

FRIENDSHIP ACADEMY OF FINE ARTS CHARTER SCHOOL

2011 Annual Report on Curriculum, Instruction and Student Achievement



Minnesota Charter School District #4079

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EXECUTIVE SUMMARY

This report provides the Minnesota Department of Education, the Minneapolis Public Schools (MPS), families of Friendship Academy of Fine Arts (FAFA), and the general public with information describing the progress of FAFA and its students during the school's tenth year of operation. The key findings are as follows:

- ❖ **Academic Goals:** FAFA used a number of instruments to assess student progress towards academic goals: the Northwest Evaluation Association's Measures of Academic Progress (MAP), the Minnesota Comprehensive Assessments II/III (MCA-II), and an MPS district-developed assessment.
 - This was the second year FAFA administered the reading and mathematics MAP assessment. The large majority (90.0%) of students made Above Growth in reading and mathematics (85.0%).
 - On the MCA-II/MCA-III mandatory statewide assessment, the proportions of students proficient at FAFA in reading (62.2%) and mathematics (48.6%) exceeded MPS proficiency rates. FAFA students showed an increase in proficiency rate in both reading and mathematics compared to the previous year.
 - On the MPS district-developed assessments, most (68.8%) first graders were projected to be proficient on the MCA-II in reading and one-quarter (26.7%) in mathematics. On the kindergarten assessment, across the three reading domains, some (31.8%) students were projected to be proficient on the MCA in reading based on the Phonemic Awareness domain, all (100%) on the Alphabetic Principles, and few (13.6%) on the Literacy Domain. The large majority were projected to be proficient for mathematics (95.5%).

- ❖ **Non-Academic Goals:** For the past several years, FAFA has surveyed students and parents to assess satisfaction with FAFA programs. In 2010-2011, FAFA chose not to administer either of the surveys. Instead, FAFA participated in a review by Cambridge Education and Office of New Schools. Findings from the review showed:
 - Students show excellent academic growth and have positive relationships at school; FAFA has developed effective links with parents, families, and the local community; the fine arts programming enriches the academic curriculum and motivates students; and the schools improvements in instructional leadership have enhanced planning, professional development, and rigor.
 - FAFA could continue to improve teaching quality by ensuring learning objectives are student-friendly; using data to modify instruction; deepening teachers' subject knowledge; using technology to enhance instruction, and increasing the level of challenge for higher achieving students. Other areas for improvement include ensuring the monitoring and evaluation system focuses on student outcomes; strengthen the work of the school's Board; and increase student engagement through a student council and providing more opportunities for student responsibility.

- ❖ **Successes, Innovative and Best Practices, Implementation, Challenges and Strategies, and Future Plans:**
 - FAFA implemented a system-wide process on academic achievement, curriculum, and assessment. Successes included:
 - Students showed strong academic growth as measured by the MAP assessment with 90% of students showing Above Growth in reading and 85% in Math.
 - Improvements in instructional leadership led to consistency in planning, professional development, and rigor in data-driven instructional delivery.
 - FAFA continued to reach out to and augment link with parents, families, and the community with a measured impact on academic and personal development of students.
 - The curriculum was upgraded in 2010-2011 for language arts and mathematics complemented the fine arts program and enabled students to develop a wide range of skills, knowledge, and learning motivations.

- Challenges and strategies included:
 - FAFA faced the challenge of continuing proactive strategies to address a range of academic and operation areas including: curriculum and instructional practices with the implementation of SIOP training, professional learning communities to provide increased opportunities for teacher modeling of implementation strategies in classrooms, team meetings, coaching; and creating culturally responsive classrooms.
- Future Plans:
 - Continue to develop the supports offered through partnerships with external agencies.
 - Continued, focused professional development in collaboration with FAFA's principal to create a strategic vision for continuous development and engaging stakeholders in academic and operation improvements.
 - Implement the Common Core Standards during the 2011-2012 school year to provide a consistent, clear understanding of academic standards for students that reflect the knowledge and skills students need for success in college and careers.



MISSION, GOAL, AND ACCOUNTABILITY PLAN

Fafa is a Minneapolis charter school that serves urban students in grades K-6. Fafa emphasizes educating students for a successful global future through the arts. Fafa is a registered non-profit with the Minnesota Attorney General's Office (see also Appendix A).

Mission Statement

Students will demonstrate the importance of discipline, practice, persistence and self-evaluation; and will apply what they experience and learn through the arts and other core subjects to all aspects of their lives.

Goals & Accountability Plan

Fafa has developed two academic and two non-academic goals for the 2010-2011 school year as part of their commitment to accountability. All of the academic and non-academic goals were developed with specific measurement tools and indicators of success (see Table 1 below).

Table 1: Fafa's 2010-2011 Accountability Plan

Academic Goals	Measurements	Indicators of Success
Increase students' academic knowledge in reading and math.	Measures of Academic Progress (MAP) Reading, and Mathematics	<p><u>Standard</u>: The proportion of students in grades 2-6 who were enrolled for the entire school year that score at or above average in the spring will increase each year by 10%.</p> <p><u>Growth</u>: The proportion of students making appropriate fall-to-spring growth will be similar to the proportion of students from local district (Minneapolis Public Schools) and national samples.</p>
	Minnesota Comprehensive Assessments-Series II (MCA-II)	<p><u>Standard</u>: Tested students will perform at or above district-wide averages on the MCA-II.</p> <p><u>Growth</u>: The percent of students meeting proficiency will increase each year. (This goal will be measured for subsequent years if an adequate number of Fafa students are tested and the results are posted by the Minnesota Department of Education.)</p>
Non-Academic Goals	Measurements	Indicators of Success
Increase parent, student and staff satisfaction with the school's program.	Modified version of the Yale University School Climate Surveys	<u>Standard</u> : At least 85% of Fafa parents (of those who respond) will be satisfied with the school's program by year 3 of Fafa operation.
		<u>Standard</u> : At least 85% of Fafa students (of those who respond) will be satisfied with the school's program by year 3 of Fafa operation.

SCHOOL PROGRAM, SCHOOL ENROLLMENT, AND STUDENT ATTRITION

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Fafa opened in 2001
Contracts were renewed in 2004 (three years), 2006 (two years), 2008 (two years), 2010 (one year), and 2011(one year).

Description of Sponsor Accountability Initiatives or Reports

Fafa is required to submit an annual report to Minneapolis Public Schools (MPS) to document its progress in meeting stated academic and nonacademic goals.

School Calendar/Hours of Operation

School was in session August 30, 2010 through June 8, 2011. The school day at Fafa ran from 10:00 am to 4:45 pm Monday through Friday. Fafa also operates early morning (7:00 am to 9:45 am) and after school (4:30 pm to 5:30 pm) programs.

Student/Classroom Teacher Ratio

Fafa employed seven classroom teachers, four educational assistants, and four administrative/support staff to serve 104 students in grades K-6. The overall student to classroom teacher ratio for 2010-2011 was 14.9:1.

Enrollment

Fafa requests that parents/guardians of prospective Fafa students complete an enrollment application (see Appendix B) which requests minimal information: student's name, grade, and parent/guardian contact information. As outlined in their enrollment policies and procedures (see Appendix C), Fafa gives priority to siblings of currently enrolled Fafa students, then admits other prospective students. However, if demand exceeds space, Fafa conducts a lottery to fill openings in their program. Once a student has been accepted to Fafa, additional information (e.g., previous history of IEP or special education programs) is obtained to match program services to student needs (see Appendix D).

Characteristics of Fafa Students

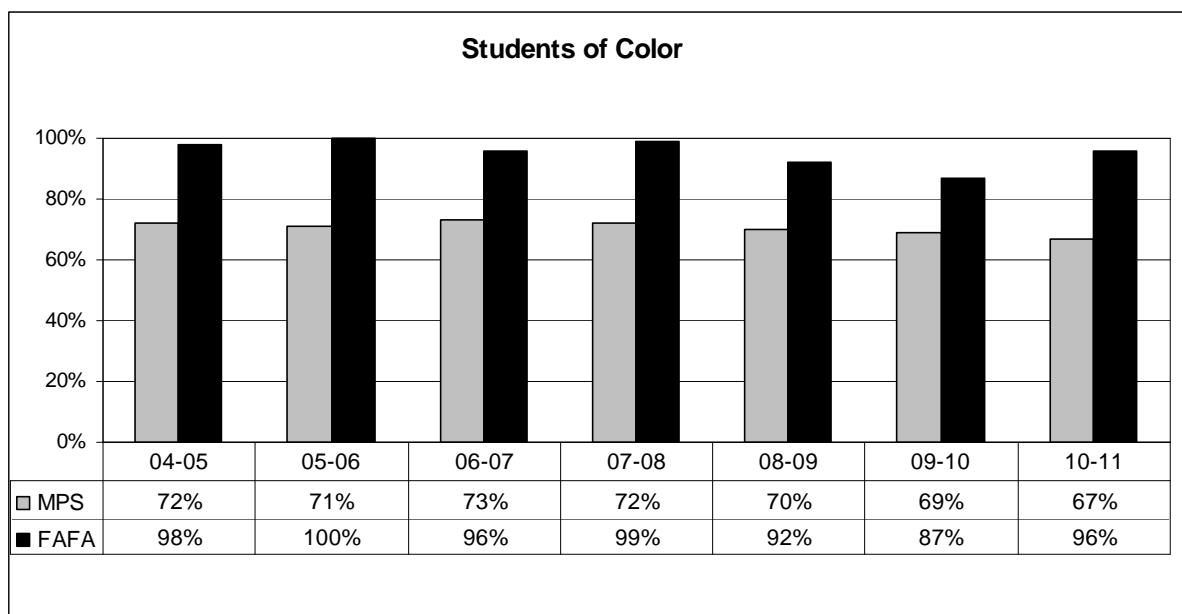
Enrollment at Fafa has doubled since the school's opening in 2001. In 2010-2011, the majority of students were students of color (96%) and qualified for free or reduced lunch (95%). The 2010-2011 student population saw an influx of 13 (13%) Limited English Proficient students (compared to 0% in 2009-2010). Table 2 below shows a number of important demographic characteristics of Fafa students including gender and ethnicity.

Table 2: Characteristics of FAFA Students

Year (Grade levels)	04-05 (K-6)	05-06 (K-6)	06-07 (K-6)	07-08 (K-6)	08-09 (K-6)	09-10 (K-6)	10-11 (K-6)
Enrollment	94	92	101	114	104	120	104
Average Daily Membership ¹	90.52	91.03	94.53	104.17	105.92	121.03	N/A ²
Male	48 (51%)	45 (49%)	56 (55%)	51 (45%)	53 (51%)	58 (48%)	43 (41%)
Female	46 (49%)	47 (51%)	45 (46%)	63 (55%)	51 (49%)	62 (52%)	61 (59%)
Race/Ethnicity							
American Indian	0 (0%)	0 (0%)	2 (2%)	3 (3%)	0 (0%)	0 (0%)	1 (<1%)
Asian/Pacific Islander	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0.0%)
Black/Non-Hispanic	88 (94%)	90 (98%)	94 (93%)	101 (87%)	91 (88%)	100 (83%)	6 (6%)
Caucasian	2 (2%)	0 (0%)	4 (4%)	1 (1%)	8 (8%)	16 (13%)	93 (89%)
Hispanic	4 (4%)	2 (2%)	1 (1%)	9 (8%)	5 (5%)	4 (3%)	4 (4%)
Students of Color	92 (98%)	92 (100%)	97 (96%)	113 (99%)	96 (92%)	104 (87%)	100 (96%)
Free or Reduced Lunch	88 (94%)	85 (92%)	87 (86%)	105 (92%)	91 (88%)	117 (98%)	99 (95%)
Limited English Proficient	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	13 (13%)
Special Education Status	10 (11%)	8 (9%)	12 (12%)	11 (10%)	5 (5%)	11 (9%)	10 (10%)
Mobility Index ³	0.11	0.14	0.39	0.33	0.23	.37	N/A ⁴

Figures 1-3 below show the proportion of students enrolled at FAFA and enrolled at Minneapolis Public Schools (MPS), the district surrounding FAFA, on three key demographic characteristics. As can be seen in the figures, FAFA has a higher proportion of students of color and of students eligible for free or reduced priced lunch than does MPS. In contrast, MPS has a slightly higher proportion of students with special education needs than does FAFA.

Figure 1: Proportion of Students of Color Enrolled at MPS and at FAFA



¹ Average Daily Membership (ADM) is computed by taking the number of days the student was reported as enrolled divided by the number of instructional days reported for that school.

² Not currently available.

³ *Mobility* is calculated by adding mid-year enrollments, transfers and withdrawals and then dividing by the district's October 1 enrollment. *Mobility* represents how much activity occurs annually based on student transfers after the school year begins.

⁴ Not currently available.

Figure 2: Proportion of Students Eligible for Free or Reduced-Price Lunch Enrolled at MPS and at FAFA

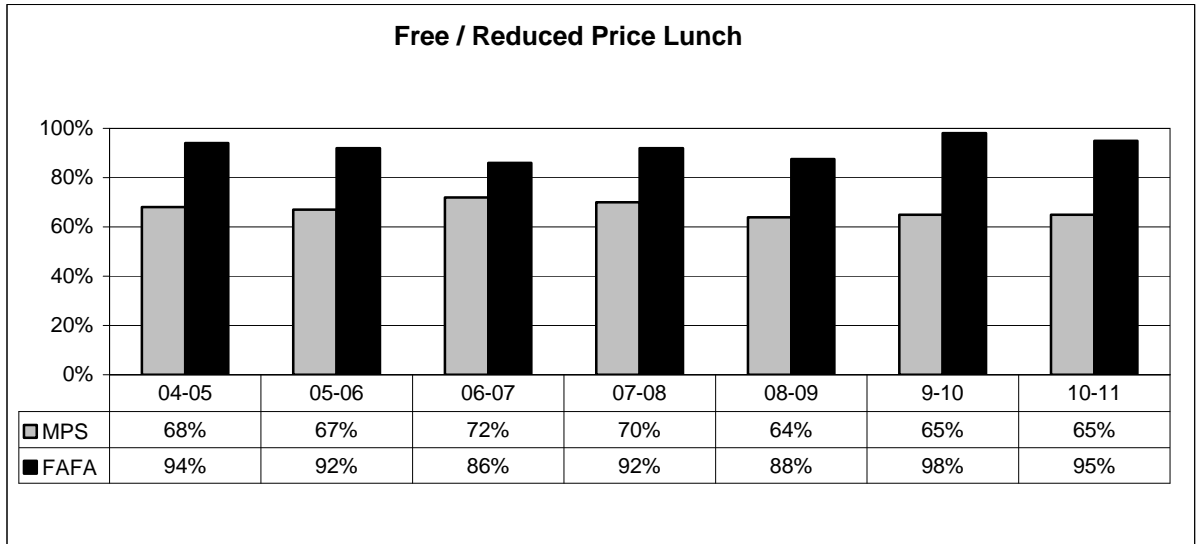
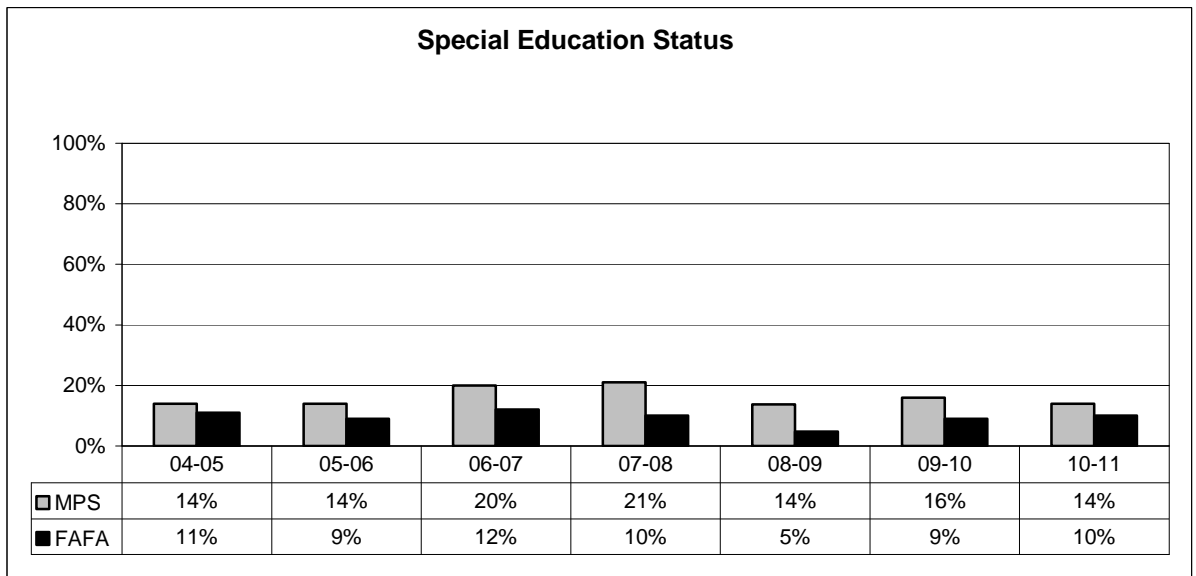


Figure 3: Proportion of Students with Special Education Status at MPS and at FAFA



ACADEMIC PERFORMANCE

Summary

FAFA currently measures student academic performance with two academic goals: (a) increasing students' academic skills in reading and math, and (b) increasing students' knowledge in the arts. To determine students' progress in these goals, FAFA uses the Measures of Academic Progress (MAP), the Minnesota Comprehensive Assessments – Series II/III (MCA-II/III), and MPS district-developed kindergarten and first grade assessments.

On some of the measures, FAFA is making adequate or more than adequate progress towards their current goals. Some of the general observations of FAFA student performance are:

- ❖ This was the second year FAFA administered the reading and mathematics MAP assessment. The large majority (90.0%) of students made Above Growth in reading and mathematics (85.0%).
- ❖ On the MCA-II/III mandatory statewide assessment of reading and mathematics performance, FAFA students had higher rates of proficiency in reading (62.2%) and mathematics (48.6%) compared to MPS. Proficiency rates increased in reading and mathematics compared to the previous year.
- ❖ On the MPS district-developed assessments, most (68.8%) first graders were projected to be proficient on the MCA-II in reading and one-quarter (26.7%) in mathematics. On the kindergarten assessment, across the three reading domains, some (31.8%) students were projected to be proficient on the MCA in reading based on the Phonemic Awareness domain, all (100%) on the Alphabetic Principles, and few (13.6%) on the Literacy Domain. The large majority were projected to be proficient for mathematics (95.5%).



Measures of Academic Progress

During the 2010-2011 school year, FAFA used Northwest Evaluation Association's (NWEA's) Measures of Academic Progress (MAP), in part, to monitor student progress towards accountability goals. The MAP is a computer-adaptive assessment that is aligned with state educational objectives and can be used to assess student understanding in reading, language use, and mathematics. FAFA administered the MAP tests for reading and mathematics in fall 2010 and spring 2011 to students in grades 1-6. Students in kindergarten completed the MAP primary reading and primary mathematics in fall 2010 and spring 2011.

Fafa currently has two MAP related goals: (1) the proportion of students in grades 2-6 who were enrolled for the entire school year that score at or above average will increase each year by 10% (standard), and (2) the proportion of students appropriate fall-to-spring growth will be similar to the proportions of students from MPS and national samples (growth).

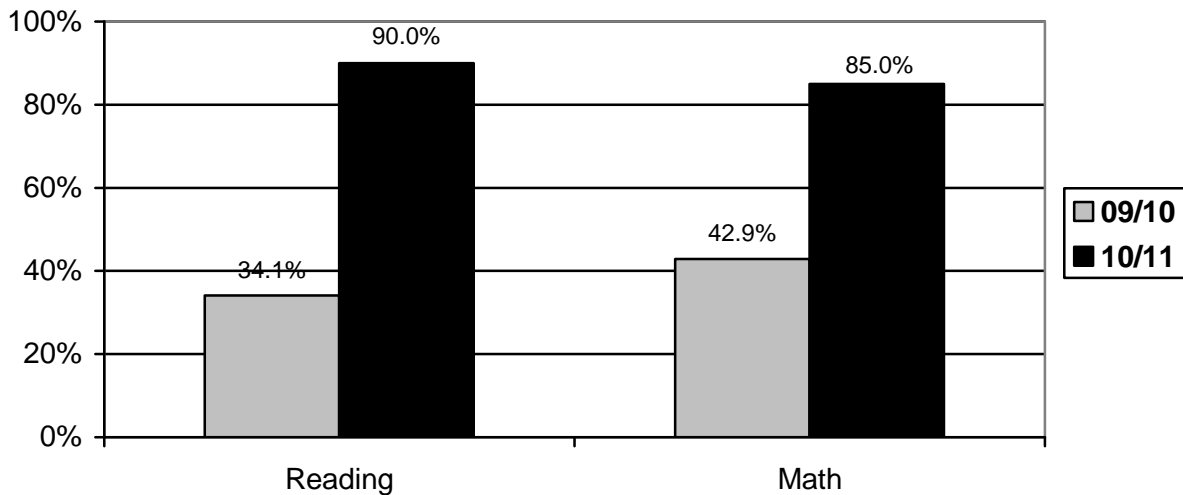
Table 3 and Figure 4 below show the proportion of students making above or below growth on reading and math by school year. As can be seen in the table, the proportion of students scoring above growth in both subjects increased substantially in 2010-2011. Specifically, in reading, the proportion of students scoring above growth increased from 34% in 2009-2010 to 90% in 2010-2011 (an increase of 56%); for math the proportion increased from 43% in 2009-2010 to 85% in 2010-2011 (an increase of 42.1%).

Table 3: Proportion of Students Scoring Above or Below Growth by School Year

Subject	School Year	Above Growth	Below Growth
Reading	09/10	34.1%	65.9%
	10/11	90.0%	10.0%
Math	09/10	42.9%	57.1%
	10/11	85.0%	15.0%

* Note: fall-to-spring growth cannot be calculated for the kindergarten students because NWEA does not provide national norms for the Primary Reading or Primary Mathematics assessments.

Figure 4: Student Growth by School Year and Subject



Minnesota Comprehensive Assessments – Series II

The Minnesota Comprehensive Assessments – Series II/III (MCA-II/III) is a mandatory statewide assessment of reading and mathematics performance in grades 3-8, reading in grade 10, and mathematics in grade 11. The MCA-II is used to measure students’ progress toward mastery of Minnesota’s academic standards and was first administered in spring 2006.

Performance on the MCA-II/III is reported in scaled scores and achievement levels (does not meet expectations, partially meets expectations, meets expectations, exceeds expectations). Those students who achieve ‘meets expectations’ and ‘exceeds expectations’ are identified as having proficiency with Minnesota’s academic standards by the Minnesota Department of Education.

One of Fafa’s standards was that students will perform at or above district-wide proficiency levels on the MCA-II/III. Table 8 shows the proportion of students who scored proficient on the Reading and Mathematics portions of the MCA-II at Fafa, Minneapolis Public School district and Minnesota public

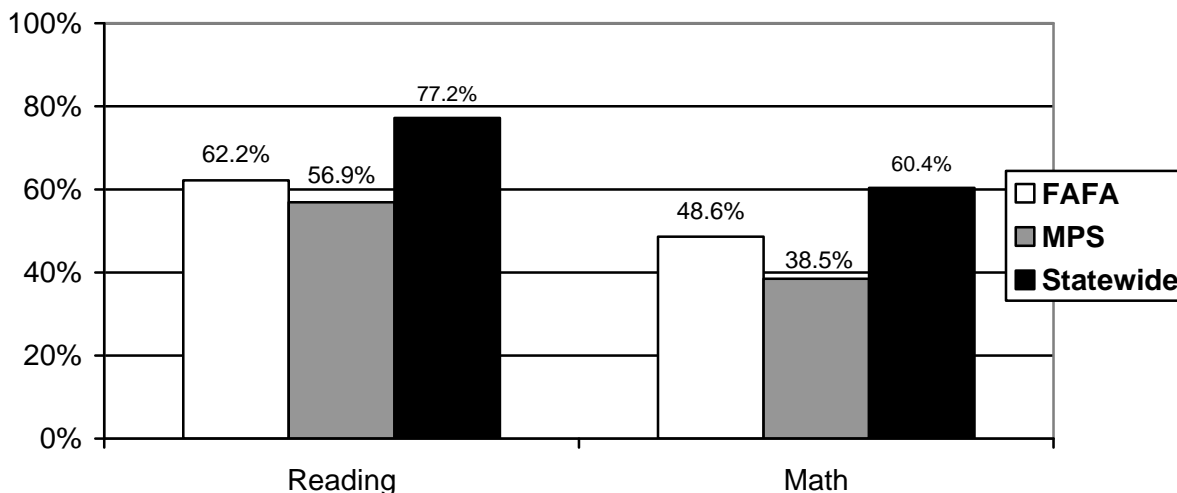
schools over the last five years. As can be seen in Table 4, the proportion of FAFA students scoring at or above proficiency on the Reading MCA-II was 62.2% and this was higher than at MPS and statewide proportions. For mathematics, the proportion of students proficient at FAFA (48.6%) was higher than MPS but lower than statewide proportions.

A second goal of FAFA was that the proportion of proficient students will increase each school year. Proficiency rates increased in 2010-2011 compared to the previous year. Reading saw an increase in proficiency of +22.2% and mathematics more than doubled with an increase of +28.6%.

Table 4: Proportion of Students Enrolled in FAFA, Minneapolis Public School District, and Across Minnesota Scoring At or Above Proficiency over the last five Administrations of the MCA-II

Year	N	Reading			Mathematics		
		FAFA	Minneapolis	Statewide	FAFA	Minneapolis	Statewide
2011 (Grades 3-6)	37	62.2%	56.9%	77.2%	48.6%	38.5%	60.4%
2010 (Grades 3-6)	50	40.0%	51.5%	72.3%	20.0%	48.1%	65.9%
2009 (Grades 3-5)	38	52.6%	53.7%	75.0%	34.2%	58.5%	74.1%
2008 (Grades 3-4)	29	48.3%	51.8%	75.6%	37.9%	58.1%	76.5%
2007 (Grades 4, 6)	21	28.6%	48.2%	69.0%	28.6%	49.0%	66.9%

Figure 5: Proficiency Rates in Reading and Math at FAFA, MPS, and Statewide



Adequate Yearly Progress (AYP) under the federal No Child Left Behind Act (NCLB) reports are not yet available from MDE.

Kindergarten and First Grade Assessments

MPS administered a district-development test designed to assess reading and mathematics skills of kindergarten and first graders in the fall of 2010 and spring of 2011.

The grade 1 test used two domains to project MCA-II proficiency (meets or exceeds standards, partially meets standards, or does not meet standards): the Words Per Minute domain is used to predict MCA reading scores and Total Numeracy to predict MCA mathematics. Students scoring at or above 55 words per minute would be predicted to Meet or Exceed standards in reading on the third grade MCA assessment; students scoring 189 or more on the Total Numeracy would be predicted to Meet or Exceed standards in math on the third grade MCA assessment. In the spring, most (68.8%) first graders taking the test were projected to be proficient on the MCA-II in reading and one-fourth (26.7%) were projected to be proficient in mathematics. Table 5 below shows a breakdown of projected proficiency levels for reading and mathematics.

Table 5: Number and Proportion of Students Projected to Score as Meets or Exceeds, Partially Meets, or Does Not Meet on the MCA-II

	Meets or exceeds	Partially meets	Does not meet
Words Per Minute	11 (68.8%)	3 (18.8%)	2 (12.5%)
Total Numeracy	4 (26.7%)	8 (53.3%)	3 (20.0%)

The kindergarten test also classifies results in terms of projected MCA-II proficiency (meets or exceeds standards, partially meets standards, or does not meet standards), however for reading students have three measures by which to project proficiency (Phonemic Awareness, Alphabetic Principles, and Language Domain) and one for math (Total Numeracy). In the spring, 7 (31.8%) of students were projected to be proficient on the MCA-II in reading in Phonemic Awareness, 22 (100%) on Alphabetic Principles, and 3 (13.6%) on the Language Domain. For mathematics, 21 (95.5%) projected to be proficient. Table 6 below shows a breakdown of projected proficiency levels for reading and mathematics.

Table 6: Number and Proportion of Students Projected to Score as Does Not Meet, Partially Meets, or Meets or Exceeds on the MCA-II

	Meets or exceeds	Partially meets	Does not meet
Phonemic Awareness	7 (31.8%)	6 (27.3%)	9 (40.9%)
Alphabetic Principles	22 (100%)	0 (0.0%)	0 (0.0%)
Literacy Domain	3 (13.6%)	8 (36.4%)	11 (50.0%)
Total Numeracy	21 (95.5%)	0 (0.0%)	1 (4.5%)

SCHOOL OPERATIONAL PERFORMANCE

Program Satisfaction

For the past several years, each spring, FAFA had administered satisfaction surveys to students and parents of FAFA students. FAFA's goal is that at least 85% of parents and students will be satisfied with FAFA's program. In 2010-2011, FAFA chose not to administer either of the surveys.

Cambridge and Office of New Schools Review

FAFA took a closer look at the culture and achievement of the school through a thorough review by Cambridge Education and Office of New Schools/Minneapolis Public Schools on January 31 and February 1, 2011. Ken Bryan of Cambridge Education reviewed the school and rated the school on several domains. Key findings from the report are as follows:

- Most students (and especially special education students) make excellent progress as measured by academic growth from fall to spring.
- Students are well behaved and have developed positive relationships with each other and with FAFA staff.
- FAFA has developed effective and positive links with parents, families, and the local community; the quality of these relationships has had positive impacts on the academic and social development of students.
- The fine arts programming enriches the academic curriculum and motivates and enables students to develop a wide range of skills and knowledge.
- The school has improved instructional leadership (e.g. hiring a new academic director) and the improvements have led to enhanced planning, professional development, and rigor in the use of data.

The review also noted several areas where FAFA could continue to improve:

- Improve the quality of teaching by:
 - Ensure learning objectives are in student-friendly language and are revisited throughout each lesson
 - Use data to modify instruction using differing levels of questioning and vocabulary and planning more hands-on and investigative activities
 - Deepen teachers' subject knowledge
 - Using technology to enhance instruction
 - Increasing the level of challenge for higher achieving students
- Ensure that the monitoring and evaluation system focuses on student outcomes
- Strengthen the work of the school's Board to ensure that all statutory duties are conducted and that the Board evaluates school leadership.
- Increase student engagement by establishing a student council and providing opportunities for students to take more responsibility in the classroom and school.

SUCCESSSES, INNOVATIVE AND BEST PRACTICES, IMPLEMENTATION, CHALLENGES AND STRATEGIES, AND FUTURE PLANS

In its tenth year of operation, Fafa has experienced a number of program successes and utilized a number of innovative and best practices. Fafa also experienced some challenges and has strategies to address those challenges and plans for future student success.

Successes, Innovative and Best Practices, and Implementation:

- ❖ Fafa implemented a system-wide process on academic achievement, curriculum, and assessment. Successes included:
 - Students showed strong academic growth as measured by the MAP assessment with 90% of students showing Above Growth in reading and 85% in Math.
 - Students improved their achievement on the MCA-II/III assessment in both reading and mathematics.
 - Improvements in instructional leadership led to consistency in planning, professional development, and rigor in data-driven instructional delivery. This refocusing resulted in a well-organized and harmonious learning community.
 - Fafa continued to reach out to and augment links with parents, families, and the community with a measured impact on academic and personal development of students.
 - The curriculum was upgraded in 2010-2011 for language arts and mathematics to compliment the fine arts program and enable students to develop a wide range of skills, knowledge, and learning motivations.

Challenges and Strategies:

- ❖ Fafa faced the challenge of continuing proactive strategies to address a range of academic and operation areas including: curriculum and instructional practices with the implementation of SIOP training, professional learning communities to provide increased opportunities for teacher modeling of implementation strategies in classrooms, team meetings, coaching, and creating culturally responsive classrooms.

Future Plans:

- ❖ To improve student achievement, Fafa has and plans to continue to develop and strengthen the supports offered through partnerships with external agencies such as Hamline University, Center for School Change, and MDE through Quality Compensation.
- ❖ Plans are in place for continued, focused professional development for the leadership team, teachers, and support staff in collaboration with Fafa's principal to create a strategic vision for continuous development and engaging stakeholders in academic and operation improvements.
- ❖ Fafa will implement the Common Core Standards in literacy, social studies, and science, and math during the 2011-2012 school year to provide a consistent, clear understanding of academic standards for students that reflect the knowledge and skills students need for success in college and careers.

FINANCES

FAPA will submit audited financial information to Minneapolis Public Schools and the Minnesota Department of Education on or before December 31, 2011.

DISTRICT NBR-TYPE 4079-07 UNAUDITED
 DISTRICT NAME: FRIENDSHIP ACDMY OF FINE ARTS CHTR.
 ECSU 11 ESV REGION 9

MINNESOTA DEPARTMENT OF EDUCATION
 REVENUE SUMMARY REPORT

FNA02040790711
 RUN DATE 09/14/11
 DATA AS OF 09/14/11

DATA YEAR 10-11	GENERAL FUND	FOOD SERVICE FUND	COMMUNITY SERVICE FUND	OPERATING FUNDS TOTAL	TOTAL ALL FUNDS
REVENUE SOURCE					
001-020 LOCAL TAXES				*	
021-099 OTHER LOCAL	16,872.47			16,872.47 *	16,872.47
200-299 GENERAL STATE AID	898,696.19			898,696.19 *	898,696.19
300-371 STATE SUPPORT PRG	181,452.67	59,068.01		240,520.68 *	240,520.68
381-499 FEDERAL THRU SDE	43,463.52			43,463.52 *	43,463.52
500-599 FEDERAL DIRECT				*	
601-622 SALES&CONVERSION				*	
625-629 INS REC & OTHER				*	
TOTAL REVENUES	1,140,484.85	59,068.01		1,199,552.86 *	1,199,552.86

OTHER FINANCING SOURCES					
623-624 PROP/EQUIP. SALES				*	
631-639 BONDS AND LOANS				*	
640-649 TRANSFERS				*	
TOT.OTHER FINANCE					
DESIGNATED REV				*	
UNDESIGNATED REV	1,140,484.85	59,068.01		1,199,552.86 *	1,199,552.86

	BLDG CONSTR FUND	DEBT SERVICE FUND	TRUST FUND	AGENCY FUND	INTERNAL SERVICE FUND	
REVENUE SOURCE						
001-020 LOCAL TAXES					*	
021-099 OTHER LOCAL					*	16,872.47
200-299 GENERAL STATE AID					*	898,696.19
300-371 STATE SUPPORT PRG					*	240,520.68
381-499 FEDERAL THRU SDE					*	43,463.52
500-599 FEDERAL DIRECT					*	
601-622 SALES&CONVERSION					*	
625-629 INS REC & OTHER					*	
TOTAL REVENUE					*	1,199,552.86
OTHER FINANCING SOURCES						
623-624 PROP/EQUIP. SALES					*	
631-639 BONDS AND LOANS					*	
640-649 TRANSFERS					*	
TOT.OTHER FINANCE						
DESIGNATED REV.					*	
UNDESIGNATED REV.					*	1,199,552.86

	OPEB REV TRUST FUND	OPEB IRREV TRUST FUND	OPEB DEBT SERVICE FUND	NON-OPERATING FUNDS TOTAL	TOTAL ALL FUNDS
REVENUE SOURCE					
001-020 LOCAL TAXES				*	
021-099 OTHER LOCAL				*	16,872.47
200-299 GENERAL STATE AID				*	898,696.19
300-371 STATE SUPPORT PRG				*	240,520.68
381-499 FEDERAL THRU SDE				*	43,463.52
500-599 FEDERAL DIRECT				*	
601-622 SALES&CONVERSION				*	
625-629 INS REC & OTHER				*	
TOTAL REVENUE				*	1,199,552.86
OTHER FINANCING SOURCES					
623-624 PROP/EQUIP. SALES				*	
631-639 BONDS AND LOANS				*	

DISTRICT NBR-TYPE 4079-07 UNAUDITED MINNESOTA DEPARTMENT OF EDUCATION
 DISTRICT NAME: FRIENDSHIP ACDMY OF FINE ARTS CHTR. EXPENDITURE SUMMARY REPORT
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 RUN 09/14/11 PAGE 1
 DATA AS OF 09/14/11

DATA YEAR 10-11	GENERAL FUND	FOOD SERVICE FUND	COMMUNITY SERVICE FUND	OPERATING FUNDS TOTAL	TOTAL ALL FUNDS
EXPENDITURE DIMENSION					
ORGANIZATION					
00 DISTRICTWIDE	407,343.60			407,343.60 *	407,343.60
10 ELEMENTARY SCHOOLS	676,185.92	75,318.43		751,504.35 *	751,504.35
20 MIDDLE SCHOOLS				*	
31 JUNIOR HIGH SCHOOLS				*	
32 SENIOR HIGH SCHOOLS				*	
33 SECONDARY SCHOOLS				*	
40 OPEN/K12 SCHOOLS				*	
41-46 ALTERNATIVE PROGRAM				*	
50-60 SPECIAL ED/SEC.VOC.				*	
70-75 SPECIAL PROGRAMS				*	
76-79 CARE AND TREATMENT				*	
80-90 COMM& ADULT ED/MISC				*	
99 HOME SCHOOL SITES				*	
TOTAL	1,083,529.52	75,318.43		1,158,847.95 *	1,158,847.95
PROGRAM					
000-099 DISTRICT&SCH.ADM.	76,044.33			76,044.33 *	76,044.33
100-199 DISTRICT SUPP SRV	163,992.11			163,992.11 *	163,992.11
200-299 REGULAR INSTRUCT.	586,440.40			586,440.40 *	586,440.40
300-399 VOCATIONAL INSTR.				*	
400-499 SPEC. ED INSTR.	87,332.48			87,332.48 *	87,332.48
500-599 COMMUNITY EDUCATN				*	
600-699 INSTRUCT.SUPP.SRV	1,163.04			1,163.04 *	1,163.04
700-799 PUPIL SUPPORT SRV	1,250.00	75,318.43		76,568.43 *	76,568.43
800-899 SITES-BLDG,EQUIP.	145,025.54			145,025.54 *	145,025.54
900-999 FISCAL AND OTHER	22,281.62			22,281.62 *	22,281.62
TOTAL	1,083,529.52	75,318.43		1,158,847.95 *	1,158,847.95
OBJECT					
100-199 SALARY AND WAGES	498,938.65	12,479.00		511,417.65 *	511,417.65
200-299 EMPLOYEE BENEFITS	111,383.09	809.30		112,192.39 *	112,192.39
300-399 PURCHASED SERVICE	389,952.72			389,952.72 *	389,952.72
400-499 SUPPLIES&MATERIAL	44,111.18	62,030.13		106,141.31 *	106,141.31
500-599 CAPITAL EXPENDIT.	10,850.55			10,850.55 *	10,850.55
590-599 OTHER CAPITAL EXP				*	
700-799 DEBT SERVICE	20,541.00			20,541.00 *	20,541.00
800-899 OTHER EXPENSE	7,752.33			7,752.33 *	7,752.33
TOTAL	1,083,529.52	75,318.43		1,158,847.95 *	1,158,847.95
OTHER FINANCING USES					
589 LEASE TRANSACTION				*	
900-999 TRANSFRS&BOND REF				*	
TOTAL OTHER FIN. USES				*	
DESIGNATED EXPENDITURES					
UNDESIGNATED EXPENDITURES	1,083,529.52	75,318.43		1,158,847.95 *	1,158,847.95
TOTAL	1,083,529.52	75,318.43		1,158,847.95 *	1,158,847.95

MINNESOTA DEPARTMENT OF EDUCATION				GNL03540790711		
DISTRICT NBR-TYPE: 4079-07 ESVRGN 9				RUN 09/14/11 PAGE 1		
DISTRICT NAME: FRIENDSHIP ACADMY OF FINE ARTS				CHTR.BALANCE SHEET -- UNAUDITED DATA AS OF 09/14/11		
DATA YEAR 10-11		GENERAL FUND	FOOD SERVICE FUND	COMMUNITY SERVICE FUND	OPERATING FUNDS TOTAL	TOTAL ALL FUNDS
ASSETS						
CASH/PETTY CSH/C.W.F.A.	105,071.15				105,071.15 *	105,071.15
INVESTMENTS	55,335.37				55,335.37 *	55,335.37
CUR.PROP.TAX REC'BLE						
DELINQ.PROP.TAX.REC.						
ACCOUNTS RECEIVABLE	20,029.52				20,029.52 *	20,029.52
DUE FROM OTHER FUNDS						
DUE FR OTHER MN DIST						
DUE FROM MDE	262,966.67		5,399.66		268,366.33 *	268,366.33
DUE FROM OTHR GOV UNITS						
INVENTORIES						
PREPAID EXP/OTHR ASSETS						
TOTAL ASSETS	443,402.71		5,399.66		448,802.37 *	448,802.37
LIABILITIES						
SALARIES PAYABLE	27,144.58				27,144.58 *	27,144.58
OUT.CI'S/OR NOT PD/RVRP	36,000.00				36,000.00 *	36,000.00
DUE TO OTHER FUNDS						
CURRENT PAYABLES	13,516.20		1,412.71		14,928.91 *	14,928.91
DUE TO OTHER MN DIST						
DUE TO OTHER GOV'T						
PROP TAX SHIFT ADJ						
ADV UNEARNED GEN ED						
PAYROLL DEDUCTIONS	933.78				933.78 *	933.78
CONST CONTRACT PAY						
DEFERRED REVENUE						
DEF REV-DELINQ TAXES						
PROP TAX FOR SUB YRS						
CAPITAL LEASE PAY						
SEP&SEVERANCE PAYBLE						
CAP LEASE PAYABLE						
COMPENSATED ABCS PAY						
TOTAL LIABILITIES	77,594.56		1,412.71		79,007.27 *	79,007.27
FUND BALANCE						
RSVD EQUIPMENT						
RSVD FACILITIES						
RST/RVD STAFF DEV						
RST/RVD DEFER MAINT						
RST/RVD HEALTH/SAFE						
RST/RVD CAPITAL PROJ						
RST/RVD COOP REVENUE						
RST/RVD ALTERNAT FAC						
RSVD FOR UNEMPLOYMEN						
RST/RVD SEVERNCE PAY						
RSVD:BUS PURCH/BLDG CON						
RST/RVD OPERATE DEBT						
NET SOD						
RST/RVD LEVY REDUCT						
CMTD SEVER INS PREM						
RSVD ENCUMBRANCES						
UNDESIGNATE.FUND BAL	365,808.15		3,986.95		369,795.10 *	369,795.10
RST/RVD CERTN TEACHR						
RST/RVD FOR OP CAPIT						
RST/RVD FOR BOND RFD						
RST/RVD \$25 TACONITE						
RST/RVD DISABLRD ACC						
RST/RVD LEARN & DEV						
RSVD PARENTAL INVOLV						
RST/RVD COMMUNITY ED						
RST/RVD E.C.F.E.						
RSVD STU TRAN SAFETY						
RST/RVD AREA LEARN C						
RST/RVD CONTR ALT PR						
RST/RVD ST ALT PROG						
RSVD GS STAFF DEV						
RST/RVD GIFTED/TALEN						
RSVD GRAD STAND FY99						
RST/RVD BASIC SKILLS						
RSVD CLASS SIZE REDU						
RSVD TELECOMM ACCESS						
RST/RVD SCHOOL READI						
RST/RVD CAREER/TECH						
RST/RVD FIRST GR PRE						
RST/RVD ADULT BASIC						
RST/RVD SAFE SCHOOLS						
RST/RVD PRE KINDERG						
RST/RVD QZAB/QSCB PA						
RST/RVD OPEB BOND PR						
RST/RVD UNFNDED SEVE						
TOTAL FUND BALANCE	365,808.15		3,986.95		369,795.10 *	369,795.10
TOTAL LIABILITIES&FB	443,402.71		5,399.66		448,802.37 *	448,802.37

STAFFING

After opening, FAFA experienced comparatively higher rates of turnover among teaching and non-teaching staff. Between 2004-2005 and 2006-2007, FAFA experienced a decrease in turnover rates among both teaching and non-teaching staff. This year, FAFA experienced a higher turnover rate among teaching staff (57.1%) and no turnover for non-teaching staff (0.0%). It is important to note that because FAFA maintains a small number of staff, a change of one staff member represents a large percentage of overall turnover rate. As a result, proportions in Table 7 below should be interpreted cautiously.

Table 7: Turnover Rates Among Teaching and Non-Teaching Staff at FAFA

	Teaching Staff	Non-teaching Staff	Total
2010-2011	57.1%	0.0%	22.2%
2009-2010	0.0%	0.0%	0.0%
2008-2009	0.0%	11.1%	6.25%
2007-2008	28.6%	10.0%	17.6%
2006-2007	14.3%	0.0%	4.8%
2005-2006	0.0%	7.7%	5.3%
2004-2005	0.0%	9.1%	6.3%

Table 8 below shows all staff employed at FAFA for the 2010-2011 year, their position, and whether or not he or she will be returning for the 2011-2012 year.

Table 8: FAFA Staff

Name	File Folder	Position	FTE	10-11	11-12 Status?	Reason for change?
Ethel Norwood		Director	1.0	Y	Y	
Datrica Chukwu		Academic Director	1.0	Y	Y	
Marian Langley		Clerk/Student Support	1.0	Y	Y	
Verlon Laird		Clerk/Student Support	1.0	Y	Y	
Juan Effiom		Marketing/Curriculum Coordinator	1.0	Y	Y	
Carr Kpanyor	394524	Special Education	0.5	Y	Y	
Anna Nelson	444590	Kindergarten	1.0	Y	Y	
Marcia Hokenson	364390	1st Grade	1.0	Y	N	
Lisbeth Le Salle	395818	2nd grade	1.0	Y	Y	
Stephanie Smith	387665	3rd Grade	1.0	Y	N	
Magalenn Cotton	333669	4th Grade	1.0	Y	N	
Sarah Pahl	440572	5th Grade	1.0	Y	N	
Carr Kpanyor	394524	6th Grade	1.0	Y	Y	
Romayne Abeyesekera		Music	Consultant	Y	Y	
Julia Sabal		Educational Assistant	1.0	Y	Y	
Terracelyn Smith		Educational Assistant	1.0	Y	Y	
Keturah White		Educational Assistant	1.0	Y	Y	
Evette Nance		Educational Assistant	0.5	Y	Y	

A total of five new staff will be joining FAFA in 2011-2012 as displayed in Table 9 below.

Table 9: New FAFA Staff

Name	File Folder	Position	FTE
Phebe Carr		1st Grade	1.0
Jessica Horn		3rd Grade	1.0
Laurie Johnson		4th Grade	1.0
Renata Luuka		5th Grade	1.0
Kendal Beard		6th Grade	1.0



GOVERNANCE AND MANAGEMENT

For 2010-2011, there were five seated members of FAFA's governing board. Three board members represented the community with one representing parents and one staff. Table 10 below displays the 2010-2011 FAFA board.

Table 10: FAFA's Board of Directors

Name	Board Position	Group Represented	Contact Information	Date Seated
Mary Riley	Chair	Community	612-879-6703	2001
Wendy Hines	Treasurer	Community	612-879-6703	2001
Nell Collier	Secretary	Community	612-879-6703	July 2010
Keturah White	Director	Parent	612-879-6703	July 2010
Anna Nelson	Director	Staff	612-879-6703	December 2010

Note that regular meetings of the Board of Directors were held monthly. In addition, each Board Member had one vote. The affirmative vote of a majority of a quorum of voting members constituted a duly authorized action of the members.



PROFESSIONAL DEVELOPMENT

Fafa implemented a professional development plan throughout the 2010-2011 school year. The plan was developed by the school's Board of Directors and the school's director. Table 11 below displays the date, brief description of the professional development activities, and time spent on the activities. As can be seen in the table, Fafa teachers and administrators participated in a number of various professional development activities throughout the school year, all aimed at improving student achievement for a total of 111 hours.

Table 11: Fafa 2010-2011 Professional Development

Date(s)	Description	Time
August 2010 – October 2010	Professional Knowledge: Declarative skills, instruction and disposition, and individual learning plans connected to units and lesson plans	8 hours
August 2010 – January 2011	Culturally-relevant differentiated teaching instruction on all academic subjects including the arts, focus on interpersonal skills and establish an intercultural development inventory and develop a 3 year plan	8 hours
August 2010 – May 2011	Mentoring/leader training, focus on leadership skills for teachers and administrators	34 hours
August 2010 – October 2010	Communication to students, parents, and between staff, individual learning plans connected to units and lesson plans	4 hours
September 2010 – May 2011	Coaching: Implementing data-directed instruction for rigor and learning	33 hours
October 2010 – May 2011	Pedagogy Knowledge: Philosophy of learning and instruction	16 hours
November 2010 – May 2011	Cross-cultural communication to student, parents, and between staff	8 hours

ABOUT ACET, INC.

Established in 1998, ACET is an independent research group specializing in the evaluation of educational and community-based programs. Our group has extensive experience evaluating multi-year, multi-site statewide and national initiatives aimed at improving the lives of youth and families, and in providing positive outreach to various communities. ACET's mission is to "provide services to improve organizational effectiveness and build evaluation capacity."

ACET has served as the principal evaluator for several local, statewide, and federal programs and initiatives funded by organizations such as the Minnesota Department of Human Services, the Minnesota Office of Higher Education, and the U.S. Department of Health and Human Services. We have provided evaluation technical assistance and offered training sessions to over 50 organizations that have a widespread impact on varied groups, including youth and adults recovering from chemical dependency, children at risk for academic failure, and adults receiving health and prevention services. Our company has also provided evaluation assistance to organizations that empower individuals to develop peaceful relationships, eliminate violence, and establish outreach efforts to parents and community members.

Contributors to this report include:

Joseph Curiel, M.A.

Kirsten L. Rewey, Ph.D.

Stella SiWan Zimmerman, M.A.

APPENDIX A

Registration with Minnesota Attorney General's Office

Please note that the Minnesota Attorney General's Office has FAFA listed as a K-4 school rather than a K-8 school. FAFA is working with the Attorney General's Office to resolve this discrepancy.

THE OFFICIAL WEBSITE OF THE OFFICE OF THE MINNESOTA ATTORNEY GENERAL



The Office of Attorney General Lori Swanson

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Minnesota Attorney General's Office

1400 Bremer Tower

445 Minnesota

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St. Paul, MN 55101

(651) 296-3353

(800) 657-3787

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297-7206

TTY:(800)

366-4812

Search Results

Organization Name **FRIENDSHIP FINE ARTS ACADEMY CHARTER SCHOOL**
 Federal ID# **311756049**
 For Fiscal Year Ending **6/30/2010**

Income

Direct Public Support	\$9,342
Government Grants	\$0
Other Revenue	\$1,253,513
Total Revenue	\$1,262,855

Expenses

Amount Spent for Program or Charitable Purposes	\$869,522
Management/General Expense	\$272,175
Fundraising Expense	\$0
Total Expenses	\$1,141,697

Excess/Deficit	\$121,158
Total Assets	\$538,395
Total Liabilities	\$125,815
End of Year Fund Bal/Net Worth	\$412,580

[Try Another Search](#)

Charities

APPENDIX B

Application for Enrollment



FRIENDSHIP ACADEMY OF FINE ARTS

310 E. 38th Street Minneapolis, MN 55409 (612) 879-6703 (612) 879-6707 FAX www.friendshipacademy.org

Student Application For Admission

Please print all information clearly:

Student's Information:

Last Name: _____ First: _____ Grade: _____

Parent's Information:

Last Name _____ First: _____

Address: _____

City: _____ State: _____ Zip: _____

Day Phone: _____ Evening Phone: _____

Emergency Information:

Last Name: _____ First: _____

Day Phone: _____ Evening Phone: _____

Relationship to student: _____

Parent Signature _____ **Date** _____

APPENDIX C

Enrollment and Admissions Policy



FRIENDSHIP ACADEMY OF FINE ARTS

310 E. 38th Street Minneapolis, MN 55409 (612) 879-6703 (612) 879-6707 FAX www.friendshipacademy.org

Admission and Enrollment Policy Of Friendship Academy of Fine Arts

Admission Requirement of Friendship Academy of Fine Arts

- 1.1.1 Friendship Academy of Fine Arts policy is open enrollment to all students in the appropriate grades of Kindergarten through sixth grade.
- 1.2 Friendship Academy of Fine Arts does not limit admission to pupil on the basis of intellectual ability, measures of achievement or aptitude, or athletic ability.
- 1.3 Friendship Academy of Fine Arts enroll an eligible pupil who submits a timely Application, unless the number exceeds the capacity of the program, class, or grade level. In such cases, selection shall be by lot. A student continuing for the next year will be re-enrolled for the next year with out re-application. Sibling of an already enrolled student will be given priority in admission over students in the lottery pool.
- 1.4 Friendship Academy of Fine Arts will notify student and parent or guardian when the school encounter applications for enrollment surpass the capacity of the school and the application for admission is declined.
- 1.5 Friendship Academy of Fine Arts request an application for admission be completed by parent or guardian.
- 1.6 Friendship Academy of Fine Arts review parents completed admission form, provide any and all requested information about program and transportation to parent and upon request, admission to enroll is completed.
- 1.7 Friendship Academy of Fine Arts enrollment form and necessary documentations for placement is completed for each student by parent and enrollment process is complete.

APPENDIX D

Enrollment Form



FRIENDSHIP ACADEMY OF FINE ARTS

310 E. 38th Street Minneapolis, MN 55409 (612) 879-6703 (612) 879-6707 FAX www.friendshipacademy.org

Admission Form District # 4079

“Educating Students for a Successful Global Future through the Arts”

Enrolled Date _____

Grade _____

Student _____

First

Middle

Last

Address _____

City _____ State _____ Zip Code _____ Phone () _____

Birth Date ____/____/____ Sex M ___ F ___ Social Security # _____ - _____ - _____
Month Day Year

Father's Name _____ Day Phone _____ Evening Phone _____

Address if different than child's _____

Mother's Name _____ Day Phone _____ Evening Phone _____

Address if different than child's _____

Last year's school / preschool _____ Last year's grade _____

School Address _____ School Phone# _____

School City _____ State _____ Zip Code _____

Did the student receive Special Education Services addressed by an IEP? ___ Yes ___ NO

Please provide an emergency contact person (other than parent)

First and Last Name	Relationship to Student	Telephone #
---------------------	-------------------------	-------------

How did you hear about Friendship Academy of Fine Arts Charter School?

A friend ___ Media ___ Newspaper Ad ___ Community Meeting ___ Church ___
Website ___ Radio ___ Business Org. ___ Flyer ___ Other ___

Parent Signature _____ Date _____

Revised 7-30-07R