Cologne Academy’s
2012-2013
Annual Report

Cologne Academy #4188
1221 South Village Parkway
Cologne, MN 55322
952-466-2276
Lynn Gluck Peterson, Executive Director
www.cologneacademy.org

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
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 is pleased to present this 2012-2013 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 accomplishments 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 2012-2013 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 26, 2013 and will be submitted to the commissioner, our authorizer, and employees by October 1, 2013. In addition, Cologne Academy posts the Annual Report on our website, www.cologneacademy.org, for our parents and our community to view.
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 2013 begins Cologne Academy’s sixth 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 educational philosophy is aimed at providing an education that will foster and encourage our students to seek knowledge and desire to inquire at a higher level.

The first of two phases for the Middle School is now ready for our 5-8 grade students. This year we have 98 new kindergarteners, our staff that has grown to over 60 employees, and have many new families that have joined our family. All are welcomed into an environment that is focused on being accountable for academic gains in all students.

Your Partner in Education,

Lynn G. Peterson
Lynn Gluck Peterson, Ed.S.
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
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 2013, Cologne Academy had 387 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 in 2012.

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.

### Enrollment by Year

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>36</td>
<td>39</td>
<td>52</td>
<td>51</td>
<td>78</td>
</tr>
<tr>
<td>1st</td>
<td>19</td>
<td>40</td>
<td>50</td>
<td>50</td>
<td>64</td>
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<tr>
<td>2nd</td>
<td>21</td>
<td>20</td>
<td>47</td>
<td>50</td>
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<tr>
<td>3rd</td>
<td>19</td>
<td>23</td>
<td>25</td>
<td>49</td>
<td>53</td>
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<td>4th</td>
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<td>50</td>
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<td>5th</td>
<td>14</td>
<td>23</td>
<td>23</td>
<td>23</td>
<td>22</td>
</tr>
<tr>
<td>6th</td>
<td>n/a</td>
<td>14</td>
<td>21</td>
<td>23</td>
<td>27</td>
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<td>7th</td>
<td>n/a</td>
<td>n/a</td>
<td>15</td>
<td>20</td>
<td>25</td>
</tr>
<tr>
<td>8th</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>12</td>
<td>18</td>
</tr>
<tr>
<td>Total</td>
<td>128</td>
<td>179</td>
<td>258</td>
<td>300</td>
<td>387</td>
</tr>
</tbody>
</table>
**Student Enrollment Data**

### Percent of Total Population by Resident District

- **Eastern Carver Co.**
- **NYA**
- **Waconia**
- **Glencoe Silver Lake**
- **Belle Plaine**
- **Watertown**
- **Minnetonka**
- **Westonka**
- **Lester Prairie**
- **Jordan**

### 2012-2013 Gender Population

- **Male** 50%
- **Female** 50%

### Ethnicity

- **White**: 88%
- **Hispanic/Latino**: 4%
- **Pacific Islander**: 3%
- **Asian**: 1%
- **African American**: 3%
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.

### Student Attrition-During School Year

<table>
<thead>
<tr>
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<th></th>
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<tr>
<td>Kindergarten</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>0</td>
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<tr>
<td>1st</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>0</td>
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<tr>
<td>2nd</td>
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<tr>
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<tr>
<td>5th</td>
<td>8</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>6th</td>
<td>n/a</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>0</td>
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<tr>
<td>7th</td>
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<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>8th</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>18</td>
<td>8</td>
<td>11</td>
<td>13</td>
<td>1</td>
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### Reason

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<tr>
<td>Family Relocation</td>
<td>3</td>
<td>6</td>
<td>9</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>Family Returned to Faith-Based School</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Student not Kindergarten Ready</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Bussing (limited bussing in 2008-09)</td>
<td>6</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Transferred to Another District</td>
<td>6</td>
<td>1</td>
<td>0</td>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>18</td>
<td>8</td>
<td>11</td>
<td>13</td>
<td>1</td>
</tr>
<tr>
<td>Percent of total enrollment</td>
<td>14%</td>
<td>4.50%</td>
<td>4.20%</td>
<td>4.30%</td>
<td>0.26%</td>
</tr>
</tbody>
</table>
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.
### School Governance and Management

**2012-2013 School Year**

**Public Charter School Board of Directors**

July 1, 2012-June 30, 2013

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

2012-2013 Election Date was April 19, 2013

2013-2014 Anticipated Election Date is April 11, 2014

<table>
<thead>
<tr>
<th>Name</th>
<th>Board Position</th>
<th>Group</th>
<th>Date Seated</th>
<th>Phone Number</th>
<th>Email Address</th>
<th>Meeting Attendance</th>
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<tbody>
<tr>
<td>Matt Lein</td>
<td>Chair</td>
<td>Parent</td>
<td>Elected 4/2012</td>
<td>952.220.2149</td>
<td><a href="mailto:Mlein@cologneacademy.org">Mlein@cologneacademy.org</a></td>
<td>12/12</td>
</tr>
<tr>
<td>Jeff Katherman</td>
<td>Treasurer</td>
<td>Parent</td>
<td>Elected 4/2012</td>
<td>612.968.5488</td>
<td><a href="mailto:katherman@cologneacademy.org">katherman@cologneacademy.org</a></td>
<td>12/12</td>
</tr>
<tr>
<td>Melissa Mase</td>
<td>Secretary</td>
<td>427588 Teacher</td>
<td>Elected 4/2011</td>
<td>952.466.2276</td>
<td><a href="mailto:Mmase@cologneacademy.org">Mmase@cologneacademy.org</a></td>
<td>9/12</td>
</tr>
<tr>
<td>Bryan Deutsch</td>
<td>Member</td>
<td>Parent</td>
<td>Elected 4/2012</td>
<td>952.288.3862</td>
<td><a href="mailto:bdeutsch@cologneacademy.org">bdeutsch@cologneacademy.org</a></td>
<td>9/12</td>
</tr>
<tr>
<td>Julie Olson</td>
<td>Vice Chair</td>
<td>Parent</td>
<td>Elected 4/2013</td>
<td>612.991.3715</td>
<td><a href="mailto:Jolson@cologneacademy.org">Jolson@cologneacademy.org</a></td>
<td>12/12</td>
</tr>
<tr>
<td>Lisa Schlough</td>
<td>Member</td>
<td>Parent</td>
<td>Elected 4/2013</td>
<td>612.270.5481</td>
<td><a href="mailto:jschlough@cologneacademy.org">jschlough@cologneacademy.org</a></td>
<td>12/12</td>
</tr>
<tr>
<td>Aleta Mechtel</td>
<td>Member</td>
<td>Community</td>
<td>Elected 4/2013</td>
<td>952.443.9900</td>
<td><a href="mailto:amechtel@cologneacademy.org">amechtel@cologneacademy.org</a></td>
<td>6/10</td>
</tr>
</tbody>
</table>

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 Target Corporation.

Mrs. Gluck Peterson’s educational background includes:

Bachelor of Arts in Business Administration, Western State College, Gunnison, CO
Teacher Licenses, 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


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 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 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 1st 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 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 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].

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, Teach Like A Champion, Data Driven Instruction, Great Habits, Great Readers, 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 two days 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.

In 2008 Cologne Academy employed 12 staff. In Fall 2013, Cologne Academy will enter it’s 6th year and will have over 60 employees.
<table>
<thead>
<tr>
<th>Name</th>
<th>File Folder Number</th>
<th>Assignment</th>
<th>Years Employed by the School</th>
<th>Not Returning 13/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lynn Gluck Peterson</td>
<td>417270</td>
<td>Executive Director</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Kelly Farrell</td>
<td>x</td>
<td>Executive Assistant</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Jana Moeller</td>
<td>x</td>
<td>Admin Assistant</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Tammy Shore</td>
<td>x</td>
<td>Health Associate</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Melissa Mase</td>
<td>427588</td>
<td>Kindergarten</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Kellie Makela</td>
<td>x</td>
<td>Kindergarten</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Randiann Sather</td>
<td></td>
<td>Kindergarten</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Adam Hubley</td>
<td>449743</td>
<td>K- Assistant</td>
<td>2</td>
<td>x</td>
</tr>
<tr>
<td>Jen Evans</td>
<td></td>
<td>K- Assistant</td>
<td>1</td>
<td>x</td>
</tr>
<tr>
<td>Jessica Splettstoezser</td>
<td></td>
<td>K- Assistant</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Jessica Hall</td>
<td>454967</td>
<td>1st grade</td>
<td>2.5</td>
<td></td>
</tr>
<tr>
<td>Amanda Bakken</td>
<td>439306</td>
<td>1st grade</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Kori McKibben</td>
<td></td>
<td>1st grade</td>
<td>1</td>
<td>x</td>
</tr>
<tr>
<td>Karrie Rasmussen</td>
<td>383987</td>
<td>2nd grade</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Jennifer Mielke</td>
<td>420076</td>
<td>2nd grade</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Jamie Degen</td>
<td>401903</td>
<td>3rd Grade</td>
<td>5</td>
<td></td>
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<tr>
<td>Laura Oman</td>
<td>397551</td>
<td>3rd grade</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Robyn Roth</td>
<td>432749</td>
<td>4th grade</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Erin Slavik</td>
<td>463459</td>
<td>4th grade</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Kim Friedrich</td>
<td>378596</td>
<td>5th Grade</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Alissa Vasek</td>
<td>447604</td>
<td>6th grade</td>
<td>3</td>
<td>x</td>
</tr>
<tr>
<td>Kevin Boozikee</td>
<td></td>
<td>7th Grade</td>
<td>1</td>
<td>x</td>
</tr>
<tr>
<td>Chris Johnson</td>
<td>451930</td>
<td>7th Grade</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Ashley McLaughlin</td>
<td>448678</td>
<td>Special Education</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Lisa Beuning</td>
<td>436679</td>
<td>Special Education</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Judy McClellan</td>
<td>335699</td>
<td>Special Education</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Jim Kappel</td>
<td>360852</td>
<td>Phy Ed</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Aaron Petersen</td>
<td>430610</td>
<td>Music/para</td>
<td>5</td>
<td>x</td>
</tr>
<tr>
<td>Kyle Pagel</td>
<td></td>
<td>Band/para</td>
<td>1</td>
<td>x</td>
</tr>
<tr>
<td>Molly Blotz</td>
<td>450646</td>
<td>Art/para</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Carmen Lopez-Marshall</td>
<td>997994</td>
<td>Spanish</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>
### Staffing

<table>
<thead>
<tr>
<th>Name</th>
<th>File Folder Number</th>
<th>Assignment</th>
<th>Years Employed by the School</th>
<th>Not Returning 13/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lori Magstadt</td>
<td>397300</td>
<td>ELL/Curriculum</td>
<td>4</td>
<td>x</td>
</tr>
<tr>
<td>Jennifer Gordon</td>
<td>450976</td>
<td>Accountability Specialist</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Jenna McInnis</td>
<td>439311</td>
<td>MS ELA</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Jennifer Neubarth</td>
<td>454743</td>
<td>Reserve</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Laura Bury</td>
<td>451738</td>
<td>MS Science</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Jami Reinitz</td>
<td>x</td>
<td>para</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Kim Anguiano</td>
<td>x</td>
<td>para</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Arielle Brandenberg</td>
<td>x</td>
<td>para</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Sue Prater</td>
<td>x</td>
<td>para</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Beth Muehlenhardt</td>
<td>420559</td>
<td>para</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Kay Letson</td>
<td>440419</td>
<td>para</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Kevin Hilfers</td>
<td>x</td>
<td>Custodian</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Ruth Gregoire</td>
<td></td>
<td>para</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Jen Dolan</td>
<td></td>
<td>para</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Cathy Kerber</td>
<td></td>
<td>para</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Nicole Pierce</td>
<td></td>
<td>school counselor</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Laurie Nilsson</td>
<td></td>
<td>para</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Beth Carlson</td>
<td></td>
<td>para</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Bethany Larson</td>
<td></td>
<td>para/DAPE</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Laurel Williams</td>
<td></td>
<td>clubhouse</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Rebecca Jacques</td>
<td></td>
<td>clubhouse</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

### 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 2011-2012 school year and the 2012-2013 audit will not be finalized until after this annual report is published.
YEAR ENDED JUNE 30, 2012
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

Financial Highlights
Key financial highlights for the 2011-2012 fiscal year include the following:
• Net Assets are $715,433 as of June 30, 2012 compared to $447,542 as of June 30, 2011.
• Total fund balance of the General Fund is $637,212 at June 30, 2012.

<table>
<thead>
<tr>
<th></th>
<th>Governmental Activities</th>
<th>Percent Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current and other Assets</td>
<td>$1,257,421</td>
<td>$1,073,527</td>
</tr>
<tr>
<td>Capital and Non-Current Assets</td>
<td>$45,906</td>
<td>$49,601</td>
</tr>
<tr>
<td><strong>Total Assets</strong></td>
<td>$1,303,327</td>
<td>$1,123,128</td>
</tr>
<tr>
<td>Current Liabilities</td>
<td>$587,894</td>
<td>$675,586</td>
</tr>
</tbody>
</table>

Net Assets:
Invested in Capital Assets
Net of Related Debt $45,906 $49,601 -7.4%
Restricted $32,315 $17,619 83.4%
Unrestricted $637,212 $380,322 67.5%
**Total Net Assets** $715,433 $447,542 59.9%
Changes in Net Assets
Cologne Academy’s total revenue was $3,011,482 for the year ended June 30, 2012. Unrestricted state formula aid accounted for 62.3% of total revenue for the year. Another 32.9% came from other operating grants and the remainder from other general revenues and fees for service. The total cost of all programs and services was $2,743,591. Total expenses were less than revenues increasing net assets by $267,891 from last year.

<table>
<thead>
<tr>
<th>Governmental Activities for the Fiscal Year Ended June 30,</th>
<th>Percent Change</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2012</td>
</tr>
<tr>
<td><strong>Total Revenues</strong></td>
<td>$3,011,482</td>
</tr>
<tr>
<td><strong>Total Expenses</strong></td>
<td>$2,743,591</td>
</tr>
</tbody>
</table>

Increase in Net Assets

<table>
<thead>
<tr>
<th></th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning Net Assets</td>
<td>$267,891</td>
<td>$232,376</td>
</tr>
<tr>
<td>Ending Net Assets</td>
<td>$447,542</td>
<td>$215,166</td>
</tr>
<tr>
<td><strong>Increase</strong></td>
<td>$715,433</td>
<td>$447,542</td>
</tr>
</tbody>
</table>

The cost of all governmental activities this period was $2,743,591.
- Some of the cost was paid by the users of the School’s programs ($119,922).
- The federal government and private grant funds subsidized certain programs with grants and contributions ($989,879).
- Most of the Schools costs, however, were paid for by unrestricted state aid.
**Finances**

**Enrollment** – Enrollment is a critical factor in determining revenue. The following chart shows that the average number of students was 303 for the 2011-2012 school year which was the School’s fourth year in operation with students. (Please note audit for the close of FY13 is not complete by the publication of this document; therefore, we are missing our 5th operational year 2012-13 data for this graph.)

---

**Enrollment**

- **FY09**: 128
- **FY10**: 179
- **FY11**: 258
- **FY12**: 303

---

**ADM by Grade**

<table>
<thead>
<tr>
<th></th>
<th>K &amp; HK</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>4th</th>
<th>5th</th>
<th>6th</th>
<th>7th</th>
<th>8th</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-09</td>
<td>35.8</td>
<td>19.7</td>
<td>20.5</td>
<td>20.3</td>
<td>18.8</td>
<td>15.8</td>
<td>na</td>
<td>na</td>
<td>na</td>
</tr>
<tr>
<td>2009-10</td>
<td>38.4</td>
<td>39.3</td>
<td>19.5</td>
<td>22.6</td>
<td>19.7</td>
<td>22</td>
<td>13.7</td>
<td>na</td>
<td>na</td>
</tr>
<tr>
<td>2010-11</td>
<td>52.6</td>
<td>47.5</td>
<td>43.7</td>
<td>23</td>
<td>25</td>
<td>22.6</td>
<td>21.1</td>
<td>13.9</td>
<td>na</td>
</tr>
<tr>
<td>2011-12</td>
<td>51.9</td>
<td>50</td>
<td>50</td>
<td>47.6</td>
<td>22.5</td>
<td>23.2</td>
<td>23.1</td>
<td>20</td>
<td>14.3</td>
</tr>
</tbody>
</table>
**Fund Balance** – The School's fund balance of the General Fund increased during fiscal 2011-2012 by $256,890 ending at $637,212 as of June 30, 2012. The school has developed a long-range plan which maintains a target fund balance of 25% of annual expenditures. The ending fund balance at June 30, 2012 for Cologne Academy represents 24.16% 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, a cushion against unanticipated expenditures, enrollment declines, state aid metering changes, funding deficiencies and aid prorations at the state level and similar problems.
**Finances**

**Budget** – Total revenues on a net basis were $15,055 (or 0.5%) higher than the budgeted amount while total expenditures were $15,863 (or 0.6%) lower than had been budgeted.

**Food Service Fund** – The School’s food service program operated at an excess of $4,572 for fiscal year 2012. The ending fund balance of the Food Service Fund was $12,746 at June 30, 2012.

**Community Service Fund** – The School’s community service program operated at an excess of $10,124 for fiscal 2012. The ending fund balance of the Community Service Fund was $19,569 at June 30, 2012.
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.

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.

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
Academic Performance

all of our students outperform the state’s performance for our entire school population.

<table>
<thead>
<tr>
<th>Math</th>
<th>School FRL Proficiency</th>
<th>School All Proficiency</th>
<th>Difference</th>
<th>State FRL Proficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>66.7</td>
<td>73.4</td>
<td>23.1</td>
<td>43.6</td>
</tr>
<tr>
<td>2012</td>
<td>69</td>
<td>74.65</td>
<td>23</td>
<td>46</td>
</tr>
<tr>
<td>2011</td>
<td>51.9</td>
<td>63.4</td>
<td>12.8</td>
<td>39.1</td>
</tr>
<tr>
<td>2010</td>
<td>78.6</td>
<td>81.8</td>
<td>29.8</td>
<td>48.8</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Science</th>
<th>State 5th Grade</th>
<th>Cologne Academy 5th Grade</th>
<th>State 8th Grade</th>
<th>Cologne Academy 8th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>59.7</td>
<td>61.9</td>
<td>43.8</td>
<td>27.8</td>
</tr>
<tr>
<td>2012</td>
<td>57.7</td>
<td>70</td>
<td>41.9</td>
<td>0</td>
</tr>
</tbody>
</table>

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, Cologne 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 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 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.

**Great Habits, Great Readers- Reading and MUR (Mixed Up Reading)**

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, the school's literacy block gives each student a thorough understanding of every aspect of language arts while incorporating themes taught in the Core Knowledge Sequence. Cologne Academy teaches its language arts block 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 how students write 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

Students are grouped according to their cognition in flexible math and reading groups. These are fluid groups and allows students to be mobile between groups. Parent, teacher, and student input, as well as, test results are used to appropriately place students.

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 ensure the curriculum aligns with State standards. The desired outcome regarding curriculum alignment is complete alignment along subject areas and all grade levels.
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 two successive additions in the next three years. This fall (2013), the school’s landlord, Partnership for a Better Education, built a nine classroom addition. This addition will be the first of two phases for the middle school. This new space includes classrooms for Cologne Academy’s 5th–8th grade students. To date, the school has now completed four phases of its planned five-phase facility.

With completion of the fourth phase this year, the school is able to accommodate four sections of kindergarten three sections of 1st grade and 2nd grade, two sections of grades 3-5, and one classroom each in grades 6-8. 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. In the 2012-13 school year, Cologne Academy will add three new teaching positions and in 2013-14 the school will add an additional six teaching positions.

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 2013-14 school year. Teachers will all commit to becoming an expert in an instructional strat-
Future Plans

The strategies include student goal setting, fostering critical thinking in students, and formative assessment. These concepts are embedded in our PLCs that will focus on reading instruction. 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 math and reading. For the 2013-2014 school year, Cologne Academy has hired both a Literacy and Math Strategist. These positions will allow for more in-depth analysis of data and teacher support in the areas of curriculum, assessment, and instruction.

Another area of continued need is 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 3rd grade will have a sixty 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 of explicit instruction at their individual ability level. In addition, students will receive fifteen minutes of practice on reading skills unique to their level of mastery. These groups will be determined by the STEP Assessment, the internal reading assessment selected in 2012-13 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.
Currently all seated board members have completed training requirements established by state statute. The following Board Members completed the following mandated training in FY13.

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.

All board training topics this fiscal year included:

**Matt Lein**
- 12/6/12 Finance Training at Seven Hills Classical Academy
- 5/14/13 Charter School Partners - trends in charter schools

**Julie Olson**
- 12/6/12 Finance Training at Seven Hills Classical Academy
- 4/2/13 Critical Thinking at Work (Human Resources training)
- 4/25/13 Mastering Change in the Workplace (Human Resources training)
- 5/30/13 Thriving as a Team (Human Resources training)
- 6/12/13 HR Issues

**Jeff Katherman**
- 12/6/12 Finance Training at Seven Hills Classical Academy

**Bryan Deutsch**
- 4/18/13 Marci-Cornell Feist, Founder & CEO of The High Bar "10 Targeted Things to Dramatically Improve the Governance of Your School"

**Julie Olson**
- 12/6/12 Finance Training at Seven Hills Classical Academy

**Aleta Mechtel**
- 12/7/12 MSBA training on board governance, finance and human resources

**Lisa Schlough**
- 12/6/12 Finance Training at Seven Hills Classical Academy

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**Initial Mandatory Board Training**

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APPENDIX A—CURRENT NON-PROFIT STATUS

http://www.ag.state.mn.us/charities/SearchResults.asp?FederalID=383767089

IRS Code 501(c) 03
POLICY 301: APPLICATION, ADMISSIONS, ENROLLMENT, AND LOTTERY POLICY

I. PURPOSE

The purpose of this policy is two-fold.

This policy was created to explain enrollment and admissions at Cologne Academy, so that families may make enrollment decisions in an informed and timely manner.

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.

II. GENERAL STATEMENT OF POLICY

Cologne Academy is a public school and is required to enroll an eligible student who submits a timely application, unless the number of applications exceeds the capacity of a program, class, grade level, or building. When that occurs, students will be placed on a waiting list. 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, (2) children of Cologne Academy staff before accepting other pupils by lot, and (3) remaining students will be selected by lottery.

Cologne Academy may not limit admission to pupils on the basis of gender, race, intellectual ability, measures of achievement or aptitude, or athletic ability.

III. APPLICATION AND ENROLLMENT PROCEDURES

The annual enrollment period shall be determined by the school administration and shall be published no later than November 1st of each school year. Currently, open enrollment is held from the Tuesday after Labor Day through the third Friday in February. By February 1st, each year, the school board will establish and publish the available enrollment by grade applicable to the following school year. All prospective students must complete and submit a timely application for admission in order to be considered for enrollment in the school term following the enrollment period. This requirement is applicable to both preferential and non-preferential appli-
Appendix B—ENROLLMENT

cants. An application is considered to be timely if it has been marked as “received” in the main office of the school before the end of the enrollment period. 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 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,
Appendix B—ENROLLMENT

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.

Once the enrollment period is closed, if there are more applicants than spots available, all timely applicants will be placed on one of two lists by grade: (a) a preference list of students given a preference by state law or this policy and (b) all other applicants. Additions to the preference list and all other applicants will be shuffled by lot, and offers of enrollment will be made to students in the order in which they are listed for each grade until classes are full, first exhausting the preference list, and then proceeding to the remaining non-preference applicants. Applicants previously on the non-preference list who submit a timely application for the upcoming school term will be reshuffled along with all new applicants on the non-preference list.

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.

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.

IV. OTHER CONDITIONS

An applicant to Cologne Academy may apply only for one grade. Applicants who wish to be considered for early entrance to kindergarten or whole-grade acceleration must follow the procedures laid out in Cologne Academy’s board policies (607.1). In all instances, however, Cologne Academy reserves the right to place an enrolled student in the most academically appropriate grade regardless of the student’s age.
Appendix B—ENROLLMENT

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.

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.

The school administration must try to maintain full enrollment in grades 4-8 through the end of the second trimester of the school year. Applicants will be contacted from the waiting lists as spots become available. Open seats in grades K-3 can be filled at any time.

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.
Appendix B—ENROLLMENT

(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.

A. 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.

B. 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:

- 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.

C. **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.

D. **Termination of Enrollment**
Appendix B—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.

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 through the end of second trimester of the 2013-14 school year; after this date, the current enrollment for grades 4-8 will be set at enrolled occupancy.

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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.
Appendix B—ENROLLMENT

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.

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 spreadsheet, 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, we start placing names on the waitlist.
Appendix B—ENROLLMENT

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 fill out a full enrollment packet 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 Kindergarten 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 are 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 (type 01) 333
Non-Operating Common School Districts (type 02) 2
Special School Districts (type 03) 2
Intermediate School Districts (type 06) (Districts 287,916,917) 3
Integration Districts (type 62) 5
Charter Schools (type 07) 148
State Schools/Academies (type 70) 2
Education Districts (type 61) 13
Miscellaneous Cooperative Districts (type 52,53) 21
Special Education &/or Vocational Cooperative Districts (type 52,53) 16
Telecommunication Districts (classification 75) 0

Public Schools
(2011-2012)

Number of Schools 1,968
• Area Learning Centers-ALC’s (classification 41) 263
• Distance Learning Programs-state approved (classification 46) 28
• K-12 Schools (classification 40) 21
• Elementary Schools (classification 10) Grades PK-6 921
• Middle Schools (classification 20) Grades 5-8 190
• Secondary Schools (classification 31,32,33) Grades 7-12 467
  - Junior Highs (classification 31) Grades 7-9 35
  - Senior Highs (classification 32) Grades 9-12 or 210
10-12
  - Combined (classification 33) Grades 7-12 222
## Public School Teachers (2010-2011)

<table>
<thead>
<tr>
<th>Category</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers-Full Time Equivalent (FTE)</td>
<td>52,524</td>
</tr>
<tr>
<td>• Pre-Kindergarten &amp; School Readiness</td>
<td>1,618</td>
</tr>
<tr>
<td>• Kindergarten</td>
<td>2,810</td>
</tr>
<tr>
<td>• Elementary (grades 1 through 6)</td>
<td>23,201</td>
</tr>
<tr>
<td>• Secondary (grades 7 through 12)</td>
<td>21,476</td>
</tr>
<tr>
<td>• Other/Un-Graded</td>
<td>3,419</td>
</tr>
<tr>
<td>• Special Education</td>
<td>9,147</td>
</tr>
</tbody>
</table>

Average Years of Teaching Experience-statewide 14

New Teachers FTE (newly licensed & first teaching assignment) 1,531
Appendix D– Continuous Improvement Plan

- **Ensure all students are proficient in core academic subjects by 2013-2014**
  - Ongoing individual monitoring using STEP reading protocol in grades K-3;
  - Interim Assessments in grades k-8 quarterly in Reading and Math;
  - Continuous response to students’ results on interims within 48 hours.
  - Flexible groupings of students in MUM and MUR class structures
  - **Big 5 Reading strategy**
  - Professional development tailored around effective teaching and data driven instruction

- **Establish annual measurable objectives for continuous and substantial progress to achieve proficiency**

**Math and Reading State Assessment Tests (MCAs)**

**Absolute Proficiency – FRL Students.** The difference between the state average, for the same grades as offered by the School, of students who score proficient and who do not qualify for free or reduced lunch and the School’s average of students who score proficient and who do qualify for free or reduced lunch will decrease each year.

**Comparative Proficiency - District:** The School will demonstrate higher grade level and school wide proficiency rates than the Norwood/Central school district for the same grades as offered by the School, each year.

**Growth Categories.** Each year, the percentage of students achieving high growth will exceed the state average percentage of students achieving high growth (for the same grades as offered by the School), and the percentage of students achieving low growth will be less than the state average percentage of students achieving low growth (for the same grades as offered by the School).

**Science** The School will demonstrate higher 5th and 8th grade level proficiency than the Norwood/ Central school district.

**Math and Reading: Nationally-Normed Assessment**

The School will administer a nationally-normed assessment, approved by the Board in at least grade 8. At least 80% of all school students taking the assessment will exceed national median.

- **Local Education Agency (LEA) will incorporate strategies based on scientifically based research to strengthen core academic subjects**
  - School models several 90/90/90 charter schools that have demonstrated much success using Paul Bambrick-Santoyo’s *Data Driven Instruction* and Doug Lemov’s *Teach Like a Champion*.
  - School uses highly successful Core Knowledge Sequence, Singapore Math, Analytical Grammar, Think, Organize, Write!, Junior Great Books, Paideia Seminar, etc.
  - School utilizes Professional Learning Communities to facilitate professional growth among professional educators.

- **Ensure the professional development needs of instructional staff are met by providing opportunities to participate in high quality professional development**
  - Through the Q Comp program, instructional staff participates in robust professional development trainings involving at least 90 minutes each week of trainings/meetings that focus on topics and disciplines to increase teacher effectiveness which ultimately impacts student achievement.
Appendix D– Continuous Improvement Plan

- Address the fundamental teaching and learning needs in the district
  - Each student receives a Student Learning Plan that identifies where the child is academically at the beginning of the school year and articulates a partnership between home and school to ensure each child makes at least one year’s growth. Progress is monitored in October, February, and at the end of the year.

- Promote effective parent involvement strategies
  - Cologne Academy has a parent organization, PAVE (Parents Are Vital Energy) that allows a strong partnership between home and school and finds opportunity for parents to assist the school and their child(ren) in many ways.
  - Parent Involvement Night in September.
  - Increase parents’ involvement in school activities by targeting new student families.

- Incorporate extended day and extended school year activities as appropriate
  - Cologne Academy offers summer school instruction providing opportunities for:
    1. Remedial instruction for 4th-8th graders with two D+ or worse grades in math and reading.
    2. Reading intervention programs or instruction for students who are at risk of not learning to read before the end of second grade; and
    3. Other mandatory summer school programs as determined by the school district.
  - Cologne Academy also provides Targeted Service instruction when applicable and available.

Teacher Retention Plan Background

Placing a high-quality teacher in front of every child in the nation is the most important thing schools can do to improve student achievement (Hare and Heap, 2010). There are effective strategies for keeping good teachers in the profession and for attracting new teachers (National Association of State Boards of Education [NASBE], 1998, 2000; Odden, 2000).

Retention Strategies

Statistics show that approximately one-quarter of all beginning teachers leave the profession in the first five years, and those rates can climb to 50 percent in high-poverty areas (National Center for Education Statistics [NCES], 1996; Whitener, Gruber, Lynch, Ringos, & Findelier, 1997). Teacher-attrition rates overall nationally were 6.6 percent in 1994 (Whitener et al., 1997). Current data from Midwestern states indicate that attrition rates can be as high as 9 percent. Such high attrition rates, especially in the early years of teaching, require schools and school districts to expend tremendous energy and resources developing teachers, many of whom will eventually leave. According to the NCREL survey, however, districts are finding and adopting successful strategies for keeping high-quality teachers.

One effective strategy to retain teachers is the use of new teacher support programs. Additional strategies for retaining teachers are:

- restructuring schools to make them smaller;
- recruiting from, and training in, the community; and
- two approaches designed to treat teachers as professionals:
  - implementing common planning time and
  - involving teachers in decision making.

These strategies are attractive to small or rural school districts or low-wealth districts looking for ways to improve teaching without a large investment of new resources. Effective implementation may involve some up-front costs and allocation of staff development funds, however.
New Teacher Support Programs
Even under the best of circumstances, the first few years of teaching can be a very difficult time. Most teachers face isolation from their colleagues. New teachers often are assigned to some of the most challenging courses and classrooms. In addition, some feel they have not received enough training to handle certain aspects of their job (Lewis et al., 1999). The combination of these challenges drives too many new teachers from the profession. One response to this situation has been the adoption of programs at the local level to support new teachers.

Small Schools
The top-rated retention strategy is restructuring schools to make them smaller. Research indicates that restructuring schools to make them smaller may result in an improved environment for teaching (Bryk, 1994). For example, in the Chicago Public Schools system, an effort to improve student achievement spurred a movement to create smaller schools within big schools. In addition to improved achievement, this urban school system has found that the new, smaller schools created out of large schools have increased cooperation among teachers and have involved teachers more in the process of educational reform (Joravsky, 2000).

Treating Teachers as Professionals
According to the NCES, teachers and researchers alike say that collaborative professional development--such as common planning periods, team teaching, and regularly scheduled collaboration with other teachers and administrators--is more effective than other forms (Lewis et al., 1999). Survey results validate these findings. In addition to the retention benefits claimed by superintendents, collaboration among teachers can result in improved teaching. Stronger teachers can assist weaker ones; teachers can share techniques and information; the curriculum can be better aligned to improve student learning; and multiple perspectives can be shared about one student.

Small districts (fewer than 1,000 students) are less likely to have instituted common planning time (42 percent, compared to 61 percent for districts with more than 10,000 students). Team teaching and interdisciplinary teaching also are less common in small districts and rural districts. Thirty-three percent of small districts have made these changes to teaching, while 63 percent of the largest districts have done so. Forty-two percent of rural superintendents reported adopting this approach, compared to 60 percent of suburban and 62 percent of urban superintendents.

Involving teachers in decision making also can have multiple benefits. Implementation of this strategy results in fewer teachers leaving, according to a majority of responding superintendents. It also improves the relationship between administrators and teachers, improves the decisions that are made, and increases the likelihood that decisions made will be feasible and well implemented in the classroom.

Teacher Retention Plan for Cologne Academy
New teacher support programs-
New teachers report to work two days earlier than the returning staff. Adding Aloma and Jen’s position for 2013-14 school year will provide the needed mentoring and support to new teachers that we have 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.
Appendix D– Continuous Improvement Plan

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
  Grade level teachers have a 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 we get 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.
- Lori’s role in curriculum development
- 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.

It is important to recognize that there are as many leadership models as there are flavors of ice cream. The motives and direction are intentional for the betterment of all involved in the school in all capacities.
Fund Balance Policy

730 Cologne Academy Fund Balance Policy

The School Board at Cologne Academy will not approve an annual budget with a negative net income. By 2016 Cologne Academy will achieve a fund balance in the general operating fund (fund 01) of at least 25% of annual general operating fund revenues. The following schedule shall serve as a guide to reach the fund balance goal.

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Growth per year by percentage</th>
<th>Total Fund Balance Percentage</th>
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<tbody>
<tr>
<td>2010</td>
<td>3%</td>
<td>3%</td>
</tr>
<tr>
<td>2011</td>
<td>8%</td>
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<tr>
<td>2015</td>
<td>4%</td>
<td>27%</td>
</tr>
<tr>
<td>2016</td>
<td>4%</td>
<td>31%</td>
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