



*Proud of my Child, Proud of my Choice*

Cologne Academy's  
2011-2012  
Annual Report

Cologne Academy #4188  
1221 South Village Parkway  
Cologne, MN 55322  
952-466-2276

Lynn Gluck Peterson, Executive Director  
[www.cologneacademy.org](http://www.cologneacademy.org)

Authorizer Information  
Friends of Education  
Liaison: R.E. Topoluk  
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200 East Lake Street  
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## *Proud of My Child, Proud of My Choice*

### **VISION STATEMENT**

*To create an environment for K-8 children where rich character development & 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 & surrounding rural areas with a content rich education based on a strong foundation of knowledge through the use of the Core Knowledge Sequence & classical curriculum. We are committed to providing a community school with small class sizes where students, parents & teachers work together to achieve accelerated academic achievement & 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*

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# Cologne Academy Annual Report

Lynn Gluck Peterson, Executive Director

Cologne Academy Annual Report



## Special points of interest:

- **Entering the 2012-2013 school year celebrating our 5th operational year.**
- **Welcoming 400 students to our expanded facilities September 2012**
- **New construction for the 3rd expansion will commence this Fall 2012**

Cologne Academy is pleased to present this 2011-2012 Annual Report. I hope this publication 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. 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."*

This report highlights the many ac-

complishments of our hard-working student body, the talent and commitment of Cologne Academy's entire staff, and the support and encouragement of our families. The 2011-2012 school year was successful in several areas. The successes are highlighted in this report—from student achievement to financial health and continued growth of Cologne Academy, I am pleased to recap this past year in the following pages.

Cologne Academy is committed to providing high quality, child-focused educational programs for all students. The staff is diligent and 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 27, 2012 and will be submitted to the commissioner, our authorizer, and employees by October 1, 2012. In addition, Cologne Academy posts the Annual Report on our website, [www.cologneacademy.org](http://www.cologneacademy.org), for our parents and our community to view.





## Authorizer Information

### **Friends of Education**

Liaison: R.E. Topoluk

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## Letter from the Director Continued from page 1

As a school, Cologne Academy engages in ongoing 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 desire to produce high academic achievements are aligned with our authorizer's, Friends of Education, goals 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.

September 2012 begins Cologne Academy's fifth year of educating students. We are busy working on our instruction programs to create academic achievement for all students. We continue to define and refine our Middle

School Concept as our student body grows older. Our Middle School theme -*You Don't Know What You Don't Know*- is aimed at providing an education that will foster and encourage our students to seek knowledge and desire to inquire at a higher level.

Our new building is now ready for the students attending Cologne Academy this school year. From our 78 new kindergarteners and 25 new first graders to our expanding K-8 program, all are welcomed into an environment that is focused on being accountable for academic gains in all students.

Partner in Education,

*Lynn G. Peterson*

Lynn Gluck Peterson  
Executive Director

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

Executive Director: Lynn Gluck Peterson

Board: Matt Lein, Julie Olson, Jeff Katherman, Melissa Mase, Bryan Deutsch, Lisa Schlough, Aleta Mechtel

CFO: Traci LaFerriere

## Student Enrollment Data

Cologne Academy serves students from Cologne, Norwood Young America, Waconia, Carver, Chaska, Belle Plaine and many surrounding rural and nearby communities.

For the school year ending 2012, Cologne Academy had 300 enrolled students. Cologne Academy opened in 2008 with students in kindergarten through grade 5 and has increased by one grade each year until reaching grade 8 this school year.

The school population is comprised of 89 percent White, 2 percent Asian, 5

percent Hispanic, and 3 percent Black students. The student body includes 12 percent special education students and 1 percent English language learners. Boys account for 49 percent of the students enrolled and girls account for 51 percent of the students enrolled. 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.



2012 Graduation Speaker: Theo Emo

Since opening in 2008, enrollment at Cologne

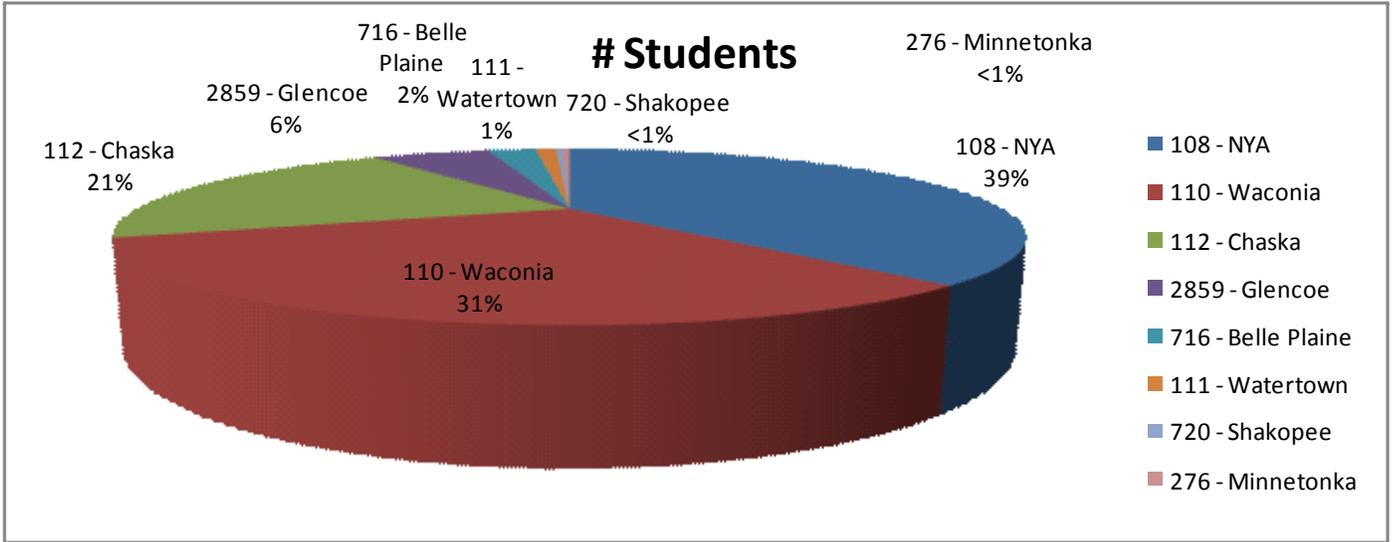
Academy has grown

136%.

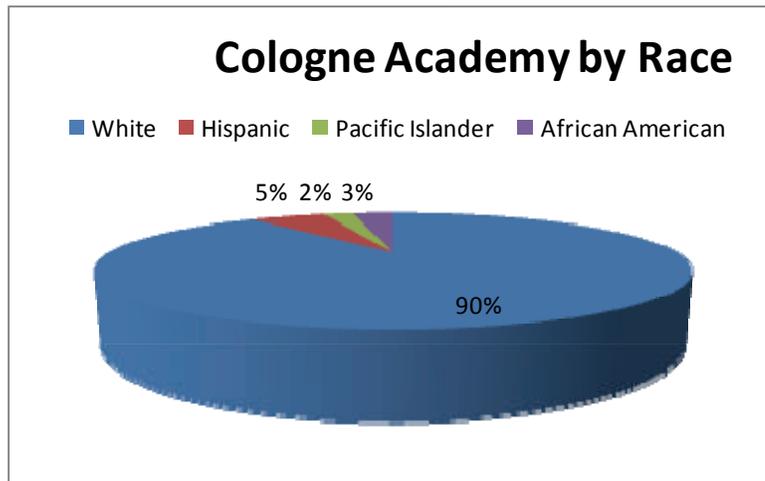
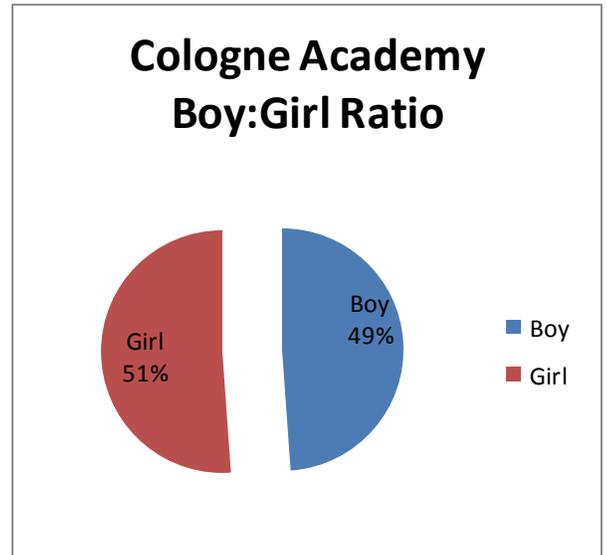
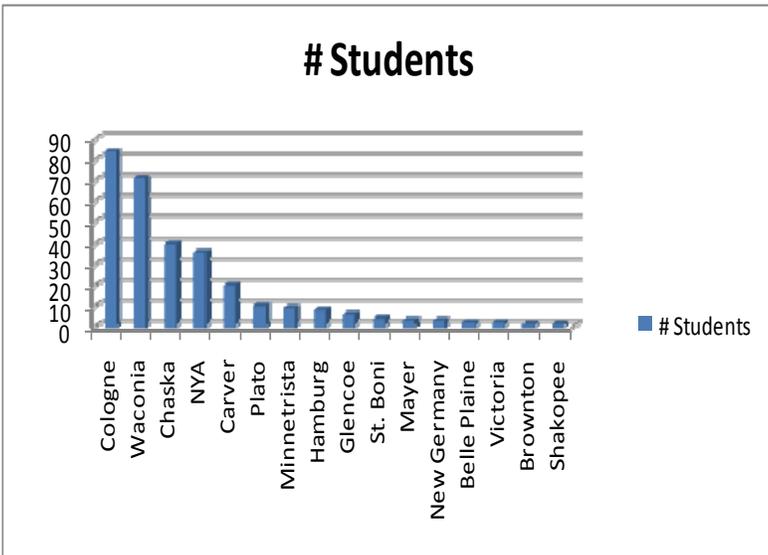
Grade	Enrollment by Year			
	K-5 Charter 2008-2009	K-6 Charter 2009-2010	K-7 Charter 2010-2011	K-8 Charter 2011-2012
Kindergarten	36	39	52	51
1st	19	40	50	50
2nd	21	20	47	50
3rd	19	23	25	49
4th	19	20	25	22
5th	14	23	23	23
6th	n/a	14	21	23
7th	n/a	n/a	15	20
8th	n/a	n/a	n/a	12
<b>Total</b>	<b>128</b>	<b>179</b>	<b>258</b>	<b>300</b>

# Student Enrollment Data

## Student Population by Resident School District



## Student Population by Home Town



## Student 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 .



Pajama Day in Mrs Degen's Kindergarten

<b>Student Attrition-During School Year</b>				
	K-5 Charter	K-6 Charter	K-7 Charter	K-8 Charter
Grade	2008-2009	2009-2010	2010-2011	2011-2012
Kindergarten	3	1	3	3
1st	1	2	2	1
2nd	0	2	0	1
3rd	6	0	2	1
4th	0	2	0	1
5th	8	0	2	1
6th	n/a	1	2	1
7th	n/a	n/a	0	0
8th	n/a	n/a	n/a	4
<b>Total</b>	<b>18</b>	<b>8</b>	<b>11</b>	<b>13</b>

Cologne Academy continually strives to meet each learner at their level of understanding.

<b>Student Attrition-During School Year</b>				
	K-5 Charter	K-6 Charter	K-7 Charter	K-8 Charter
Reason	2008-2009	2009-2010	2010-2011	2011-2012
Family Relocation	3	6	9	4
Family Returned to Faith-Based School	2	1	0	0
Student not Kindergarten Ready	1	0	1	2
Bussing (limited bussing in 2008-09)	6	0	1	0
Transferred to Another District	6	1	0	7
<b>Total</b>	<b>18</b>	<b>8</b>	<b>11</b>	<b>13</b>
Percent of total enrollment	14%	4.50%	4.20%	4.30%

## School Governance and Management

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

1. Support the vision and mission of the school
2. Promote a quality program to ensure academic rigor
3. Support and evaluate the executive director
4. Build and sustain an on-going strategic plan
5. Ensure effective board committee leadership and outcomes in the areas of finance, personnel, and policy and governance
6. 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 the board 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 7:00 PM on the fourth Thursday of each month at the school. 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 is sent home each spring.

*Cologne  
Academy is  
the product of  
civic  
leadership and  
community  
partnership.*

## School Governance and Management

### 2011-12 School Year

#### Public Charter School Board of Directors

July 1, 2011-June 30, 2012

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

2011-12 Election Date was April 13, 2012

2012-2013 Anticipated Election Date is April 19, 2013

Name	Board Position	Group	Date Seated	Phone Number	Email Address	Meeting Attendance
Becca Rausenberger	Board Chair	Parent	Elected 4/2011	612.327.6370	<a href="mailto:Rrausenberger@cologneacademy.org">Rrausenberger@cologneacademy.org</a>	10/12
Matt Lein	Board Vice Chair	Parent	Elected 4/2011	952.220.2149	<a href="mailto:Mlein@cologneacademy.org">Mlein@cologneacademy.org</a>	12/12
Jeff Katherman	Board Treasurer	Community Member	Appointed 10/11	612.968.5488	<a href="mailto:jkatherman@cologneacademy.org">jkatherman@cologneacademy.org</a>	6/9
Melissa Mase	Board Secretary	427588 Teacher	Elected 4/2011	952.466.2276	<a href="mailto:Mmase@cologneacademy.org">Mmase@cologneacademy.org</a>	10/12
Bryan Deutsch	Board Member	Parent	Appointed 7/11	952.856.2865	<a href="mailto:bdeutsch@cologneacademy.org">bdeutsch@cologneacademy.org</a>	10/12
Julie Olson	Board Member	Parent	Elected 4/2010	612.991.3715	<a href="mailto:jolson@cologneacademy.org">jolson@cologneacademy.org</a>	12/12
Lisa Schlough	Board Member	parent	Appointed 4/12	612.270.5481	<a href="mailto:lschlough@cologneacademy.org">lschlough@cologneacademy.org</a>	3/3
Megan Ander	Board Member	Community Member	Resigned 10/11		<a href="mailto:manders@cologneacademy.org">manders@cologneacademy.org</a>	5/9
Scott Pelletier	Board Treasurer	Parent	Resigned 3/12	952.937.3929	<a href="mailto:Spelletier@cologneacademy.org">Spelletier@cologneacademy.org</a>	9/9



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.

## School Governance and Management

Lynn Gluck Peterson, Executive Director/CEO has been employed at Cologne Academy since the school opened in the fall of 2008. She has been in the education field 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  
 Teacher Licensures, Crown College, St Bonifacius, MN  
 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 (MN File Folder 417270)  
     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. Friends of Education has extended their contractual relationship with Cologne Academy by continuing to authorize the school until 2014.

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, 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 effec-

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.

## School Governance and Management

tive 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 a review of pertinent files. 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.

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 1<sup>st</sup> of each year, Cologne Academy must submit an annual budget to FOE, 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 in addition to explanations for all items exceeding budget and the manner in which the excess items will be resolved. Cologne Academy contracts with Traci LaFerriere to provide accounting services for the school.

### *Independent Audit*

By December 15<sup>th</sup> 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 15<sup>th</sup>. Cologne Academy's annual independent audit report for 2011-2012 will be conducted at the end of September 2012 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](http://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.

## School Governance and Management

### *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.

#### Improve Pupil Learning:

Cologne Academy improves pupil learning using the Core Knowledge (CK) sequence. Through the CK 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 groupings (continuous learning groups) are used at Cologne Academy to accommodate and modify learning outcomes and provide targeted instruction based on student's needs. Students are leveled and flexible-grouped in math and reading based on interim assessment scores, parent feedback, student aptitude, and teacher recommendation. The school forms flexible groups called MUM and MUR, which represent Mixed-Up Math and Mixed-Up Reading, respectively.

#### 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.

#### 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.

## School Governance and Management

### 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 Academy uses a variety of innovative assessments such as quarterly interim assessments, written and oral language, graphic organizers, mapping, etc.

Cologne Academy has completed their second year using data-driven collection and instructional planning, which included the development of a calendar for interim assessments every six weeks during the 2011-2012 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.

### 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, development of critical thinking skills, teaching reading strategies, formative assessment, and action research.

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

## Staffing

### *New teacher support programs-*

New teachers report to work one day earlier than the returning staff. Adding the role of the Academic Specialist position last school year provided the needed mentoring and support to new teachers that has not been available in prior years.

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,

## Staffing

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 professional development 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.

## Staffing

Name	File Folder Number	Assignment	Years Employed by the	Left During 11/12	Not Returning 12/13
Lynn Gluck Peterson	417270	Executive Director	4		
Kelly Farrell	x	Executive Assistant	4		
Jana Moeller	x	Admin Assistant	1		
Tammy Shore	x	Health Associate	1		
Melissa Mase	427588	Kindergarten	4		
Jamie Degen	401903	Kindergarten	4		
Adam Hubley	449743	K- Assistant	1		
Jennifer Neubarth	454743	K- Assistant	1		
Jessica Hall	454967	1st grade	1.5		
Ellen Van Patten	438895	1st grade	4	x	
Amanda Bakken	439306	1st grade	3		
Karrie Rassmussen	383987	2nd grade	4		
Jennifer Mielke	420076	2nd grade	2		
Stacy Ferrin	440728	3rd grade	4		
Laura Oman	397551	3rd grade	1		
Robyn Roth	432749	4th grade	4		
Kim Friedrich	378596	5th Grade	2		
Jenna MCInnis	439311	6th grade	3		
Chris Johnson	451930	7th Grade	2		
Nathanial Nordberg	439336	8th Grade	>1	x	
Erin Slavik	463459	8th Grade	>1		
Ashley McLaughlin	448678	Special Education	3		
Lisa Beuning	436679	Special Education	2		
Judy McClellan	335699	Special Education	1.75		
Jim Kappel	360852	Phy Ed	3.5		
Aaron Petersen	430610	Music/para	4		
Molly Blotz	450646	Art/para	4		
Carmen Lopez-Marshall	997994	Spanish	2		
Lori Magstadt	397300	ELL/Curriculum	3		

## Staffing

Name	File Folder Number	Assignment	Years Employed by the School	Left During 11/12	Not Returning 12/13
Jennifer Gordon	450976	Accountability specialist	2.5		
Alissa Vasek	447604	Accountability specialist	2		
Jami Reinitz	x	para	3		
Laura Bury	451738	MUR/para	1		
Kim Anguiano	x	para	2		
Arielle Brandenburg	x	para	1		
Sue Prater	x	para	2		
Beth Muehlenhardt	420559	para	1.5		
Kay Letson	440419	para	2.5		
Ryan Ferrin	400956	para	1.5		
Kevin Hilfers	x	Custodian	1.5		

## Finances

### Fiscal Management

As a charter school, Cologne Academy is responsible for both the education of children and for having a clear knowledge of business and fiscal responsibilities. The school partners with Traci Laferriere, Cologne Academy's CFO, to provide guidance and support in executing solid financial marks. The School Board of Directors continues to guide the school by making sound fiscal decisions. Payroll and insurance items are completed by ERDC.

The following audit information is from the 2010-2011 school year and the 2011-2012 audit will not be finalized until after this annual report is published.

### YEAR ENDED JUNE 30, 2011 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 “material weaknesses” in internal control were noted.

**Minnesota Legal Compliance** – One compliance issue was reported with respect to Minnesota Statutes related to charter schools and was related to the prompt payment of bills

## Finances

**Enrollment** – For fiscal 2010-11, Cologne Academy served a net average daily membership of 249.26 or 251.96 pupil units.

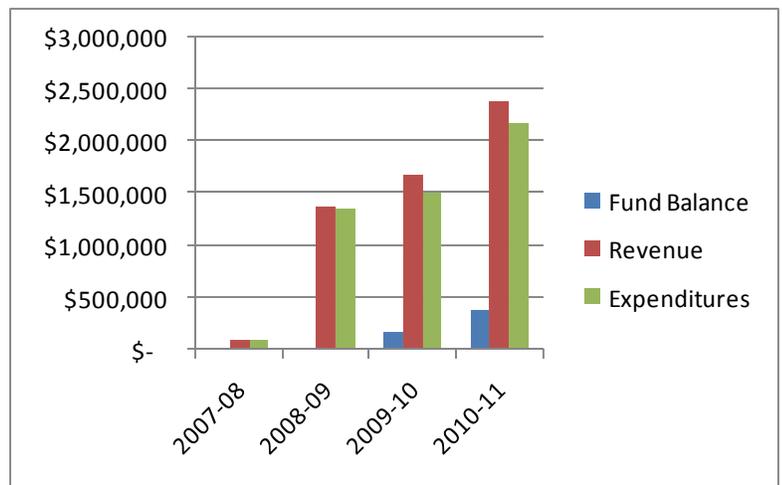
**Fund Balance** – The School's fund balance of the General Fund increased during fiscal 2010-2011 by \$217,430 ending at \$380,322 as of June 30, 2011. It is recommended that a charter school develop a long-range plan which develops and maintains a target fund balance that is 20% to 25% of annual expenditures. The ending fund balance at June 30, 2011 for Cologne Academy represents 17.18% 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 \$102,579 (or 4.5%) higher than the budgeted amount while total expenditures were \$35,145 (or 1.6%) lower than had been budgeted. As part of any budget update initiated for fiscal 2011-2012, 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.

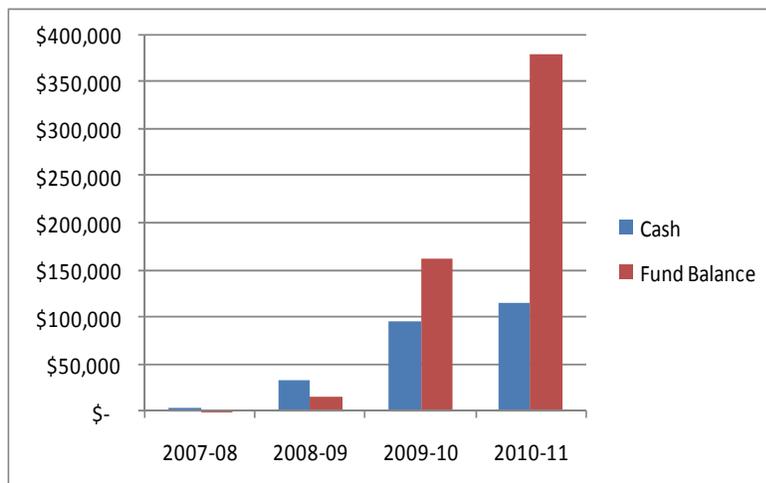
**Food Service Fund** – The School's food service program operated at an excess of \$8,174 for fiscal year 2011.

**Community Service Fund** – The School's community service program operated at an excess of \$9,445 for fiscal 2011.

### Revenue, Expenditures, and Fund Balance- General Fund

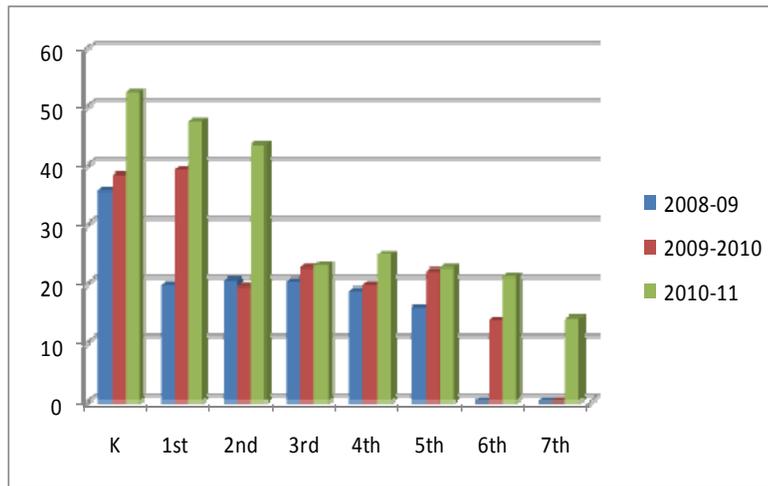


### General Fund Cash and Fund Balance



## Finances

### ADM by Grade (Average Daily Membership)



### Cologne Academy's Net Assets

	2011		2010	
Current & Other Assets	\$	1,073,527	\$	644,449
Capitol & Non Current Assets	\$	49,601	\$	52,274
<b>Total Assets</b>	\$	1,123,128	\$	696,723
Current Liabilities	\$	675,586	\$	481,557
Net Assets:				
Invested in Capital Assets				
Net of Related Debt	\$	49,601	\$	52,274
Restricted	\$	17,619		
Unrestricted	\$	380,322	\$	162,892
<b>Total Net Assets</b>	\$	<b>447,542</b>	\$	<b>215,166</b>

### GENERAL FUND

The General Fund includes the primary operations of the School in providing educational services to students from kindergarten through grade seven including regular and special education, administration, and food services. State aids finance most of these activities.

Approximately 93.1% of General Fund operational revenue is controlled by a complex set of state funding formulas resulting in the local school board having no meaningful authority to determine the level of resources.

## Finances

What follows are some education-related highlights of recent legislative sessions as summarized from information made available by the Minnesota Department of Education, the Minnesota School Boards Association, Office of the Legislative Auditor, and the Minnesota House of Representatives.

### **General Education Revenue - Formula Allowance**

The 2011 Legislature modified the basic formula allowance beginning in fiscal year 2012. The basic formula allowance remained at \$5,124 per pupil unit for fiscal year 2011 and then will increase \$50 (1%) for fiscal years 2012 and 2013 (\$5,174 and \$5,224, respectively). No changes were made in the calculation of adjusted marginal cost pupil units—grade level pupil unit weightings and the 77% current year / 23% prior year marginal cost pupil unit calculations for declining enrollment schools remain unchanged.

### **Aid Payment Shifts**

The State of Minnesota once again increased the withholding of state aid payments to school districts and charter schools as a mechanism for balancing their budget. The holdback was increased from 30% to 40% for fiscal year 2012. In addition to increasing the holdback, the State also changed the metering of payments to charter schools for fiscal year 2012. Charter schools will now receive their 60% payments over 16 payments from July through February. There will be no payments made for the period March through June. The charter schools will then receive 75% of the remaining 40% holdback on July 15 and the final 25% of the holdback on October 30.

### **Endowment / Permanent School Fund**

Effective with the March 2012 payment, charter schools are now eligible for payments from the Endowment/Permanent School Fund. Charter schools will receive about \$12/ADM in fiscal year 2012 and about \$25/ADM in fiscal year 2013.

### **Literacy Incentive Aid**

Beginning in fiscal year 2013, school districts and charter schools will begin to receive literacy incentive aid which includes a proficiency and growth aid component. To qualify for this aid, the schools must have had students in 3rd or 4th grade and have MCA test results for the prior year. While the literacy incentive aid is determined at the school level, there is no requirement for the money to be spent at the school generating the revenue. It may be used for any general fund purpose. The calculation of the aid is as follows:

- Proficiency aid = \$85 x school's enrollment on October 1 of the previous year x percent of third graders meeting or exceeding proficiency on the third grade reading MCA, averaged across the previous three test administrations (FY 10, 11 and 12 for FY 13 aid).
- Growth aid = \$85 x school's enrollment on October 1 of the previous year x percent of fourth graders making medium or high growth on the reading MCA, averaged across the previous three test administrations.

For fiscal year 2013 only, the state total aid is capped at \$48,585,000. Currently no proration is anticipated, but that is dependent on the 2011 and 2012 test results.

## Finances

### Other Charter School Funding Items

Charter School Lease Aid – beginning in fiscal year 2013, the grandfather provision is being eliminated.

Charter School Start-up Aid – beginning in fiscal year 2013, this aid is being repealed. Schools that opened in fiscal year 2011 will receive the aid in fiscal year 2012. New schools opening in fiscal year 2012 will not receive any start-up aid.

### Charter School Authorizer

Governor Dayton approved a bill that extends the deadline to June 30, 2012 for charter schools to have an approved authorizer in place.

## Academic Performance

### FOE CONTRACT FULFILLMENT: ACADEMIC PERFORMANCE

**AYP Status:** Cologne has made AYP (Annual Yearly Progress) each year since AYP has been calculated.

#### GOAL # 1 STATE ASSESSMENT TESTS (MCAs)

**Academic Measures:** Friends of Education evaluates three academic measures in both math (subgoal 1) and reading (subgoal 2).

- Absolute Proficiency. The difference between the state average, for the same grades offered by Cologne Academy, of students who score proficient and who do not qualify for free and reduced lunch and Cologne Academy's average of students who score proficient and who do qualify for free or reduced lunch will decrease each year.
- Comparative Proficiency. Friends measures the school's proficiency against the proficiency of a local traditional district school that the charter school students would likely otherwise attend.
- Growth. Expecting growth for all students attending its charter schools, Friends measures the growth students achieve each school year.

### Academic Performance – Absolute Proficiency

As documented in the following graphs, the State has not been able to close the achievement gap. The achievement gap is the lagging academic performance of one group of students compared to another. Usually it refers to the lower scores of blacks and Hispanics compared to whites, and the lower scores of low-income students compared to upper or middle class students on standardized tests and other measures of educational achievement. Some may assume achievement gaps are a problem only for those in the public schools or for the families whose children are enrolled there. But the fact is that these gaps affect all of us. Our system of public schools is a fundamental institution of American society. For generations, public schools have educated the vast majority of our people and prepared them for the workforce. Schools have helped create a sense of community and enabled us to participate in a democratic society. As education advocate Tom Luce (1995) has pointed out, our future is "inextricably tied" to the future of our public schools. Anyone concerned about crime, jobs, and taxes, he says, should be concerned about our schools.

## Academic Performance

Charter schools are uniquely positioned to contribute to closing the gap. Charter schools are public, but they operate with greater autonomy than many non-charter public schools. States vary in their charter school laws but, in general, these schools are exempted from many state regulations in exchange for explicit accountability for results, spelled out in the terms of their charter or contract with a state-approved authorizing (i.e., oversight) agency. Under these conditions of increased autonomy, school communities can mobilize to work together in new ways to achieve success. Compared to regular public schools, they often have greater control of their budgets, greater discretion over hiring and staffing decisions, and greater opportunity to create innovative programs (ed.gov).

While Cologne Academy's demographics represent the area in which the school physically resides (see student enrollment section), our passion and mission is closing the gap for low income students while simultaneously ensuring ALL student are actively participating in our academia to ensure they receive one year's academic growth.

		NON Free/ Reduced Lunch	Free/Reduced Lunch
<b>Reading</b>			
2009	Cologne Academy	74.6%	76.9%
	State	65.4%	52.7%
2010	Cologne Academy	86.3%	89.7%
	State	72.3%	54.7%
2011	Cologne Academy	79.0%	65.4%
	State	74.6%	58.3%
2012	Cologne Academy	80.9%	90.9%
	State	76.0%	59.8%

		NON Free/ Reduced Lunch	Free/Reduced Lunch
<b>Math</b>			
2009	Cologne Academy	85.7%	84.6%
	State	63.9%	45.6%
2010	Cologne Academy	81.8%	78.6%
	State	65.9%	48.8%
2011	Cologne Academy	63.4%	51.9%
	State	57.8%	39.1%
2012	Cologne Academy	74.6%	68.6%
	State	65.4%	47.0%

As evidenced in both the math and reading graphs reporting the percent of proficiency for Non Free/ Reduced lunch students and Free/ Reduced lunch students, in most years Cologne Academy's Free/ Reduced lunch students outperform NON Free/ Reduced lunch students in reading. In Math, Cologne Academy is still making strides in ensuring that all of our students outperform the state's performance for our entire school population.

<b>Science</b>		
	5 <sup>th</sup>	8 <sup>th</sup>
Cologne Academy	70.0%	0%
Local District	64.4%	41.3%
State	58.6%	43.50%

Science scores for both the state and Cologne Academy show room for improvement. 2012 was CA's first class of 8th grade with 11 students. The 5th graders, 20 students,, outperformed the state by over 20 percentage points. Cologne Academy will continue to see test scores in the science content increase as our student body increases their time spent at Cologne Academy and exposure to the Core Knowledge curriculum strengthens their knowledge and skill base.



## Academic Performance

Reading 2012						
	3rd	4th	5th	6th	7th	8th
Cologne Academy	90.4%	79.5%	97.8%	82.6%	81.3%	75.0%
Local District	82.8%	89.4%	87.5%	79.4%	81.9%	83.9%
State	84.9%	82.5%	86.3%	84.2%	80.3%	80.4%

Math 2012						
	3rd	4th	5th	6th	7th	8th
Cologne Academy	87.2%	79.5%	82.6%	71.7%	80.0%	83.3%
Local District	82.3%	88.7%	80.0%	73.7%	78.6%	80.6%
State	82.1%	80.0%	73.5%	71.3%	72.0%	73.3%

### Academic Performance – Comparative Proficiency

Cologne Academy's MCA performance is on par with its comparison district school for 2012. Reading, Math, and Science scores for Cologne were on par with its comparison district school in 2012. With any result, there are some underlying indicators that produces these results. While some results look extremely favorable, others look more underperforming, much of that detail can be accounted for in the small number of students taking these tests and various disabilities that directly impact scores. As the school's population becomes populated with students who have attended for several years, the school's curriculum and achievement efforts will be more visible.

### Academic Performance – Growth

The Minnesota Department of Education released new test scores for 2012 at the end of August. Last spring the first Multiple Measurement Rating (MMR) scores were released for schools statewide, with data derived from math and reading scores in 2010 and 2011. The first MMR rating for Cologne Academy was 54.87 percent. The most recent score, which reflects testing done during 2012, however, boosts Cologne Academy's score to 58.49 — good enough to give Cologne Academy a "Celebration Eligible" rating by placing it in the top 25 percent of schools.

The MMR measures proficiency, growth, achievement gap reduction and graduation rates for high schools.

From a proficiency standpoint, Academy students are ahead of the state average in both reading (80.9 percent proficient compared to 76 percent statewide) and math (74.6 percent proficient to 62.1 percent statewide). In fact, the school scored in the 99th percentile for proficiency as compared to other schools around the state, scoring a 24.99 out of a possible 25 points.

As for growth, Cologne Academy students are also ahead of the statewide curve. In math, 81.2 percent of students exhibited medium/high growth compared to 76.8 percent statewide. In reading, 77.6 percent of Cologne Academy students showed medium/high growth compared to 76.7 percent statewide.

## Operations

Cologne Academy has met all submission requirements to the Minnesota Department of Education for fiscal year 2012. There has not been any legal issues raised during this time period.

Cologne Academy has a business operations manual to help through the basic skills needed to manage our financial and business related transactions. The manual contains systematic instructions for each responsibility included in making the school run as smoothly and efficiently as possible, while maintaining internal controls. It is important that the school reviews this manual regularly and modify it as appropriate to assure the school'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.

## Innovation 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.

## Innovation Practices and Implementation

### **Individualized Student Learning Plans**

Cologne Academy has put in place a philosophy and system by which we offer individualized learning for all our students while still adhering to the Core Knowledge curriculum. The heart of our educational philosophy is to meet each learner at their level of understanding. Cologne Academy partners with families to determine and document each fall where the student is academically and socially/emotionally and monitors the students' growth over the course of the year. Each child is expected to make at least one year's academic growth.

### **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 5<sup>th</sup> - 6<sup>th</sup> 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! gives 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+I Traits Model and Writing Assessment**

6+I 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 how 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.

## Innovation Practices and Implementation

### 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. Lastly, 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.

### 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

## Innovation Practices and Implementation

learning programs, as necessary, to ensure the curriculum aligns with State standards. The desired outcome regarding curriculum alignment is complete alignment along subject areas and all grade levels.

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.

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 has helped promote efforts to improve Cologne Academy in many ways.

The review found 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.

## Innovation Practices and Implementation

- 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.

## 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 (2012), the school's landlord, Partnership for a Better Education, built a 13,019 square foot addition. This addition will be the center of the school when all additions are complete. This new space includes dedicated art, music, computer lab, and a middle school science lab. The addition will also serve as the district's home office and a new lunchroom. To date, the school has now completed three phases of its planned five-phase facility. In addition to the expansion, the original building underwent some remodeling during the summer (2012) to meet the educational needs of our programs.

Last fall, the school held K-8 classes with 300 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 this year, the school is 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 educational programming.

The additional space will allow for the school's growing population. The school plans to add two additional MUM

## Future Plans

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. In addition, Cologne Academy will break ground this fall (2012) for another addition that will be open for the 2013-14 school year.

Cologne Academy is continuously working to perfect instructional strategies and implementation of rigorous content and deep understanding in all students. To answer the areas of growth reflected on internal assessments, state assessments, and the Cambridge review further professional development and instructional support will be implemented in the 2012-13 school year. Teachers will all commit to becoming an expert in an instructional strategy. The strategies include student goal setting, fostering critical thinking in students, and formative assessment. Teachers will meet in small groups weekly and study research in the selected area and monthly share with the entire staff what they have learned. After researching, teachers will try new innovative ways to apply the strategies in their classrooms, meet in small groups weekly to reflect on successes and further growth, and again report monthly to the rest of the staff. Once strategies have been piloted and made successful by a small group of teachers, teachers will add a strategy presented by another group into their classroom routine with support from the group who first piloted the new strategies.

Internal assessments also reflected a need for further instruction in two areas. The first is in writing. In the 2012-13 school year all classes will teach instructional strategies from Excellence in Writing. This writing instruction begins with teaching students how to write a response to what is read using an outline note taking form, then moving to written paragraphs. Students then begin to write personal responses to what they have read, and then grow into creative writing. This strategy will add balance to the 6 + 1 Traits already used by bringing in response to text as an important writing skill.

The second area of need was for increased time for students to practice reading content at their individualized level while obtaining a thorough and deep understanding of what they have read. All classes grades Kindergarten through 3<sup>rd</sup> grade will have a thirty minute guided reading block each day. During this time additional teachers will come into each classroom in order to provide each student with fifteen minutes on explicit instruction at their individual ability level. In addition, students will receive fifteen minutes of practice of reading skills unique to their level of mastery. These groups will be determined by the STEP Assessment, the internal reading assessment selected in 2011-12 to measure spelling patterns, fluency, reading rate, accuracy, comprehension of factual, inferential, and critical thinking questions of grade level text. These results will direct the instruction during the guided reading time. In grades 4-8, all students will select, with teacher assistance, books to read in literature circles or independent reading. These groups will also meet for thirty minutes daily. Students will practice questioning, discussion, and comprehension strategies of a variety of genre at their individual reading level as determined by formative assessment and quarterly summative assessments.

## Board Member Training

Every charter school board member shall attend department-approved ongoing training throughout the member's term on board governance, including training on the board's role and responsibilities, employment policies and practices, and financial management. A board member who does not begin the required initial training within six months after being seated and complete that training within 12 months of being seated on the board is ineligible to continue to serve as a board member. The table on the right documents when CA's seated board members attended these trainings within one year of their original term.

Cologne Academy's School Board of Education takes board training very seriously. The Board provides oversight in many areas to ensure the continued operational, financial, and academic success of Cologne Academy.

Each member brings their own unique experience to the full board to balance the heavy load a board position demands. The board actively seeks the Cologne Academy community to recruit new interested members to increase the diversity and energy for this very important work.

Since ongoing, continual training is vital for the growth and development of a sound board, Cologne Academy goes above the state's requirements in board training and development.

	Board Training		
	Board Governance	Finance	Employment
Rebecca Rausenberger	Completed prior to FY 12	Completed prior to FY 12	Completed prior to FY 12
Matt Lein	Completed prior to FY 12	Completed prior to FY 12	Completed prior to FY 12
Scott Pelletier	Completed prior to FY 12	Completed prior to FY 12	Completed prior to FY 12
Jeff Katherman	April 2012	April 2012	April 2012
Melissa Mase	Completed prior to FY 12	Completed prior to FY 12	Completed prior to FY 12
Bryan Deutsch	October 2011	October 2011	October 2011
Julie Olson	Completed prior to FY 12	Completed prior to FY 12	Completed prior to FY 12
Lisa Schlough	August 2012	August 2012	August 2012
Megan Ander	Completed prior to FY 12	Completed prior to FY 12	Completed prior to FY 12

Ongoing Board Training	Board Governance	Finance	Employment
High Bar Lecture Series	x	x	x
Open Meeting Law Review	x		
Policy & Finance Provisions Affecting Charter Schools	x		
I24D.10 Charter School- Reviewed changes	x	x	

## Board Member Training

Cologne Academy's school board of education also sent two members to the National Charter School Convention. Julie Olson and Lisa Schlough attended the following sessions:

- How to Effectively work with your School Leader Presenter: Presenter Kelly Cadman
- Breakthrough boards: Governing for Results, Presenter James Goenner,
- Your Job as a Board Member and How to Do it Well, Presenter John Tarvin
- Networking Breakfast, Fundraising Strategies Facilitated by: Presenter Linda Moore
- Board Turnover, Recruitment and Division of Labor on Small Boards, Presenters Ann Gosier & John Tarvin,
- The Realities, Risks and Rules that Can Sink Charter Schools, Presenters Paul O'Neill, Stephanie Mauterstock & Cliff Schneider,
- Identify, Inspire and Impact: Critical Factors for School Marketing, Presenter Patty Kennedy,
- How Do I Engage Parents More Networking Breakfast, Facilitated: Presenter Jennifer Orlick,
- Assessing and Improving Board Governance, Presenters Dave Steele, Jenifer Holland
- Marketing – Analyze Marketing Materials and Applying Them to Market Your School – Presenter Kim Davis Charlot
- Do Charter Boards Work – Presenter Joy Gustafson
- Your Job as a Board Member and How To Do it Well – Presenter John Tarvin
- Thinking Outside the Charter Funding Box – Presenter Kristin Yochum
- The Renewal Mindset Begins with Charter Approval – Presenters Wendy Nelson & Lia Wakamatsu (Elevate Charter Schools)
- Alpha Authoring – Presenter James N. Goenner, Ph. D.
- Fundraising Success – Winning Foundation and Corporate Grants – Presenter Kim Davis Charlot



## APPENDIX A– CURRENT NON-PROFIT STATUS

### Non-Profit Status

Organization Name **COLOGNE ACADEMY**

Federal ID# **383767089**

For Fiscal Year Ending **6/30/2011**

Income /Revenues	\$2,485,958
Expenses	\$2,253,582
Excess/Deficit	\$232,376
Beginning Net Assets	\$215,166
Ending Net Assets	\$447,542

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

## Appendix B—ENROLLMENT

### 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.

Each school year, the Board:

establishes by August 1<sup>st</sup> 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.

publishes by October 1<sup>st</sup> :

Cologne Academy's enrollment application applicable to the following school year, and this Admissions and Lottery Policy.

establishes and publishes by February 1<sup>st</sup>, the Available Enrollment by Grade applicable to the following school year.

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.

Currently Admitted Students – Intent to Return: During the open enrollment period, the school asks families to complete an "Intent to Return" form.

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.

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.

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

## Appendix B—ENROLLMENT

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.

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) 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).

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.

The School conducts all lotteries through a method of random selection.

If a family declines an available spot the next child on the waiting list will be offered the spot.

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

## Appendix B—ENROLLMENT

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, 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:

- 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;
- possessing or using an illegal drug at school or a school function;
- selling or soliciting the sale of a controlled substance while at school or a school function; or
- 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:

## Appendix B—ENROLLMENT

previous academic achievement of a student;  
 athletic or extracurricular ability of a student;  
 disabling conditions of a student;  
 a student's proficiency in the English language;  
 the student's place of residence; or  
 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

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.

## Appendix B—ENROLLMENT

### AVAILABLE ENROLLMENT BY GRADE FOR SCHOOL YEAR 2013-2014 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 4, 2012; after this date, the current enrollment for grades 4-8 will be set at enrolled occupancy.

Grade	Available Enrollment/Seats
K	78
1	75
2	75
3	50
4	50
5	50
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, and then General Admissions.

### COLOGNE ACADEMY LOTTERY PROCESS

#### **Preparing for the lottery:**

Enrollment dates and procedures will be posted on the website, in the school office, and other places as the school deems necessary.

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).

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.

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.

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.

## Appendix B—ENROLLMENT

### The day of the lottery:

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.

The spreadsheet will be projected on the wall, if possible, so people can see as names are drawn and typed in.

The lottery is open to the public, seating should be arranged for any parents who may want to attend.

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.

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.

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.

Once all open slots are filled and we start placing names on the waitlist.

### After the lottery:

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.

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.

The office will devise a spread sheet to track the status of each student's enrollment.

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.

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.

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.

## Appendix C– State Report Card

### Public School Districts (2011-2012)

Public Operating Elementary & Secondary Independent Districts <i>(type 01)</i>	333
Non-Operating Common School Districts <i>(type 02)</i>	2
Special School Districts <i>(type 03)</i>	2
Intermediate School Districts <i>(type 06)</i> (Districts 287,916,917)	3
Integration Districts <i>(type 62)</i>	5
Charter Schools <i>(type 07)</i>	148
State Schools/Academies <i>(type 70)</i>	2
Education Districts <i>(type 61)</i>	13
Miscellaneous Cooperative Districts <i>(type 52,53)</i>	21
Special Education &/or Vocational Cooperative Districts <i>(type 52,53)</i>	16
Telecommunication Districts <i>(classification 75)</i>	0

### Public Schools (2011-2012)

Number of Schools	1,968
• Area Learning Centers-ALC's <i>(classification 41)</i>	263
• Distance Learning Programs-state approved <i>(classification 46)</i>	28
• K-12 Schools <i>(classification 40)</i>	21
• Elementary Schools <i>(classification 10)</i> Grades PK-6	921
• Middle Schools <i>(classification 20)</i> Grades 5-8	190
• Secondary Schools <i>(classification 31,32,33)</i> Grades 7-12	467
- Junior Highs <i>(classification 31)</i> Grades 7-9	35
- Senior Highs <i>(classification 32)</i> Grades 9-12 or 10-12	210
- Combined <i>(classification 33)</i> Grades 7-12	222

## Appendix C– State Report Card

### Public School Teachers (2010-2011)

Teachers-Full Time Equivalent (FTE)	52,524
• Pre-Kindergarten & School Readiness	1,618
• Kindergarten	2,810
• Elementary ( <i>grades 1 through 6</i> )	23,201
• Secondary ( <i>grades 7 through 12</i> )	21,476
• Other/Un-Graded	3,419
• Special Education	9,147
Average Years of Teaching Experience-statewide	14
New Teachers FTE ( <i>newly licensed &amp; first teaching assign-</i> )	1,531