets	Exceeds	# of students that have completed 2 yrs at Cologne
3 rd	0	2	6	7	15
4 th	0	2	4	8	14
5 th	1	3	9	4	17
6 th	0	2	4	0	6
Total	1	9	23	19	52

Sub Goal 2: Math: At least 10% of all school students will move to increasing bands of proficiency each year.

Result: The School has met this goal. In 2009, 49 students tested, requiring 4-5 students to move to increasing bands of proficiency. In 2010, 46 students moved to increasing bands of proficiency.

	2009	2010
Exceeds Proficiency	20	26
		+4
Meets Proficiency	22	37
		+32
Partially Meets Proficiency	5	12
		+10
Does Not Meet Proficiency	2	2
Total Students	49	77

Sub Goal 3: Math: The school will demonstrate higher grade level and school wide proficiency rates than ISD 108.

Result: The School has partially met this goal. Although math scores for 5th graders and 6th graders have been slightly lower than the district, Cologne Academy has outperformed the district in 3rd grade, 4th grade, and school-wide. The numbers in red indicate Cologne’s scores that were lower than the district:

Math Proficiency Rates

Year	Grade	Cologne	ISD 108
2009	3	94.4%	84.2%
	4	94.4%	82.8%
	5	61.5%	72.1%
	All	85.7%	79.8%
2010	3	90.9%	90.6%
	4	85.0%	77.6%

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5	72.7%	73.4%
6	76.9%	80.0%
All	81.8%	80.3%

Sub Goal 4: Reading: 90% of all School students enrolled for at least two full years will score at least proficient.

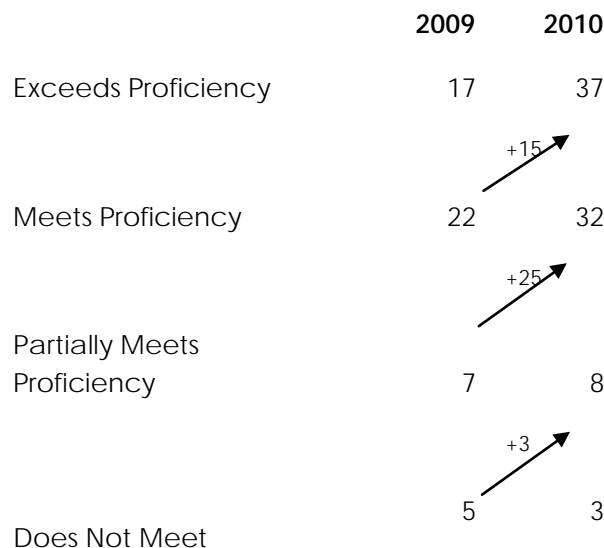
Result: The School has not met this goal. 49 of 55 students enrolled for at least two full years scored at least proficient, which is equivalent to 89%. Given the small class sizes, 89% is very close!

2010 MCA Reading Proficiency

	Does Not Meet	Partially	Meets	Exceeds	# of students that have completed 2 yrs at Cologne
3 rd	0	0	5	11	16
4 th	0	2	6	6	14
5 th	1	1	11	5	18
6 th	1	1	4	1	7
Total	2	4	26	23	55

Sub Goal 5: Reading: At least 10% of all School students will move to increasing bands of proficiency each year.

Result: The School has met this goal. In 2009, 51 students tested, requiring 5 students to move to increasing bands of proficiency. In 2010, 43 students moved to increasing bands of proficiency.



Proficiency

Total Students 51 80

Sub Goal 6: Reading: The School will demonstrate higher grade level and school wide proficiency rates than ISD 108.

Result: The School has partially met this goal. Cologne Academy has outperformed the local district in most grades. The numbers in red indicate Cologne’s scores that were lower than the district:

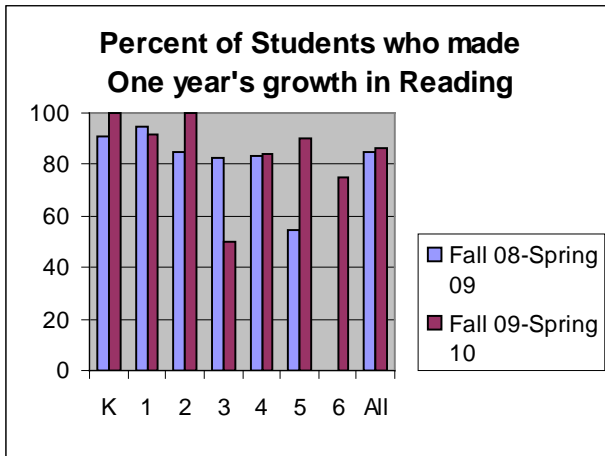
Reading Proficiency Rates

Year	Grade	Cologne	ISD 108
2009	3	88.9%	77.9%
	4	84.2%	76.5%
	5	50.0%	81.7%
	All	76.5%	78.7%
2010	3	100.0%	81.8%
	4	80.0%	75.9%
	5	78.2%	68.6%
	6	85.7%	76.4%
	All	86.2%	75.7%

2. Goal: NWEA Measures of Academic Progress

Sub Goal 1: MAP Reading: At least 90% of all School students enrolled for at least one full year will achieve targeted RIT growth according to the Achievement Status Report by NWEA. The number of students achieving targeted RIT growth will increase by 5% each year.

Result: The School has not met this goal. Spring 2010 NWEA MAP results show that only 87% of all students made one year’s academic growth, which was an increase of 1.9% from the prior year. Cologne Academy still ranks in the top 10 percent of schools nationwide for such a high percentage of academic growth.

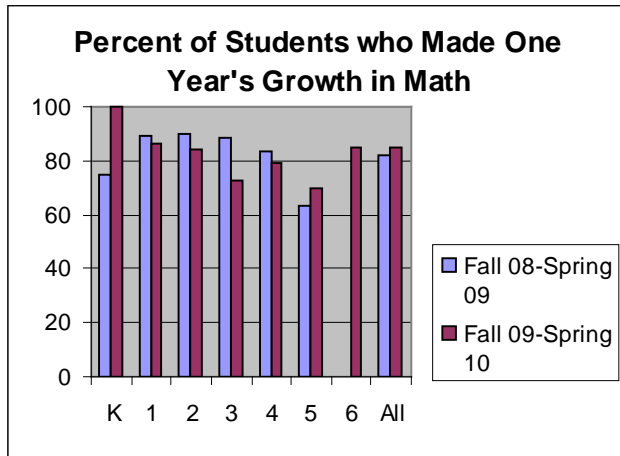


	Fall 08-Spring 09	Fall 09-Spring 10	Increase from 09-10
K	90.6%	100.0%	9.4%
1	94.7%	91.4%	-3.3%
2	85.0%	100.0%	15.8%
3	82.4%	50.0%	-32.4%
4	83.3%	84.2%	0.9%
5	54.5%	90.5%	36.0%
6	n/a	75.0%	n/a
All	84.6%	86.5%	1.9%

Sub Goal 2: MAP Math: At least 90% of all School students enrolled for at least one full year will achieve targeted RIT growth according to the Achievement Status Report by NWEA. The number of students achieving targeted RIT growth will increase by 5% each year.

Result: The School has not met this goal. Spring 2010 NWEA MAP results show only 85% of all students made one year's academic growth, which was an increase of 2.6% from the prior year.

	Fall 08-Spring 09	Fall 09-Spring 10	Increase from 09-10
K	75.0%	100.0%	25.0%
1	89.5%	86.0%	-3.5%
2	90.0%	84.2%	-5.8%
3	88.2%	72.7%	-15.5%
4	83.3%	78.9%	-4.4%
5	63.6%	70.0%	6.4%
6	n/a	84.6%	n/a
All	82.1%	84.7%	2.6%



Goal: Professional Development: 90% of all School teachers will receive professional development training, as demonstrated by school records.

Result: The School has met this goal. Since the 2008-2009 school year, teachers have participated in numerous professional development opportunities such as Core Knowledge training through the Humanities Commission and the Core Knowledge Foundation, LTRS training, Differentiated Instruction Training, DIBELS (Dynamic Indicators of Early Literacy Skills, NWEA (Northwestern Evaluation Association), and specific subject area training including SRA Imagine It! and Singapore Math curriculum. Other training included technology, classroom management, and group team-building collaborations.

4. **Goal:** Attendance: The school will maintain at least a 95% student attendance rate.

Result: The School has met this goal. Cologne Academy's attendance rate was 95% in 2010 and 96% in 2009.

5. **Goal:** Satisfaction Surveys

Sub goal 1: Parent Satisfaction: At least 90% of all parents returning the annual survey will indicate overall satisfaction with the School.

Result: The School has met this goal. 100% of surveys returned by first and second year parents in both 2009 and 2010 indicated overall satisfaction with the school, with the lowest rating of 4.19 in 2009 of a 5 point scale.

Sub goal 2: Staff Satisfaction: At least 90% of all staff returning the annual survey will indicate overall satisfaction at the School.

Result: The School has met this goal. The Cologne Academy School board contracted with an HR consultant to conduct a series of confidential, 30 minute interviews of full time staff with at least 3 months of tenure. 100% of those interviewed felt the School's vision and mission were a daily, integrated part of the school community. All staff members felt they had the opportunity to do their very best work, and were supported effectively through professional development. Most staff members were able to offer feedback for areas of improvement in the School, but were consistent in their appreciation for the school, its mission and its leaders. 100% of staff members expressed overall satisfaction with Cologne Academy.

Please visit MDEs website for the school's FY 11 report card (was not available during publication) <http://education.state.mn.us/ReportCard/2010/RCF418807010.pdf>

Finances and Operations

Fiscal Management

As a charter school, Cologne Academy is responsible for both the education of children and to have a clear knowledge of business and fiscal responsibilities. Since inception, Irwin and Associates has served as our business manager. While the School Board of Directors will continue to guide the school by making sound fiscal decisions, the school is fortunate to have a business manager experienced in charter school finance. Payroll and insurance items are completed by ERDC.

The following audit information is from the 2009-2010 school year and the 2010-2011 audit will not be finalized until after this annual report is published.

YEAR ENDED JUNE 30, 2010 AUDIT FINDINGS AND RESULTS

Audit Opinion – The financial statements are fairly stated and Cologne Academy was issued what is known as a “clean” audit report.

Compliance – No compliance issues were noted in Larson Allen's review of laws, regulations, contracts, grant agreements or other matters that could have significant financial implications to the School.

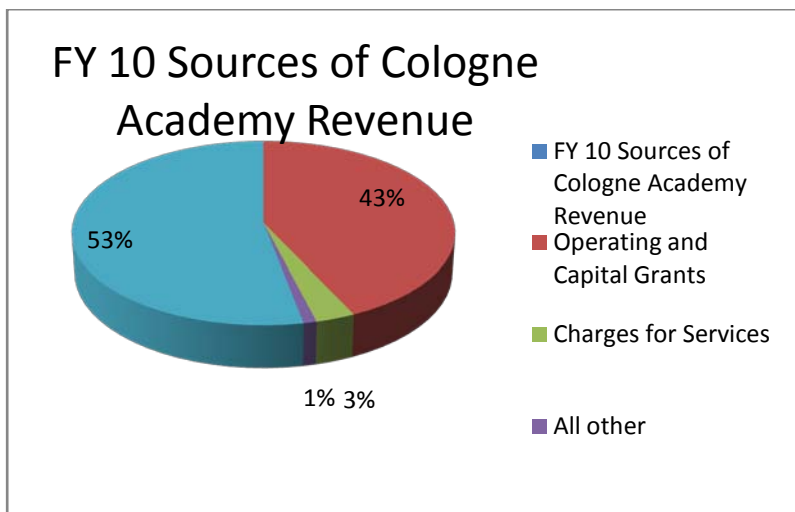
Internal Controls – No “control deficiencies” in internal control were noted.

Minnesota Legal Compliance – No compliance issue were reported with respect to Minnesota Statutes related to charter schools.

Enrollment – For fiscal 2009-10, Cologne Academy served a net average daily membership of 174.80 or 174.09 pupil units.

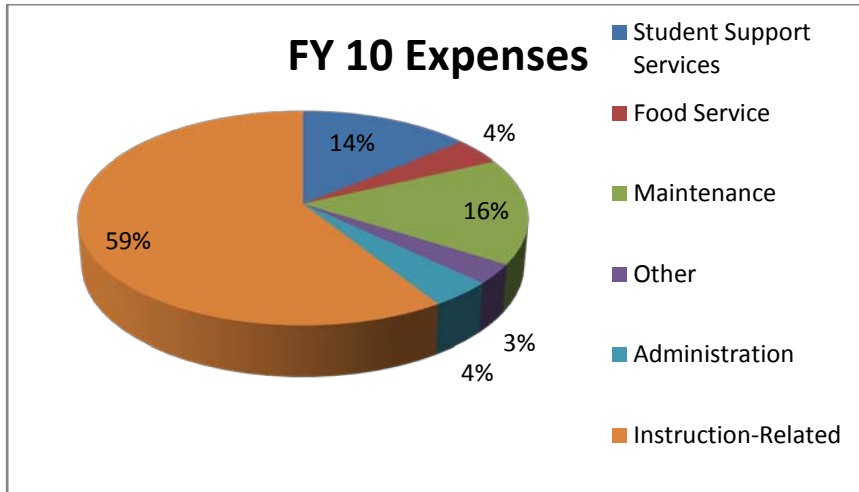
Fund Balance – The School’s fund balance of the General Fund increased during fiscal 2009-10 by \$148,012 ending at \$162,892 as of June 30, 2010. It is recommended that a charter school develop a long-range plan which develops and maintains a target fund balance that is 20% to 25% of annual expenditures. The ending fund balance at June 30, 2010 for Cologne Academy represents 10.74% of expenditures incurred for the year and is an important aspect in the School’s financial well being since a healthy fund balance represents things such as cash flow, as a cushion against unanticipated expenditures, enrollment declines, state aid metering changes, funding deficiencies and aid prorations at the state level and similar problems. The school has a fund balance policy and in the next 5 years will attain a fund balance of at least 20%.

Budget – Total revenues on a net basis were \$48,719 (or 3.0%) higher than the budgeted amount while total expenditures were \$4,434 (or 0.3%) lower than had been budgeted. As part of any budget update initiated for fiscal 2010-11, the Board will work to take these minor variances into consideration in order to limit budget differences to every extent possible. Larson Allen recommends that budget variances in a charter school environment (which is more volatile than in a traditional school environment but on a much smaller scale) be limited to 1% to 2% on either side of zero.



Food Service Fund – The School’s food service program operated at an excess of \$1,561 for fiscal year 2010. However, the School Board approved a transfer of \$11,361 from the General Fund to the Food Service Fund to eliminate the remaining deficit balance of the child nutrition program at year-end.

Community Service Fund – The School’s community service program operated at an excess of \$3,810 for fiscal 2010. However, the School Board authorized a transfer of \$3,935 from the General Fund to the Community Service Fund to eliminate the remaining deficit balance of the program at yearend.



State Finance Award: Cologne Academy received the state finance award for FY 2010 which recognizes sound fiscal and financial management policies and procedures. About 40% of charter schools receive this award and an even lesser of a percentage of traditional public schools receives this award.

FOE CONTRACT FULFILLMENT: FINANCIAL PERFORMANCE

Section 6.11 of the contract between Friends and the school requires the school to submit an external audit to Friends by December 15th of each year and to comply with program, financial, and compliance audits conducted by MDE. Cologne Academy filed its FY 2008, FY 2009, and FY 2010 external audits by the statutory and contract deadline.

Cologne Academy’s board approves its annual budget and monthly financial reports which demonstrate adherence to or deviation from budget. The school contracts its payment processing to an outside vendor. Cologne Academy generally promptly pays its bills and is not delinquent on payroll taxes or pension payments. In addition, the school generally has timely filed its required reports.

External Audits: The school’s external audits completed during the contract period reveal:

2008: A material weakness related to the lack of separation of duties.

2009: No deficiencies

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2010: No deficiencies

Friends notes that 2008 was Cologne Academy's development year, resulting in the limited segregation of duties.

State Finance Award: Friends notes that Cologne Academy received the state finance award for FY 2010 which recognizes sound fiscal and financial management policies and procedures. Friends notes that the traditional district, Norwood, has not received the state finance award.

Revenues & Expenditures: Cologne Academy's revenue sources and expenditures for the term of the contract have been:

Consolidated Financial Statement							
	FY10	FY10	FY09	FY09	FY08	FY08	% Change
	<u>Total</u>	<u>% of Total</u>	<u>Total</u>	<u>% of Total</u>	<u>Total</u>	<u>% of Total</u>	<u>from 09 to 10</u>
Revenue							
State	\$1,391,614	82.80%	\$993,498	72.20%	\$0	0.00%	40.07%
Federal	\$269,253	16.00%	\$352,985	25.60%	\$94,536	99.50%	-23.72%
Gifts/Other	\$19,452	1.20%	\$30,340	2.20%	\$449	0.50%	-35.89%
TOTAL REVENUE	\$1,680,319	100.00%	\$1,376,823	100.00%	\$94,985	100.00%	22.04%
Expenses							
Instruction							
Salaries/Benefits		0.00%	\$438,416	32.20%	\$0	0.00%	-100.00%
Classroom Supplies/Textbooks		0.00%	\$232,584	17.10%	\$13,044	13.80%	-100.00%
	\$0	0.00%	\$671,000	49.30%	\$13,044	13.80%	-100.00%
Instructional & Pupil Support		0.00%	\$145,823	10.70%	\$69,489	73.30%	-100.00%
Subtotal:	\$1,058,044	69.70%	\$816,823	60.00%	\$82,533	87.00%	29.53%
Administration							
Salaries/Benefits		0.00%	\$86,338	6.30%	\$0	0.00%	-100.00%
Supplies/Other		0.00%	\$166,690	12.20%	\$10,106	10.70%	-100.00%
Subtotal:	\$160,941	10.60%	\$253,028	18.60%	\$10,106	10.70%	-36.39%
Facility	\$295,972	19.50%	\$287,493	21.10%	\$2,216	2.30%	2.95%

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Student Transportation	\$2,046	0.10%	\$4,728	0.30%	\$0	0.00%	-56.73%
TOTAL EXPENSE	\$1,517,003	100.00%	\$1,362,072	100.00%	\$94,855	100.00%	11.37%
ANNUAL SURPLUS/DEFICIT			\$14,751		\$129		
FUND BALANCE	\$222,522	14.70%	\$14,880	1.10%	\$129	0.10%	1395.44%

Cologne Academy ended FY 2010 with a \$222,522 fund balance (14.7%) and is projected to end FY 2011 with an increase to its fund balance.

The cost per student (# of students divided by the total expenditures) during the term of the contract has been:

	2009	2010
Cologne Academy:	\$10,404	\$8,654
Norwood Public School District:	\$ 9,724	\$9,608

Conclusion: Cologne Academy has increased enrollment which is critical to fiscal sustainability. The School's recent external audits are clean, reflecting sound fiscal management. Friends of Education recommends continued increases to Cologne's fund balance with a target of 20% in the next three years.

Board Trainings

In February 2011, Becca Rausenberger, Scott Pelletier, Julie Olson and Lynn Gluck Peterson attended training by *The High Bar* that focused on Board duties, composition, and leadership.

The board also conducted a strategic planning meeting in March 2011. The next strategic planning meeting is scheduled for July 2011.

On June 23, 2011, the School Board of Directors and Executive Director attended a board finance training session led by Leisa Irwin. In attendance were Becca Rausenberger, Scott Pelletier, Lynn Gluck Peterson, Julie Olson, and Jamie Degen.

Operational Performance

Irwin and Associates designed a Business Operations Manual to help Cologne Academy through the basic skills needed to manage Cologne Academy's financial and business related transactions. The manual contains systematic instructions for each responsibility

included in making the business run as smoothly and efficiently as possible, while maintaining internal controls. It is important that Cologne Academy reviews this manual regularly and modify it as appropriate to assure Cologne Academy's success.

In addition, Cologne Academy's School Board of Directors has developed a plan to highlight areas of training at monthly board meetings while also finding opportunities for specific training opportunities. Cologne Academy's School Board of Directors is committed to ongoing work in ensuring compliance in all matters.

Innovative Practices and Implementation

Core Knowledge Sequence

The Core Knowledge Sequence, aligned with the Minnesota State standards and implemented through classical instructional strategies, supports each student's ability to meet the highest of academic standards. Inspired to produce extraordinary levels of achievement, teachers work with students, from a very young age, to master basic and foundational skills and engage in in-depth studies of high-interest level concepts.

The Core Knowledge Sequence holds that a grade-by-grade core of common learning is necessary to ensure a sound and fair elementary education by:

- mapping out a complete program that provides each student with a broad-based education, free of significant gaps,
- clearly defining the knowledge and skills that each student must master at each grade level to create high levels of academic expectations, and
- eliminating many of the gaps and repetition characterized in standard curriculums.

Science and social studies at Cologne Academy follows in close alignment with the sequence of units as delineated in the Core Knowledge Scope and Sequence. Relying generally on the Pearson Social Studies texts and the FOSS/DSM Science kits, teachers are able to present the most meaningful learning opportunities possible, understanding each child's learning styles, interests, and ability levels.

Differences in student ability and variances in their readiness are accommodated with all of the curricular programs. Through frequent work sampling and ongoing assessments embedded within the Core Knowledge Sequence and the reading and math programs, teachers will be able to identify any student who is struggling with any part of the curriculum.

Singapore, Holt, and MUM (Mixed Up Math)

Singapore Math is a unique approach to teaching math that focuses on building students' problem-solving, mental math, and high-level thinking skills. By starting with the concrete then moving to the pictorial, and finishing with the abstract, Singapore Math adds greater depth to math instruction and improves students' mastery of basic math concepts. Cologne Academy will provide flexible grouping across grade levels as mentioned in the academic performance section. In addition, starting in 5th - 6th grade, Cologne Academy transitions to Holt Mathematics to further build and stretch the academic success that the students have accomplished through the Singapore program.

SRA-Imagine It! Reading and MUR (Mixed Up Reading)

Imagine It! Reading is closely aligned with Minnesota state reading standards, as well as, the Core Knowledge Sequence. With a focus of incorporating phonics, grammar, word structure, fluency, and reading comprehension into every lesson, Imagine It! give each student a thorough understanding of every aspect of language arts while incorporating themes taught in the Core Knowledge Sequence. Cologne Academy will teach Imagine It! in flexible reading groups as mentioned previously in the academic performance section.

6+1 Traits Model and Writing Assessment

6+1 Traits Model is a commonly used model to ensure students learn to communicate thoughts and ideas clearly and articulately through writing. Teachers use writing rubrics based on this model to assess writing students do on a biweekly basis. Students are presented writing prompts to be used as a foundation for writing.

Classical Literature

The school's mission and vision statement contemplates in-depth studies, as appropriate at each grade level, of the volumes of classical literature comprising a state-of-the-art Core Knowledge Sequence library including original texts such as the Declaration of Independence. Teachers read texts from the Core Knowledge Sequence library aloud to ensure all students have an equal opportunity to hear and comprehend literature that is essential to understanding the foundations on which our contemporary culture is built.

Music and Visual Arts

Music and the arts are essential complements to both our greater vision and the Core Knowledge Sequence. An early introduction to the arts provides Cologne Academy's

students with opportunities to sing, dance, listen, and act in an atmosphere that encourages greater participation. Cologne Academy's music and visual arts programs impact the academic achievement, high level thinking, and well-rounded nature of Cologne Academy's students.

Physical Education

The physical education program at Cologne Academy is designed to reflect National Standards for growth and development in the areas of physical fitness and nutrition, social and emotional health, motor skill acquisition, and intellectual skill and concept development. Additionally, to align with the school goals, each grade level has units and activities designed to integrate with the Core Knowledge curriculum. In addition, Cologne Academy's character development is witnessed through discussion and actions of fair play and good sportsmanship.

Spanish Instruction

Core Knowledge holds that early elementary education is the best time to introduce the study of language structures. Language structures in turn serve as the foundation for understanding the complex vocabulary, concepts, and paradigms of more advanced studies. A Spanish program is presented to the children in all grades.

Character Development

Cologne Academy is not only committed to academic excellence, but we are also dedicated to the student's character development. Cologne Academy utilizes both Core Virtues program and Quest character program. The Core Virtues program of: respect, compassion, courage, diligence, patience, responsibility and perseverance, closely aligns with the Core Knowledge Sequence. Coupling these two programs together, the students receive a well-rounded character development experience.

Flexible Groupings

A program that is successful, but still has room for growth and improvement is the school's flexible groupings in mathematics called MUM (Mixed Up Math) and in reading called MUR (Mixed Up Reading). These groups are assembled from the student's results of the NWEA (Northwest Evaluation Association) test the students take in the previous spring (or fall for new students). Students in grades three through eight are divided into flexible groupings based on their individual score in math on each particular strand of mathematical competency and in the combined RIT reading composite score.

NWEA correlates the achievement of students into separate RIT bands. The RIT scale used is divided into equal parts, like centimeters on a ruler. These parts, called RITs, are short for the RaschUnit (after the test theory's founder, Danish statistician Georg Rasch). NWEA's website gives the following explanation for RIT:

You can liken the RIT scale to a meter stick, which is comprised of equal units of measurement, centimeters. Meter sticks are sometimes used to measure a student's physical growth over time. They are reliable and accurate indicators of growth over time because the units of measurement do not change. As a result, you can confidently compare a child's growth from one year to the next. Furthermore, since the units of the meter stick are of equal value, you can reliably make comparisons and draw conclusions about the growth of a child or a group of children. Like using a ruler to measure a child's growth in height, we use the RIT scale to measure a student's academic growth over time.

These RIT bands provide the teachers with outcomes that are achievable by the students in their group. Within these math and reading results the main goal strands commonly found in standards and curriculum documents are identified. The goal strands are then broken down into ten-point RIT bands. Within each band, sub-categories, which further divide the content within the goal area, break down the skills and concepts found in the NWEA item banks. Skills that cross several RIT bands appear at the earliest RIT band where they are prominently seen, and these skills are not repeated in the following RIT bands. Therefore, it is important to not only focus on the RIT band where the student is functioning, but to watch for any holes that may have appeared earlier in the continuum.

In the following graph, students in each grade level are represented by their RIT score from the Spring NWEA MAP test. In this graph, the horizontal axis shows the number of students in each RIT range and the vertical axis represents the grade level. Traditional classrooms are represented by the horizontal spread of academic achievement held by students at each grade level. Cologne Academy takes each RIT range and creates math and reading classrooms that are populated by students in many grades, creating a grade-less classroom.

Cologne Academy takes these six grades and employs two additional math and reading teachers so that these six grades are divided into nine reading and nine math classrooms. By vertically aligning students in RIT ranges, instruction is more tailored to meet the needs of each student.

	170-179	180-189	190-199	200-209	210-219	220-229	230-239	240-249	250-259	260-269	270-279
3rd	4	6	22	14	2	1					
4th	1	1	3	2	9	5	2				
5th		1	2	4	5	8	1	1			
6th			2	2	1	4	6	3	1		
7th			2	2	1	3	5	3	2		
8th				1	1	1	6	3	1	1	

There is a lot of research on differentiated instruction and on grouping students in small/flexible groups. Cologne Academy has had success with the flexible grouping for two reasons. The first reason is that the teacher-to-student ration is low. Several classes are half the size of a typical classroom in most traditional public schools. Teachers have more time to work with students and give them the attention they need. The second reason for success in the flexible groupings is that all students within a group are at the same level of understanding. While one could never remove the range of ability in a group, these groupings minimize the gap and make lessons more assessable to all students.

Tobin (2008) stated: A variety of organizational formats is a key underpinning of differentiated instruction. The literature clearly indicates that it is the small grouping and individual context in which optimum; desirable reading and writing behaviors are most likely to occur (Greenwood, Tapia, Abbott, & Walton, 2003). Flexible small groups as a means of maximizing acceleration of reading have shown very positive results (Cunningham, Hall & Defee, 1998; Vaughn, Linan, Thompson, Kouzekanani, Pedrotty, Dickson & Blozis, 2003).

When the school was founded by its original School Board of Directors, they had created a vision that students would be ability grouped along subject areas. Once the teachers were hired, there was a consensus among the teachers that ability grouping was not only unfeasible staffing wise, but the teachers also articulated the social and emotional impact on the students. With the input from teachers and parents, Cologne Academy made the decision to implement flexible groupings instead. In these multi-grade level groups, students have the opportunity to move in either direction based on their performance and every six weeks the groups were shuffled as a result of starting a different standard, if applicable.

Decisions regarding placement are data-driven; however, teacher discretion is used when necessary. The feedback of the program, from teachers, parents, and students, as well as test results, have all been positive. The program aligns with the school’s mission and philosophy of academics, character, and leadership. Continued data will be used to monitor the program, assess progress, and determine areas of improved content growth.

Curriculum

Cologne Academy will continue to work on the alignment of the Core Knowledge Sequence curriculum and the Minnesota State Standards. Cologne Academy will supplement the Core Knowledge Sequence curriculum and learning programs, as necessary, to insure the curriculum aligns with State standards. The desired state regarding curriculum alignment is complete alignment along subject areas and all grade levels.

Subject Area	School Year	Curriculum Aligned with State Standards	Portion of Core Knowledge implemented
Language Arts	2009-2010	100%	75%
	2010-2011	100%	100%
Math	2009-2010	100%	75%
	2010-2011	100%	100%
Social Studies	2009-2010	100%	100%
	2010-2011	100%	100%
Science	2009-2010	75%	50%
	2010-2011	100%	100%

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Art	2009-2010	100%	75%
	2010-2011	100%	100%
Physical Education	2009-2010	100%	NA
	2010-2011	100%	NA

Data will be gathered by a joint effort between the Cologne Academy Academic Committee and teachers. This committee will use the Minnesota state academic standards and the Core Knowledge Foundation's Sequence (1999) to make sure there is alignment between curriculum and standards. These groups will oversee the alignment in all content areas on an ongoing basis, including updating subject matter when new standards are approved. This Committee will in turn ensure that Cologne Academy's Executive Director clearly communicates and provides training for all staff in the content and importance of meeting standards in all subject areas, and that Cologne Academy has a standards-based program governing full implementation on an ongoing basis. Prior to school opening each fall, the Executive Director works with teachers to insure the curriculum plan for the school year incorporates alignment standards. Curriculum maps can be found on the school's website at www.cologneacademy.org.

Best practices from scholarly research support curriculum alignment. Anderson (2002) stated:

The importance of curriculum alignment is that poorly aligned curriculum results in our underestimating the effect of instruction on learning. Simply stated, teachers may be "teaching up a storm," but if what they are teaching is neither aligned with the state standards or the state assessments, then their teaching is in vain. This is the educational equivalent of a tree falling in the forest with no one around . . . no demonstrated learning, no recognized teaching. (p. 255)

In the spring of 2011, Cologne Academy took part in an extensive review by Cambridge Education. Cambridge Education's Quality Review programs engaged Cologne Academy in a process of quality review and continuous improvement. The review process and self-evaluation tools support assisted in the development and implement of plans for improvement. Cambridge Education assisted Cologne Academy in developing customized criteria that were uniquely focused on student learning.

Throughout the implementation of the review and evaluation programs, Cambridge Education assisted Cologne Academy to further build a culture that is focused on self-reflection and the analysis of results and actions. Implemented in this way, the review served as a powerful tool that can promote efforts to improve Cologne Academy in many ways.

What the school does well:

- The principal, with the support of the school board, has created a climate of high achievement and continuous development that matches the clearly set out vision for the school. The school's strategic plan sets out clear goals for the school's future and how they will be achieved.
- The school has developed a broad and balanced curriculum, aligned to State standards, that matches the needs of students well. The introduction of special support for higher-achieving students reflects the school curriculum responsiveness in meeting their needs.
- The school uses a range of assessment data effectively to track the achievement and progress of students, and uses this to plan instruction, particularly in its ability groupings for mathematics and reading.
- In a short time the school has improved achievement levels in reading and mathematics. Students are making secure progress and in grades up to grade 4 achieve at levels above State averages. Those in grades 5 through 7 achieve levels in line with State averages in reading.
- The school has developed a strong culture for learning, in which students are highly valued and teachers give freely of their time when students need support. Clear procedures and routines are being quickly and consistently embedded into classroom practice to support learning.
- Parents receive regular information about their children's achievement and progress, and welcome the regular contact they have with teachers. The principal and other staff are accessible to parents if they need to discuss any issues with them.

Areas for Improvement:

- Improve the quality of teaching and learning, making it more consistent throughout the school by planning to include:
 - more activities in which students develop higher-order thinking skills
 - more group and paired work that develops students' language skills
 - more activities that differentiate learning to meet students' individual needs, especially in whole-class sessions.
- Ensure students take more responsibility for their own learning through developing a program of setting short-term goals with students and involving them in checking whether they have been achieved.
- Provide more opportunities for students to take responsibility, show initiative and develop leadership skills around the school to support their personal growth.
- Ensure that the school's measures of student progress are analyzed and presented in a form that regularly supports parental understanding of their child's progress.

Teacher Evaluation and Supervision

Cologne Academy has a formal document to describe the different pathways for evaluation and supervision that was drafted and approved by Cologne Academy's Board of Directors. The desired state is that this document will be adhered to in its entirety.

The data for teacher evaluation and performance reviews comes from classroom observations, teacher, student, and parent interviews, student academic record review, and student learning growth over the school year. Gathered data is both subjective and objective. Cologne Academy's Performance Appraisal System identifies the different methods for data collection depending on which pathway the teacher is in.

All staff are formally evaluated by the Executive Director every school year. This process provides opportunities for feedback, coaching and reflective thinking and growth for all staff. The Executive Director was formally evaluated and feedback was provided by the Board of Directors' personnel committee.

Future Plans

Future plans for Cologne Academy include continued expansion of the school in the form of three successive additions in the next three to five years. This fall (2011), the school's landlord, Partnership for a Better Education, will break ground for a 13,019 square foot

addition. To date, the school has completed two phases of its planned five-phase facility. According to a floor plan, the 13,019-square foot third phase will include a cafeteria and serving area, office space, a 1400 sq ft music room, 1300 sq ft art room, science lab, Spanish room, and a covered main entrance on the west side of the parking lot. It will connect to the west wall of the second phase, which opened last fall, and begin to form the second leg of what will be an L-shaped facility.

Last fall, the school held K-7 classes with 245 students. That growth was made possible by the addition of an 8,763-square foot expansion, the second phase that opened August 2010.

With completion of the third phase next year, the school will be able to accommodate three sections of kindergarten and three sections of first grade, two sections of grades 2-4, and one classroom each in grades 5-8. The expansion, which is part of the school's long range planning, allows Cologne Academy to respond to the community's need for Cologne Academy's educational programming.

The additional space will allow for the school's growing population. The school plans to add two additional MUM and MUR teachers to teach our flexible groups in the next couple of years. In the 2012-13 school year, Cologne Academy will add 3 new teaching positions and in 2013-14 the school will add an additional five teaching positions.

Non-Profit Status

Organization Name	COLOGNE ACADEMY
Federal ID#	383767089
For Fiscal Year Ending	6/30/2010

Income	
Direct Public Support	\$14,821
Government Grants	\$1,681,421
Other Revenue	\$48,600
Total Revenue	\$1,744,842

Expenses

Amount Spent for Program or Charitable Purposes	\$1,408,786
Management/General Expense	\$183,432
Fundraising Expense	\$0
Total Expenses	\$1,592,218

Excess/Deficit	\$152,624
Total Assets	\$696,723
Total Liabilities	\$481,557
End of Year Fund Bal/Net Worth	\$215,166

Information found at:

<http://www.ag.state.mn.us/charities/SearchResults2.asp?Fed=383767089&Yr=CURR&cmdSearch=Submit>

Appendix

**COLOGNE ACADEMY
MANUAL OF SCHOOL POLICIES APPROVED BY THE BOARD**

301A ADMISSIONS AND LOTTERY POLICY

Cologne Academy establishes the following Admissions and Lottery Policy.

I.PURPOSE: Admission to Cologne Academy is open to all students, without regard to ability, race, religion, or any other factors, other than the capacity of the program, class, grade level, or building.

A. Eligibility Applications for enrollment under the Enrollment Options (Open Enrollment) Law will be approved provided that acceptance of the application will not exceed the capacity of a program, class, grade level, or school building as established by school board resolution and provided that:

The applicant is not otherwise excluded by action of the school because of previous conduct in another school, except as noted in Section B below.

- (1) Each school year, the Board:
 - (a) establishes by August 1st the open enrollment period applicable to the following school year's admissions if different from the established open enrollment policy of the first day of school (Tuesday after Labor Day) until the third Friday in February.
 - (b) publishes by October 1st :
 - (i) Cologne Academy's enrollment application applicable to the following school year, and
 - (ii) this Admissions and Lottery Policy.
 - (c) establishes and publishes by February 1st, the Available Enrollment by Grade applicable to the following school year.
- (2) Notice to Currently Admitted Students & Staff Employed at the School: During the open enrollment period, the school provides notice of the open enrollment period to parents and staff so that siblings of currently admitted students and children of staff may submit a timely application.
- (3) Currently Admitted Students – Intent to Return: During the open enrollment period, the school asks families to complete an "Intent to Return" form.

- (4) Application Processing. Each enrollment application received is date-stamped and also either time-stamped or sequentially stamped by number designating the order in which applications were received for each such date.
- (5) Admissions. All applications received during the open enrollment period are automatically accepted for enrollment (i.e. admitted) unless more applications are received than the available enrollment established by the Board for the applicable grade(s). In this situation, all submitted applications for such grade(s) are placed in the lottery; however, siblings of currently admitted students and children of staff employed in school have preference.
- (6) Siblings of Admitted Students: Siblings, who submit an application before the expiration of the open enrollment period, of currently admitted students are automatically admitted unless the number of sibling applications exceed the available enrollment established by the Board for the applicable grade(s). If the number of sibling applications exceeds available enrollment in any grade, a sibling lottery is held for each such grade. Siblings are admitted to the school in the order in which they are drawn in the lottery. If all available enrollment in a grade is filled by siblings, the sibling lottery continues and establishes the sibling waiting list (preferential list), which has preference over both the staff-children waiting list and the general waiting list.
- (7) Children of Staff Employed at Cologne Academy: Children of staff employed at the school who submit an application before the expiration of the open enrollment period, are automatically admitted provided that all siblings (of already admitted students) who submitted a timely application are admitted, and provided there is available enrollment as determined by the Board for the applicable grade(s). If the number of children of staff exceeds the available enrollment established by the Board for any grade (and after all siblings (of admitted students) who submitted a timely application are admitted), a staff-children lottery is held. Children of staff are admitted to the school in the order in which they are drawn in the lottery. If all available enrollment in a grade is filled by children of staff, the staff-children lottery continues to establish the staff-children waiting list (preferential list) for each such grade.

General Lottery: State statutes require that Cologne Academy give preference for enrollment to:

- (1) a sibling of an enrolled student and to a foster child of that student's parents before accepting other students by lot and (2) children of Cologne Academy staff before accepting other pupils by lot, (3) residents of the city of Cologne will be given preference for enrollment before accepting other pupils by lottery, (4) students living within two miles of Cologne preference for enrollment before

accepting other pupils by lottery and, (5) remaining students will be selected by lottery.

If the number of applications received during the open enrollment period exceeds available enrollment established by the Board for any grade (and after siblings (of admitted students) who submitted timely applications are already admitted or establish a sibling waiting list, and after all children of staff employed at the school who submitted a timely application are already admitted or establish a staff-children waiting list), the school conducts a general lottery. All applications for each such grade(s) (excluding applications from siblings of already admitted students and excluding applications from children of staff employed at the school) received before the expiration of the open enrollment period are included in the general lottery. Students are admitted to the school in the order in which they are drawn in the lottery, as long as there is available enrollment as determined by the Board for the applicable grade(s). If all available enrollment in any grade is filled, the lottery continues and establishes the general waiting list for each such grade in the order drawn, until all applications are drawn. If a student is admitted through the general lottery and that student has one or more siblings in other grades also subject to a lottery, those siblings are automatically admitted as long as available enrollment as determined by the Board remains in the applicable grade(s).

- (8) Applications received after the open enrollment period expires are automatically admitted as long as there is available enrollment as established by the Board in the applicable grade, in the order received. If, or once, there is no available enrollment in any grade, applications are added to the applicable waiting list for each such grade, in the order received.
- (9) The School conducts all lotteries through a method of random selection.
- (10) If a family declines an available spot the next child on the waiting list will be offered the spot.
- (11) Families who decline an available spot must re-apply to be considered for enrollment.

Other Conditions. If two or more applicants move to the preferential status waiting list on the same day, they will maintain the ordinal ranking that they had before. An applicant who has been placed on the preferential status waiting list will continue to have preference for that school year as long as he or she maintains a valid application with the school. An applicant is eligible to receive preference as the child of a current member of Cologne Academy's faculty after the faculty member has begun his or her term of

employment at Cologne Academy. The applicant shall immediately be placed at the end of the existing preferential status waiting list. Again, if two or more applicants move to the preferential status waiting list on the same day, they will maintain the ordinal ranking that they had before. An applicant who has been placed on the preferential status waiting list will continue to have preference for that school year as long as he or she maintains a valid application with the school and his or her parent continues to be an employed member with the school. If the faculty member's term of employment is ended for any reason, the child moves to the end of the non-preferential waiting list.

General Admission Procedures:

- (1) **Order of Admission:** Siblings of Already Admitted Students, then Children of Staff Employed at the School, residents of Cologne, students living within 2 miles of Cologne, then General Admissions.
- (2) **No waiting list carry over from year to year:** Each waiting list is subject to a lottery and redrawn during each admission process each year. All applicants still on the waiting list at the beginning of the next enrollment period must submit a new written application for enrollment and all applicants are subject to the enrollment process described above. The waiting list does not carry over from year to year.
- (3) **Multiple births** (twins, triplets, etc): Each student seeking admission completes an application (i.e. not one application for the family). In a lottery situation, each student receives an individual number/lot in the lottery. Siblings enrolling in the same grade will be considered individuals and each will have a separate entry in the lottery. If one of the multiples is drawn in the lottery, the other sibling(s) is/are enrolled. The siblings would be first on the waitlist if there are no more available seats.
- (4) **Lottery Grade Order:** Applicable lotteries occur from highest grade to lowest grade. For example, if a lottery is required in grades K and 3, the grade 3 lottery is conducted first, followed by the K lottery.

B. Standards that may be used for rejection of application In addition to the provisions of Paragraph II.A., the school may refuse to allow a pupil who is expelled under Section 121A.45 to enroll during the term of the expulsion if the student was expelled for:

1. possessing a dangerous weapon, including a weapon, device, instruments, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, with the exception of a pocket knife with a blade less than two and one-half inches in length, at school or a school function;
2. possessing or using an illegal drug at school or a school function;

3. selling or soliciting the sale of a controlled substance while at school or a school function; or
4. committing a third-degree assault involving assaulting another and inflicting substantial bodily harm.

C. Standards that may not be used for rejection of application. The Director shall establish lottery and enrollment procedures consistent with Minnesota State Law 124D.10. The school may not use the following standards in determining whether to accept or reject an application for open enrollment:

1. previous academic achievement of a student;
2. athletic or extracurricular ability of a student;
3. disabling conditions of a student;
4. a student's proficiency in the English language;
5. the student's place of residence; or
6. previous disciplinary proceedings involving the student. This shall not preclude the school from proceeding with exclusion as set out in Section D. of this policy.

D. Exclusion

1. Director's initial determination. If a school director knows or has reason to believe that an applicant has engaged in conduct that has subjected or could subject the applicant to expulsion or exclusion under law or school policy, the director recommends whether exclusion proceedings should be initiated.

2. Director's review. The Director may make further inquiries. If the Director determines that the applicant should be admitted, he or she will notify the applicant and the school board chair. If the Director determines that the applicant should be excluded, the Director will notify the applicant and determine whether the applicant wishes to continue the application process. Although an application may not be rejected based on previous disciplinary proceedings, the school reserves the right to initiate exclusion procedures pursuant to the Minnesota Pupil Fair Dismissal Act as warranted on a case-by-case basis.

E. Termination of Enrollment

1. The school may terminate the enrollment of a nonresident student enrolled under an enrollment options program pursuant to Minn. Stat. § 124D.03 or 124D.08 at the end of a school year if the student meets the definition of a habitual truant, the student has been provided appropriate services for truancy under Minn. Ch. 260A, and the student's case has been referred to juvenile court. A "habitual truant" is a child under 16 years of age who is absent from attendance at school without lawful excuse for seven school days if the child is in elementary school or for one or more class periods on seven school days if the child is in middle school, junior high school or high school, or a child who is 16 or 17 years of age who is absent from

attendance at school without lawful excuse for one or more class periods on seven school days and who has not lawfully withdrawn from school under Minn. Stat. § 120A.22, Subd. 8.

**AVAILABLE ENROLLMENT BY GRADE
FOR SCHOOL YEAR 2011- 2012**

COLOGNE ACADEMY

Upon consideration of the number of currently-enrolled students at Cologne Academy, who are each by law provided enrollment preference, the Board of Cologne Academy establishes the following available enrollment/seats in each grade:

These seats are available on September 6, 2011; after this date, the current enrollment for grades 4-8 will be set at enrolled occupancy.

Grade	Available Enrollment/Seats
K	52
1	50
2	50
3	50
4	25
5	25
6	25
7	25
8	25

The Board reminds interested applicants of the Order of Admissions for Available Enrollment/Seats: Siblings of Already Admitted Students, then Children of Staff Employed at the School, residents of Cologne, those residing within 2 miles of Cologne, and then General Admissions.

COLOGNE ACADEMY LOTTERY PROCESS

Preparing for the lottery:

1. Enrollment dates and procedures will be posted on the website, in the school office, and other places as the school deems necessary.
2. As applications are received during open enrollment, applications are stamped with the date received, but all applications are on equal footing during this period (i.e. it is not first-come, first-serve situation).
3. A spreadsheet will be set up for each grade level. For grades with full enrollment, the lottery is simply a placement on a waitlist. No spots can be officially offered to families until current families formally withdraw.
4. For incoming siblings, we will place them first (according to MN Law 124D.10 which allows for sibling preference) according to lottery day procedures noted below.
5. Before the lottery, all students' names will be filled out on separate slips of paper. Also on that slip of paper are the siblings' names and grade levels. This needs to be carefully cross-referenced to make sure there are no omissions or errors.

The day of the lottery:

1. The slips of paper with each prospective student's name on it must be cut apart, sorted by grade level, and put in alphabetical order according to last name within grade levels.
2. The spreadsheet will be projected on the wall, if possible, so people can see as names are drawn and typed in.
3. The lottery is open to the public; seating should be arranged for any parents who may want to attend.
4. One person will be designated as the person who draws the names, one person will type in names, and one person will cross-reference all names drawn for siblings, etc. If possible, one person will be designated to keep track of all forms, name slips, etc., after they are drawn.

5. A sibling lottery will be held for one of two reasons. A) if there are more siblings than space available such as in Kindergarten, or B) to determine placement on the wait list for all other grades. This portion of the lottery will be done first and will start with the highest grade, going grade-by-grade down to Kindergarten.
6. As names are typed into the spread sheet, it is important to list all siblings and siblings' grade levels. There will be a significant amount of cross-referencing siblings among grade levels throughout the process.
7. Once all open slots are filled and we start placing names on the waitlist.

After the lottery:

1. All parents will be informed via U.S. postal service that they have been given a spot in next year's enrollment or a numbered spot on the wait-list. The office will keep a copy of all letters sent out.
2. Parents will have a finite period of time, to be determined by the office, in which they have to accept or decline their spot. Parents declining their spot should do so in writing. Email notice is considered written notice of decline
3. The office will devise a spread sheet to track the status of each student's enrollment.
4. If a parent declines a spot and we go to the next student on the wait-list, we need to check to see if that student has siblings and if enrolling that student moves the siblings up on the wait-list or provides them with an "in" spot. For this reason, we discourage parental calls to the office asking where they are on the wait-list. There are many variables that can affect a student's standing. Office policy is to inform families when they move into the top 3 on the wait-list and then again when we have an "in" spot for them, but not to keep giving updates on a regular basis.
5. When a space opens, the top family on the wait-list is contacted and may choose to accept or may chose to retain their place on the waitlist and allow the opening to go to the next family on the wait-list.

6. If families notified of a cleared waitlist do not respond by the due date, the office will make three documented attempts to contact the family. On the third and final attempt, it shall be by mail, informing the family that if we don't hear back from them by the second designated date, we will assume they are no longer interested in Cologne Academy and will be giving their spot to the next family on the wait-list. This documentation must include the kind of contact made (e.g. phone call, email, letter), the date of the contact, the person making the contact, and the response.

Enrollment form

Enrollment form can be found: <http://cologneacademy.org/~cologne/wp-content/uploads/2010/10/enrollment-form.pdf>