

FRIENDSHIP ACADEMY OF FINE ARTS CHARTER SCHOOL

2010 Annual Report on Curriculum, Instruction and Student Achievement



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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 eighth year of operation. The key findings are as follows:

- 3 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 (MCA-II), the Work Sampling Summary (WSS) including an arts rubric, and a MPS district-developed assessment.

 - FAFA utilized the MAP for the first time and nearly half (43.1%) of students made one year's growth or more in reading and over half (55.7%) made one year's growth or more in mathematics.
 - On the MCA-II mandatory statewide assessment of reading and mathematics performance, FAFA students scored below both MPS and Statewide performance in both reading and mathematics.
 - FAFA is transitioning from the Work Sampling Summary (WSS) to the MAP; therefore, FAFA chose to administer the WSS and arts rubric only in the fall of 2009. No results on goals are presented.
 - On the MPS district-developed assessments most first graders were projected to be proficient on the MCA-II in reading and mathematics while less than half of kindergarten students were projected to be proficient in reading and mathematics.
- 3 Non-Academic Goals:** FAFA surveyed students and parents to assess satisfaction with FAFA programs.

 - FAFA set the goal that 85% of students and parents surveyed would express satisfaction across 4 domains: (1) Academic Achievement and Motivation; (2) School Climate; (3) Parental Involvement; and (4) Decision Making.
 - § FAFA met its satisfaction goal for students in only the Academic Achievement and Motivation domain.
 - § FAFA met its satisfaction goal for parents in all of the 4 survey domains.
 - § On open-ended survey items parents were generally positive indicating that FAFA did well in delivering individual attention to students, had quality teachers and staff, and had communicated with and kept parents involved in the school. Parents suggested certain program improvements, improvements to student discipline, and more activities.
 - § The vast majority of FAFA parents indicated they were happy with their child's experience at FAFA
 - § Most parents indicated it was not their first year as a FAFA parent.
- 3 Innovative Practices and Implementation, Challenges, and Future Plans:**

 - FAFA implemented a system-wide process on academic achievement, curriculum, and assessment. Successes included:
 - § The Brainchild and MAP assessments that permitted intensive and constructive assessment of students learning, allowing teaching staff to align instructional strategies with results.
 - § A focus on family involvement with families and students.
 - § The professional development plan implementation facilitated greater learning, understanding, and improved leadership skills for staff.
 - § Teaching staff shared ongoing feedback with one another and were more receptive to scheduling changes that deliver more instructional time and strategies for students.
 - § Teachers experienced more engaging and positive interaction with students. In turn, students showed greater self-efficacy toward learning.
 - § FAFA continued to infuse cultural pluralization throughout learning.

Challenges and strategies included:

- § Maintaining focus on the top five priority goals.
- § FAFA faced the challenge of increasing student achievement to attain grade level proficiency. Professional development priorities are being designed and adjusted to address this challenge for 2010-2011.



“I am very pleased with the outcome of my child at FAFA. He is doing excellent and it makes me a proud mom.”

“She’s learning a lot and loves to tell and show it.”

Several FAFA Parents' Responses to Parent Survey question: “Overall, are you happy with your child’s experience at FAFA?”

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 non-profit trust registered 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 2009-2010 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).

Please note that, in the accountability plan below, Fafa has shifted one measurement tool from the Computerized Achievement Levels Test (CALT) in 2008-2009 to the Measures of Academic Progress (MAP) for 2009-2010. As a result, the 2009-2010 year will be a baseline year and will establish initial rates of performance for the MAP standard and growth indicators of success.

Table 1: Fafa's 2009-2010 Accountability Plan

Academic Goals	Measurements	Indicators of Success
Increase students' academic knowledge in reading and math.	Measures of Academic Progress (MAP) Reading, and Mathematics	<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%. <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.
	Work Sampling System Reading & Math	<u>Standard:</u> At least 75% of K-6 grade students will be at the 'In Process' or 'Proficient' Levels on the Language & Literacy and Mathematical Thinking portions of the WSS by spring. <u>Growth:</u> Students, on average, will show a significant increase from pre-to-post on the Language & Literacy and Mathematical Thinking portions of the WSS.
	Minnesota Comprehensive Assessments-Series II (MCA-II)	<u>Standard:</u> Tested students will perform at or above district-wide averages on the MCA-II. <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.)
Increase students' knowledge in the arts.	Art Domain Checklist	<u>Standard:</u> All students will be "In Process" or "Proficient" when demonstrating, creating, performing, and responding to an art form at their level of awareness and understanding at the end of each school year. <u>Growth:</u> Students, on average, will show a significant increase in the arts domain from pre-to-post.
Non-Academic Goals	Measurements	Indicators of Success
Increase parents, students 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 and students (of those who respond) will be satisfied with the school's program by year 3 of Fafa operation.
Ensure students are well adjusted personally and socially.	Work Sampling Personal and Social Domain Checklist	<u>Standard:</u> At least 75% of K-6 grade students will be at the In Process or Proficient Level by year 3 of Fafa operation. <u>Growth:</u> Students, on average, will show a significant increase from pre-to-post.

SCHOOL PROGRAM, SCHOOL ENROLLMENT, AND STUDENT ATTRITION

Sponsor

Minneapolis Public Schools
Jon Bacal
612-290-7438

FAFA opened in 2001
Contracts were renewed in 2004 (three years), 2006 (two years), 2008 (two years), and 2010 (one year). The current contract ends in 2010-2011.

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 September 1, 2009 through June 8, 2010. The school day at FAFA ran from 10:00 am to 4:30 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, two specialists (Music and Special Education), four educational assistants, and three administrative/support staff to serve 120 students in grades K-6. The overall student to classroom teacher ratio for 2009-2010 was 17.1:1.

Enrollment

FAFA requests that parents/guardians of prospective FAFA students complete an enrollment application (see Appendix C) which requests minimal information: student's name, grade, and parent/guardian contact information. As outlined in their enrollment policies and procedures (see Appendix D), 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 E).

Characteristics of FAFA Students

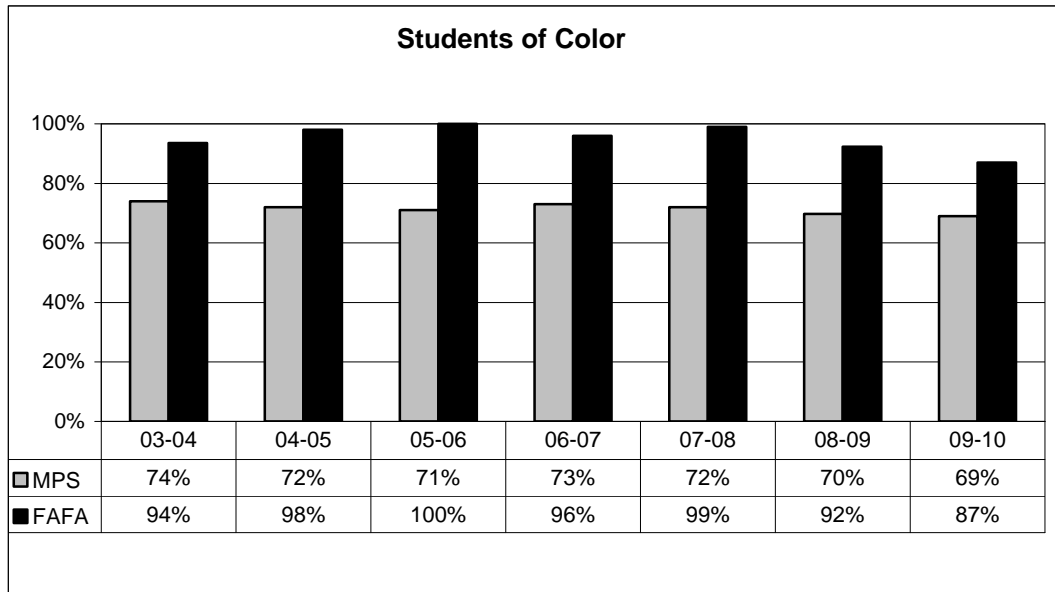
Enrollment at FAFA has doubled since the school's opening in 2001. In 2009-2010, the majority of students were students of color (87%) and qualified for free or reduced lunch (98%). Table 2 below shows a number of important demographic characteristics of FAFA students including gender and ethnicity.

Table 2: Characteristics of FAFA Students

Year (Grade levels)	03-04 (K-5)	04-05 (K-6)	05-06 (K-6)	06-07 (K-6)	07-08 (K-6)	08-09 (K-6)	09-10 (K-6)
Enrollment	66	94	92	101	114	104	120
Average Daily Membership ¹	56.53	90.52	91.03	94.53	104.17	105.92	121.03
Male	27 (41%)	48 (51%)	45 (49%)	56 (55%)	51 (45%)	53 (51%)	58 (48%)
Female	39 (59%)	46 (49%)	47 (51%)	45 (46%)	63 (55%)	51 (49%)	62 (52%)
Race/Ethnicity							
American Indian	0 (0%)	0 (0%)	0 (0%)	2 (2%)	3 (3%)	0 (0%)	0 (0%)
Asian/Pacific Islander	2 (3%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Black/Non-Hispanic	59 (89%)	88 (94%)	90 (98%)	94 (93%)	101 (87%)	91 (88%)	100 (83%)
Caucasian	4 (6%)	2 (2%)	0 (0%)	4 (4%)	1 (1%)	8 (8%)	16 (13%)
Hispanic	1 (2%)	4 (4%)	2 (2%)	1 (1%)	9 (8%)	5 (5%)	4 (3%)
Students of Color	62 (94%)	92 (98%)	92 (100%)	97 (96%)	113 (99%)	96 (92%)	104 (87%)
Free or Reduced Lunch	63 (95%)	88 (94%)	85 (92%)	87 (86%)	105 (92%)	91 (88%)	117 (98%)
Limited English Proficient	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Special Education Status	7 (11%)	10 (11%)	8 (9%)	12 (12%)	11 (10%)	5 (5%)	11 (9%)
Mobility Index ²	0.27	0.11	0.14	0.39	0.33	0.23	N/A ³

Figures 1 through 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 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 *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.

³ Not currently available.

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

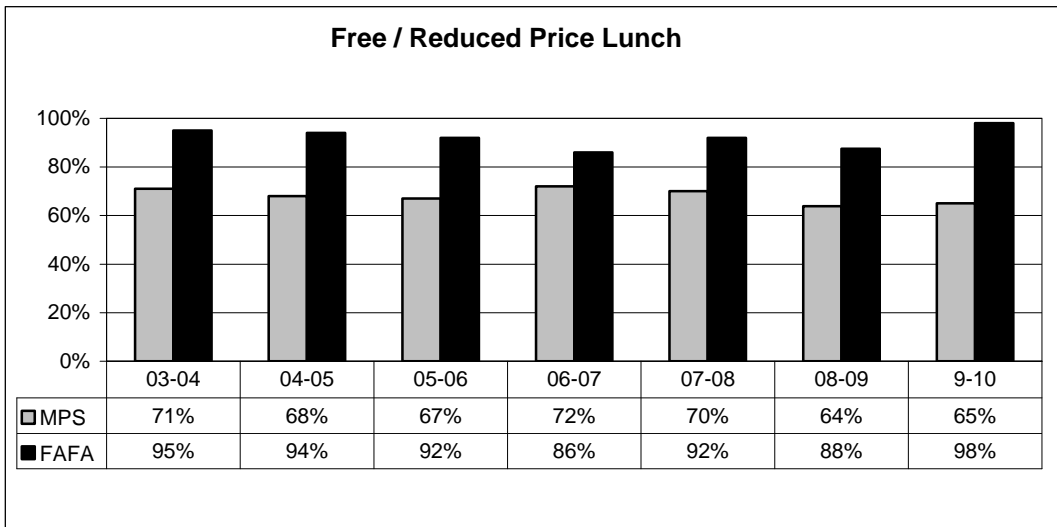
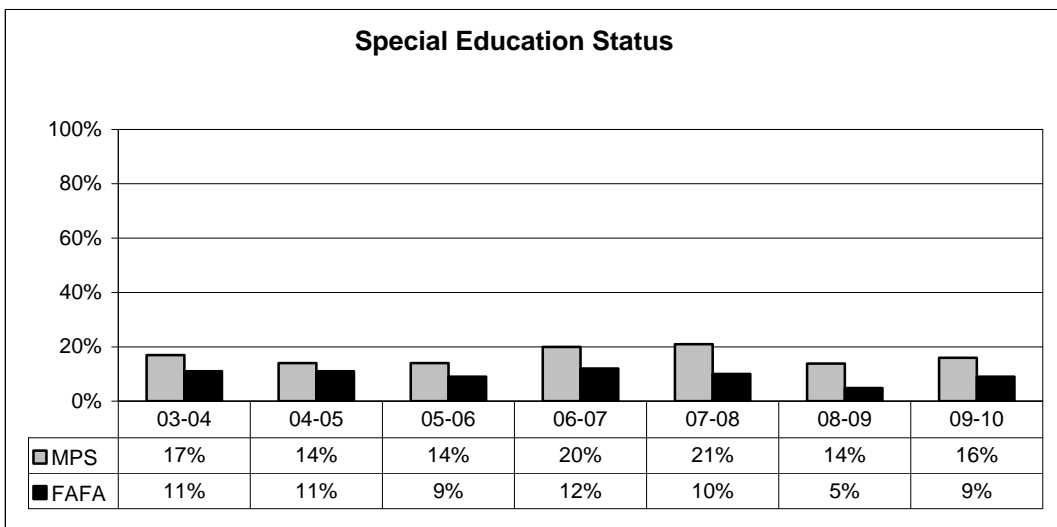


Figure 3: Proportion of Students with Special Education Status at MPS and at FAFA



reading, language use, and mathematics in fall 2009 and spring 2010 to students in grades 2 through 6. Students in first grade and kindergarten completed the MAP primary reading and primary mathematics in fall 2009 and spring 2010.

FAPA currently has two MAP related goals: (1) the proportion of students in grades 2 through 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).

Students in grades 2 through 6 completed MAP assessments in reading (n=68) and mathematics (n=70). Student performance was categorized as “Low” (percentile scores of 1 to 20), “Low-Average” (percentile scores of 21 to 40), “Average” (percentile scores of 41 to 60), “High-Average” (percentile scores of 61 to 80), and “High” (percentile scores of 81 to 99). The results below (Table 1) show the number and proportion of students in first through sixth grade scoring Low, Low-Average, Average, High-Average, or High on the reading portion of the MAP. These results will be used as baseline for future testing to assess the goal of increasing the proportion of students enrolled for the entire school year that score as at or above average by 10%. Note that over one-half of students (60.2%) scored Low or Low-Average on MAP Reading while the remainder of students (39.7%) scored Average or better.

Table 1: Number and Proportion of Students Scoring Low, Low-Average, Average, High-Average, or High on the Spring 2010 MAP Reading Assessment

	Grade					Total
	2	3	4	5	6	
Low (1-20)	7 (43.8%)	5 (35.7%)	8 (53.3%)	6 (50.0%)	3 (27.3%)	29 (42.6%)
Low-Average (21-40)	1 (6.2%)	4 (28.6%)	4 (26.7%)	3 (25.0%)	1 (9.1%)	13 (19.1%)
Average (41-60)	2 (12.5%)	0 (0.0%)	1 (6.7%)	1 (8.3%)	3 (27.3%)	7 (10.3%)
High-Average (61-80)	5 (31.2%)	2 (14.3%)	2 (13.3%)	2 (16.7%)	1 (9.1%)	12 (17.6%)
High (81-99)	1 (6.2%)	3 (21.4%)	0 (0.0%)	0 (0.0%)	3 (27.3%)	7 (10.3%)

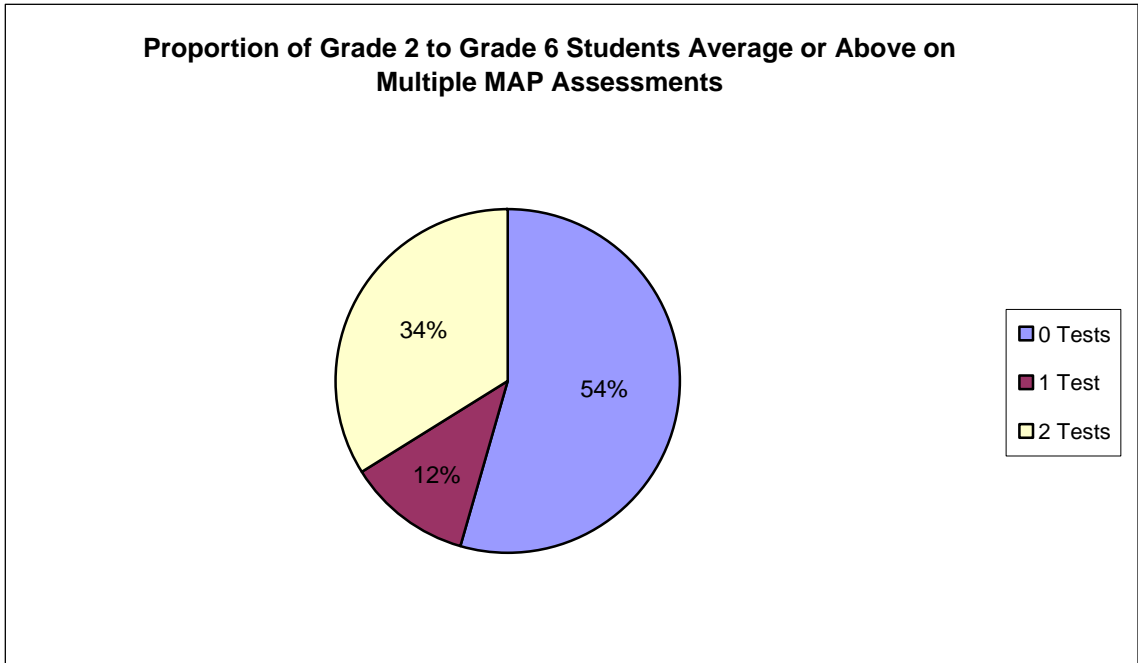
Table 2 below shows the number and proportion of students in first through sixth grade scoring Low, Low-Average, Average, High-Average, or High on the Mathematics portion of the MAP. Again, the majority of students (53.9%) scored Low or Low-Average on Mathematics while the remainder of the students (46.1%) scored Average or better. These results will be used as baseline for future testing to assess the goal of increasing the proportion of students enrolled for the entire school year that score as at or above average by 10%.

Table 2: Number and Proportion of Students Scoring Low, Low-Average, Average, High-Average, or High on the Spring 2010 MAP Mathematics Assessment

	Grade					Total
	2	3	4	5	6	
Low (1-20)	6 (33.3%)	6 (42.9%)	6 (40.0%)	5 (41.7%)	4 (36.4%)	27 (38.6%)
Low-Average (21-40)	3 (16.7%)	3 (21.4%)	3 (20.0%)	3 (25.0%)	2 (18.2%)	14 (20.0%)
Average (41-60)	3 (16.7%)	1 (7.1%)	3 (20.0%)	3 (25.0%)	2 (18.2%)	12 (17.1%)
High-Average (61-80)	4 (22.2%)	3 (21.4%)	3 (20.0%)	1 (8.3%)	2 (18.2%)	13 (18.6%)
High (81-99)	2 (11.1%)	1 (7.1%)	0 (0.0%)	0 (0.0%)	1 (9.1%)	4 (5.7%)

A total of 68 students in grades 2 through 6 completed all of the MAP assessments. Of those students, over half (54.4%) scored Low or Low-Average on both MAP assessments and the remaining students (45.6%) scored Average or above on one or more of the MAP assessments (see Figure 1).

Figure 1: Proportion of Grade 2 to Grade 6 Students At/Above Average on Multiple MAP Assessments



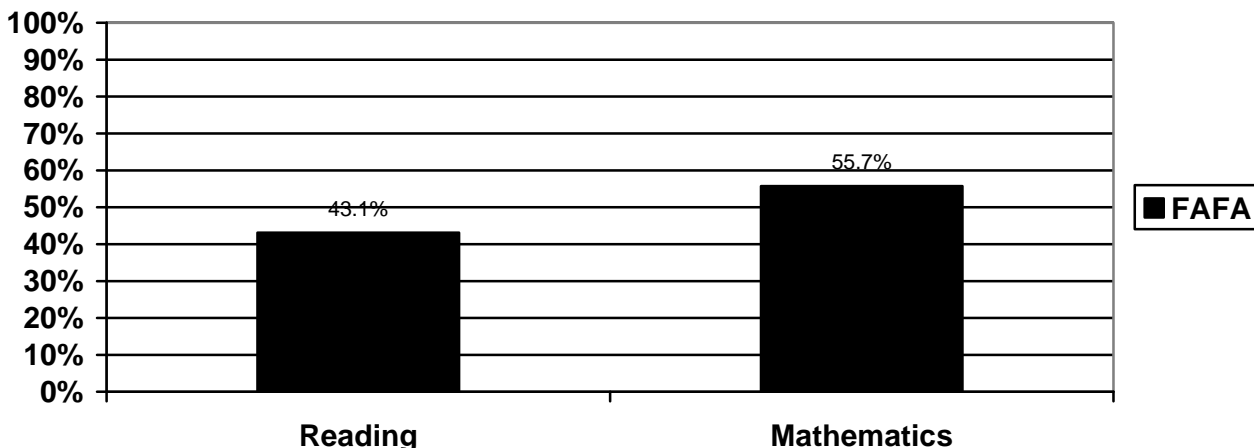
Fall-to-spring student growth on the MAP was categorized using the same technique currently employed by the Minneapolis Public School district⁴: If fall-to-spring growth was less than 80% of the national norms published by NWEA, performance was categorized as “less than one year’s growth.” If fall-to-spring growth was between 80% and 120% of the national norms, performance was categorized as “one year’s growth,” if fall-to-spring growth was more than 120% of the national norms then performance was categorized as “more than one year’s growth,” and if fall-to-spring growth was less than 80% of the national norms then performance was categorized as “less than one year’s growth.”

Figure 4 below displays the proportion of students making one year’s growth or more at Fafa on both the reading and mathematics assessments.⁵ As can be seen in the figure, nearly half (43.1%) of students made one year’s growth or more in reading while over half (55.7%) made one year’s growth or more in mathematics.

⁴ To determine growth, each student’s initial MAP score from fall 2008 was identified and compared to national mean growth obtained from NWEA. Students gaining less than 80% of the national mean growth were categorized as showing “less than one year’s growth,” students who gained between 80% and 120% of the national mean growth were categorized as showing “one year’s growth,” and students who gained more than 120% of the national mean growth were categorized as showing “more than one year’s growth.” For example, in grade 2 a fall 2008 Reading-RIT score of 180 has a national mean growth of 12.72 points. A grade 2 student who had a fall 2008 Reading-RIT score of 180 and gained less than 10.176 points (less than 80% of 12.72) by spring would be categorized as showing “less than one year’s growth.” If the same student gained between 10.176 and 15.264 points, the student would be categorized as showing “one year’s growth.” And if the same student gained more than 15.624 points, the student would be categorized as showing “more than one year’s growth.”

⁵ Information from MPS and national samples was not available.

Figure 4: Proportion of FAFA Students Making One Year’s Growth or More Fall-to-Spring on the MAP



Minnesota Comprehensive Assessments – Series II

The Minnesota Comprehensive Assessments – Series II (MCA-II) 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 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.

FAFA’s standard was that students will perform at or above district-wide proficiency levels on the MCA-II. 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 8, the proportion of FAFA students scoring at or above proficiency on the Reading MCA-II decreased in 2009-2010 compared to the previous year. The proportion of FAFA students scoring at or above proficiency is not significantly different from Minneapolis Public Schools ($p > .05$). The proportion of FAFA students scoring at or above proficiency on the Mathematics MCA-II also decreased in 2009-2010, and remains statistically significantly ($p > .05$) lower than the proportion observed among Minneapolis Public School students.

Table 8: Proportion of Students Enrolled in FAFA, Minneapolis Public School District, and Across Minnesota Scoring At or Above Proficiency over the last four Administrations of the MCA-II

Year	N ⁶	Reading			Mathematics		
		FAFA	Minneapolis	Statewide	FAFA	Minneapolis	Statewide
2006 (Grade 4)	14	14.3%	59.6%	76.7%	14.3%	48.2%	69.0%
2007 (Grades 4, 6)	21	28.6%	48.2%	69.0%	28.6%	49.0%	66.9%
2008 (Grades 3-4)	29	48.3%	51.8%	75.6%	37.9%	58.1%	76.5%
2009 (Grades 3-5)	38	52.6%	53.7%	75.0%	34.2%	58.5%	74.1%
2010 (Grades 3-6)	50	40.0%	51.5%	72.3%	20.0%	48.1%	65.9%

⁶ Please note that the Minnesota Department of Education reports MCA-II results summarized by grade and test subject. However, if fewer than 10 students complete the test at a grade level, results are not reported to the public in order to protect student confidentiality. All results are reported to the schools and districts.

Based on the MCA-II performance and attendance rates, FAFA did not make Adequate Yearly Progress (AYP) under the federal No Child Left Behind Act (NCLB). Appendix F contains a copy of FAFA’s annual school report card from the Minnesota Department of Education’s website indicating FAFA’s AYP status. However, it is important to note that FAFA is making AYP progress with some groups of students.

Work Sampling System

FAFA is moving away from using the WSS to assess students and chose to administer the WSS only in the fall off 2009; therefore, no results on goals related to the WSS are presented.

Kindergarten and First Grade Assessments

MPS administered a district-development test designed to assess reading and mathematics skills to kindergarten and first graders in the fall of 2009 and spring of 2010.

The grade 1 test classifies results in terms of projected MCA-II proficiency (does not meet standards, partially meets standards, or meets or exceeds standards). In the spring, most (75.0%) first graders taking the test were projected to be proficient on the MCA-II in reading and half (50.0%) were projected to be proficient in mathematics. Table 9 below shows a breakdown of projected proficiency levels for reading and mathematics.

Table 9: Number and Proportion of Students Projected to Score as Does Not Meet, Partially Meets, or Meets or Exceeds on the MCA-II

	Does not meet	Partially meets	Meets or exceeds
Reading	1 (5.0%)	4 (20.0%)	15 (75.0%)
Mathematics	4 (20.0%)	6 (30.0%)	10 (50.0%)

The kindergarten test also classifies results in terms of projected MCA-II proficiency (does not meet standards, partially meets standards, or meets or exceeds standards). In the spring, 5 (20.8%) students were projected to be proficient on the MCA-II in reading and 4 (23.5%) were projected to be proficient in mathematics. Table 10 below shows a breakdown of projected proficiency levels for reading and mathematics.

Table 9: Number and Proportion of Students Projected to Score as Does Not Meet, Partially Meets, or Meets or Exceeds on the MCA-II

	Does not meet	Partially meets	Meets or exceeds
Reading	11 (44.0%)	8 (32.0%)	6 (24.0%)
Mathematics	4 (16.0%)	9 (36.0%)	12 (48.0%)

is that at least 85% of parents and students will be satisfied with FAFA’s program. Table 10 below shows the average proportion of each group expressing satisfaction with four survey domains for the 2005-2006 through 2009-2010 academic years. As can be seen in Table 10, FAFA met the goal of 85% satisfaction for students in the academic achievement and motivation domain (85%), but fell short in school climate (66%) and parental involvement (64%). For parents, FAFA met the goal in all three domains with parents reporting 97% satisfaction with academic achievement and motivation, 85% with school climate, 92% with parental involvement, and 85% with decision making.

Table 10: Average Satisfaction Across Stakeholder Group, Domain and Time

	Year	Academic Achievement	School Climate	Parental	Decision Making
		& Motivation		Involvement	
Students	05-06	86%	67%	55%	NA
	06-07	90%	74%	70%	NA
	07-08	88%	74%	76%	NA
	08-09	84%	66%	59%	NA
	09-10	85%	66%	64%	NA
Parents	05-06	96%	89%	89%	79%
	06-07	99%	100%	94%	88%
	07-08	96%	92%	95%	89%
	08-09	98%	95%	91%	86%
	09-10	97%	85%	92%	85%

Student Survey. A total of 104 surveys (57 from females and 47 from males) were collected from students in Kindergarten through 6th grade (20 from kindergarten; 21 from grade 1; 15 from grade 2; 13 from grade 3; 15 from grade 4; 11 from grade 5; 9 from grade 6). The survey consisted of three sections: (1) Academic Achievement and Motivation; (2) School Climate; and (3) Parental Involvement. Students responded to each question on a three-point scale: Agree, Disagree, and Not Sure. There were no open-ended questions on the student survey. The 2010 version of the student survey contained several revisions over previous administrations to better capture student attitudes and beliefs. For example, the 2009 version contained an item that asked students to respond to “My school is a safe place.” Staff expressed concern that although the school itself might be safe, students might respond negatively if they perceived the surrounding area as unsafe. The item was revised on the 2010 version of the survey to read “I feel safe when I’m at school.”

In general, students had a positive view of FAFA. For example, students indicated that they believe they can do well at FAFA, enjoy the artistic things they do at FAFA, and report that their teachers care about them. However, less than half of FAFA students reported that students at FAFA are caring, like one another, or obey the rules, and that parents help with special projects. Table 11 below shows the number and proportion of students who agreed with each statement on the student survey.

Table 11: Proportion of Students Agreeing on Student Satisfaction Survey

Academic Achievement & Motivation	Agree	Proportion
I believe that I can do well in this school.	91	87.5%
My teachers believe I can do well in my school work.	86	82.7%
School Climate	Agree	Proportion
I do artistic things (music, art, plays) at FAFA.	94	90.4%
My teachers care about me.	87	83.7%
I have friends at school who care about me.	79	76.0%
Teachers at my school help children with their problems.	77	74.0%
I like the artistic things I do at FAFA.	76	73.1%
The principal at my school cares about all students.	71	68.3%
I feel safe when I’m at school.	64	61.5%
I would rather go to FAFA than a different school.	42	40.4%
At my school children obey the rules.	26	25.0%

Parental Involvement	Agree	Proportion
My parent(s) help me with my school work.	75	72.1%
Parents often come to my school to help with special projects.	57	54.8%

Parent Survey. A total of 55 surveys were collected from parents in spring 2009, although not all parents answered every question. Twenty-nine of the parents (53%) indicated they were first time FAFA parents while the remaining twenty-six parents (47%) had a child attend FAFA in the past.

The parent survey consisted of 14 closed-ended questions in four sections: (1) Academic Achievement and Motivation; (2) Decision Making; (3) School Climate and Resources; and (4) Parental Involvement. Parents responded to the questions on a four-point scale: Strongly Agree, Agree, Disagree, or Strongly Disagree. In addition to the closed-ended questions parents had the opportunity to respond to four open ended questions. Table 12 below shows the closed-ended questions and the proportion of parents who agreed or strongly agreed with each statement. As can be seen in the table, on a number of questions the majority of parents agreed or strongly agreed. For example, all of the parents responding to the survey agreed that their child believes she/he can do well at school and that their child is encouraged to learn at FAFA.

Table 12: Proportion of Parents Agreeing or Strongly Agreeing on Parent Satisfaction Survey

Academic Achievement	Strongly Agree or Agree	Proportion⁸
FAFA teachers make sure my child can do her/his work well.	43	97.8%
My child is making satisfactory progress at FAFA.	43	97.8%
My child is encouraged to learn at FAFA.	44	97.7%
My child believes that she/he can do well in school.	43	95.6%
Decision Making	Strongly Agree or Agree	Proportion
I am encouraged to share my views on school matters.	40	88.9%
I take an active part in making school decisions.	37	84.1%
I feel like my input influences school decisions.	35	81.4%
School Climate	Strongly Agree or Agree	Proportion
I am satisfied with the arts infused curriculum used at FAFA.	43	97.7%
Adequate resources are available at FAFA for my child to learn.	43	95.5%
My child is safe at FAFA.	41	91.1%
Parental Involvement	Strongly Agree or Agree	Proportion
I make sure my child does her/his homework.	43	95.6%
I often discuss my child's progress with FAFA teachers.	43	95.6%
I often attend school activities/events.	39	86.6%
I am satisfied with my level of involvement as a FAFA parent.	39	88.6%

Parents' responses to open-ended survey items were grouped into themes for analysis and summarization. Example responses to each of the four open-ended survey items are included below. For complete responses to the parent survey, please see Appendix G. When asked to name "three things that FAFA is doing well," 48 parents provided 114 comments, an average of 2.4 comments per parent. Parents' comments were themed and the four themes with the most comments were: (1) Learning environment, (2) Curriculum, (3) Communication with parents, and (4) Staff. Example comments can be found in Table 13 below. Many parents appreciated the learning environment (n=30) indicating that FAFA is doing well by "*pushing students to succeed*," "*caring about the students well-being*," and "*making my child enjoy coming to school*." Other parents were pleased with FAFA's curriculum (n=8) and cited specific program elements such as "*cultural activities*," "*arts*," "*reading*," and "*tutoring*." Some parents also cited communication between FAFA and the parents as something FAFA is doing well. Parents reported they like having "*great communication with teachers*" and "*keeping parents informed*." One parent also commented that "*I feel*

⁸ Please note that because not all parents answered every survey question, the proportion of agreement was calculated using the number parents who responded to each item.

appreciated & encouraged to be involved on special occasions & regular school days.” Last, parents like FAFA’s staff and cited the “friendly and professional staff” and staff respectfulness as a benefit of FAFA.

Table 13: Areas in Which FAFA is Doing Well (Parent Responses)

Area	Example Comments
Learning Environment (n=30)	<ul style="list-style-type: none"> • “Pushing kids to succeed.” • “Keeping students engaged.”
Curriculum (n=8)	<ul style="list-style-type: none"> • “The lessons are very appropriate.” • “Keeping the children in performing arts projects.”
Communication with Parents (n=8)	<ul style="list-style-type: none"> • “Great communication with teacher..” • “I feel appreciated and encouraged to be involved on special occasions and regular school days.”
Staff (n=6)	<ul style="list-style-type: none"> • “Friendly and professional.” • “The staff is respectful.”

Parents were also asked to name three things that FAFA could improve upon and 41 parents provided a total of 55 suggestions, an average of 1.3 suggestions per parent. The most common themes were: (1) Academics/expanded programming, (2) Communication with parents, (3) Staff improvements, and (4) Discipline and safety. Example comments for the four most common responses are shown in Table 14 below. As can be seen in the table, parents would like to expand FAFA’s program and proposed a variety of options for expanding academics at FAFA including “higher grades,” “accelerated programs for students who perform above the norm,” and “something to challenge or stimulate their thinking critically.” Parent also suggested other activities to expand FAFA’s program such as “more field trips,” “gym classes,” and “music and instruments.”

Table 14: Areas in Which FAFA Can Improve (Parent Responses)

Area	Example Comments
Academics/Expanded Programming (n=18)	<ul style="list-style-type: none"> • “More physical education.” • “Some accelerated programs for students who perform above the norm.”
Communication with parents (n=7)*	<ul style="list-style-type: none"> • “Keep parents updated on child behavior.” • “Let me know when there is a problem.”
Staff Improvements (n=6)	<ul style="list-style-type: none"> • “Teachers being more supportive and understanding of student learning.”
Discipline and safety (n=5)	<ul style="list-style-type: none"> • “Control the bullying kids better.” • “Discipline.”

*Please note: Communication was also a theme for the previous survey item, “things that FAFA is doing well.” Please see Appendix G for additional information.

Next, some parents suggested that FAFA could improve communication with parents and specifically mentioned “letting the parent know ahead of time what the child has problems in.” Parents also suggested that FAFA could make “all the parents feel welcome” and improve the “evaluation of student and helping parent understand options.” (Please note that ‘communication’ was also identified as a theme of areas in which FAFA is doing well; see also Table 13 above.) In addition, some parents suggested improvements could be made among the staff. Specifically, parents suggested “staff needs to smile more” and ensuring that teachers are present when Tendercare opens.

Parents were asked why they decided to enroll their child/children at FAFA and 40 parents provided a total of 42 comments with an average of 1.1 comments per respondent. The most commonly indicated themes were: (1) Class sizes, (2) school staff/environment, and (3) referrals. Example comments on the three most common responses are displayed in Table 15 below. Several parents (n=10) specifically commented upon the small class sizes afforded at FAFA as a reason for choosing FAFA for their student(s). Several parents (n=10) reported that the staff and environment was an important factor in their decision to choose a school. For example, one parent cited the “loving / friendly staff community” and another reported they choose FAFA so their son “could have a variety of teachers and staff influence.” Last, some parents (n=8) were referred to FAFA by others such as local day care staff, professionals, and other FAFA parents.

Table 15: Reasons Parents Enrolled Their Child at FAFA (Parent Responses)

Area	Example Comments
Class sizes (n=10)	<ul style="list-style-type: none">• <i>“I like the small class sizes.”</i>• <i>“Small community school that pays close attention to students.”</i>
School staff/environment (n=10)	<ul style="list-style-type: none">• <i>“She felt comfortable with her teachers and students.”</i>• <i>“Very good teachers.”</i>
Referral (n=8)	<ul style="list-style-type: none">• <i>“I was told by another parent how good FAFA is.”</i>• <i>“A friend referred me.”</i>

Last, parents were also asked if, overall, they were happy with their child’s experience at FAFA, and the large majority (94.6%) responded positively. Parents were also invited to comment on why they were happy or unhappy. One parent commented *“I am very pleased with the outcome of my child...he is doing excellent”* and another *“Yes she’s learning a lot and loves to tell and show it.”*

INNOVATIVE PRACTICES AND IMPLEMENTATION, CHALLENGES, AND FUTURE PLANS

In its eighth year of operation, FAFA has experienced a number of program successes and challenges. The list below, as shared by FAFA staff, highlights some successes and challenges, as well as how FAFA plans to address the challenges for the next academic year.

Innovative Practices and Implementation:

- ³ FAFA implemented a system-wide process on academic achievement, curriculum, and assessment. Successes included:
 - The Brainchild and MAP assessments allowed for intensive and constructive assessment of students learning and allowed teaching staff to directly align instructional strategies with test results.
 - A continued focus on family in the school and education of students.
 - The implementation of FAFA's professional development plan facilitated greater learning, understanding, and improved leadership skills among FAFA's teaching and non-teaching staff. The greater commitment and desire to succeed was apparent to parents and community members who visited the school.
 - Teaching staff shared ongoing feedback with one another and were more receptive to scheduling changes to deliver more instructional time and strategies for students to stay engaged.
- ³ FAFA teachers experienced more engaging and positive interaction with students. Students, in turn, accepted their school-work responsibilities showing positive self-efficacy toward learning and demonstrated a willingness and readiness to learn.
- ³ FAFA's partnership with the Givens Foundation African American Literature program and the cultural pluralization infused throughout the school's curriculum increased cultural awareness and relevancy for students and families.

Challenges and Future Plans:

- ³ Maintaining focus on the top five priority goals was a challenge in 2009-2010. Moving forward, all stakeholders need to agree on timelines and priorities for goal achievement in order to move forward with confidence.
- ³ FAFA faced the challenge of increasing the achievement of students to attain 1.5 to 2.0 grade level proficiency. Professional development priorities are being designed and adjusted to address this challenge for the 2010-2011 school year.

SCHOOL FINANCIAL INFORMATION

FAPA will submit audited financial information to Minneapolis Public Schools and the Minnesota Department of Education on or before December 31, 2010.

DATA YEAR 09-10	GENERAL FUND	FOOD SERVICE FUND	COMMUNITY SERVICE FUND	OPERATING FUNDS TOTAL	TOTAL ALL FUNDS
REVENUE SOURCE					
001-020 LOCAL TAXES				*	
021-099 OTHER LOCAL	9,342.05			9,342.05 *	9,342.05
200-299 GENERAL STATE AID	819,025.92			819,025.92 *	819,025.92
300-371 STATE SUPPORT PRG	162,278.20	15,595.84		177,874.04 *	177,874.04
381-499 FEDERAL THRU SDE	198,280.67	57,361.20		255,641.87 *	255,641.87
500-599 FEDERAL DIRECT				*	
601-622 SALES&CONVERSION				*	
625-629 INS REC & OTHER				*	
TOTAL REVENUES	1,188,926.84	72,957.04		1,261,883.88 *	1,261,883.88
OTHER FINANCING SOURCES					
623-624 PROP/EQUIP. SALES				*	
631-639 BONDS AND LOANS				*	
640-649 TRANSFERS				*	
TOT.OTHER FINANCE				*	
DESIGNATED REV				*	
UNDESIGNATED REV	1,188,926.84	72,957.04		1,261,883.88 *	1,261,883.88

	BLDG CONSTR FUND	DEBT SERVICE FUND	TRUST FUND	AGENCY FUND	INTERNAL SERVICE FUND	
REVENUE SOURCE						
001-020 LOCAL TAXES						*
021-099 OTHER LOCAL						*
200-299 GENERAL STATE AID						*
300-371 STATE SUPPORT PRG						*
381-499 FEDERAL THRU SDE						*
500-599 FEDERAL DIRECT						*
601-622 SALES&CONVERSION						*
625-629 INS REC & OTHER						*
TOTAL REVENUE						* 1,261,883.88
OTHER FINANCING SOURCES						
623-624 PROP/EQUIP. SALES						*
631-639 BONDS AND LOANS						*
640-649 TRANSFERS						*
TOT.OTHER FINANCE						*
DESIGNATED REV.						*
UNDESIGNATED REV.						* 1,261,883.88

	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					*
200-299 GENERAL STATE AID					*
300-371 STATE SUPPORT PRG					*
381-499 FEDERAL THRU SDE					*
500-599 FEDERAL DIRECT					*
601-622 SALES&CONVERSION					*
625-629 INS REC & OTHER					*
TOTAL REVENUE					* 1,261,883.88
OTHER FINANCING SOURCES					
623-624 PROP/EQUIP. SALES					*
631-639 BONDS AND LOANS					*

640-649 TRANSFERS

TOT.OTHER FINANCE

DESIGNATED REV.
UNDESIGNATED REV.

*

*

*

* 1,261,883.88

DATA YEAR 09-10	GENERAL FUND	FOOD SERVICE FUND	COMMUNITY SERVICE FUND	OPERATING FUNDS TOTAL	TOTAL ALL FUNDS
EXPENDITURE DIMENSION					
ORGANIZATION					
00 DISTRICTWIDE	363,501.07			363,501.07 *	363,501.07
10 ELEMENTARY SCHOOLS	663,538.46	79,429.27		742,967.73 *	742,967.73
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	1,027,039.53	79,429.27		1,106,468.80 *	1,106,468.80
PROGRAM					
000-099 DISTRICT&SCH.ADM.	70,795.56			70,795.56 *	70,795.56
100-199 DISTRICT SUPP SRV	121,397.17			121,397.17 *	121,397.17
200-299 REGULAR INSTRUCT.	529,378.67			529,378.67 *	529,378.67
300-399 VOCATIONAL INSTR.				*	
400-499 SPEC. ED INSTR.	133,636.34			133,636.34 *	133,636.34
500-599 COMMUNITY EDUCATN				*	
600-699 INSTRUCT.SUPP.SRV	520.00			520.00 *	520.00
700-799 PUPIL SUPPORT SRV	3.45	79,429.27		79,432.72 *	79,432.72
800-899 SITES-BLDG,EQUIP.	149,061.09			149,061.09 *	149,061.09
900-999 FISCAL AND OTHER	22,247.25			22,247.25 *	22,247.25
TOTAL	1,027,039.53	79,429.27		1,106,468.80 *	1,106,468.80
OBJECT					
100-199 SALARY AND WAGES	497,776.05	9,119.50		506,895.55 *	506,895.55
200-299 EMPLOYEE BENEFITS	127,469.98	697.64		128,167.62 *	128,167.62
300-399 PURCHASED SERVICE	316,486.46			316,486.46 *	316,486.46
400-499 SUPPLIES&MATERIAL	43,736.79	69,612.13		113,348.92 *	113,348.92
500-588 CAPITAL EXPENDIT.	14,445.13			14,445.13 *	14,445.13
590-599 OTHER CAPITAL EXP				*	
700-799 DEBT SERVICE	20,506.63			20,506.63 *	20,506.63
800-899 OTHER EXPENSE	6,618.49			6,618.49 *	6,618.49
TOTAL	1,027,039.53	79,429.27		1,106,468.80 *	1,106,468.80
OTHER FINANCING USES					
589 LEASE TRANSACTION				*	
900-999 TRANSFRS&BOND REF				*	
TOTAL OTHER FIN. USES				*	
DESIGNATED EXPENDITURES					
UNDESIGNATED EXPENDITURES	1,027,039.53	79,429.27		1,106,468.80 *	1,106,468.80
TOTAL	1,027,039.53	79,429.27		1,106,468.80 *	1,106,468.80

DATA YEAR 09-10	OPEB REV TRUST FUND	OPEB IRREV TRUST FUND	OPEB DEBT SERV FUND	NON-OPERATING FUNDS TOTAL	TOTAL ALL FUNDS
EXPENDITURE DIMENSION					
ORGANIZATION					
00	DISTRICTWIDE			*	363,501.07
10	ELEMENTARY SCHOOLS			*	742,967.73
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			*	1,106,468.80
PROGRAM					
000-099	DISTRICT&SCH.ADM.			*	70,795.56
100-199	DISTRICT SUPP SRV			*	121,397.17
200-299	REGULAR INSTRUCT.			*	529,378.67
300-399	VOCATIONAL INSTR.			*	
400-499	SPEC. ED INSTR.			*	133,636.34
500-599	COMMUNITY EDUCATN			*	
600-699	INSTRUCT.SUPP.SRV			*	520.00
700-799	PUPIL SUPPORT SRV			*	79,432.72
800-899	SITES-BLDG,EQUIP.			*	149,061.09
900-999	FISCAL AND OTHER			*	22,247.25
	TOTAL			*	1,106,468.80
OBJECT					
100-199	SALARY AND WAGES			*	506,895.55
200-299	EMPLOYEE BENEFITS			*	128,167.62
300-399	PURCHASED SERVICE			*	316,486.46
400-499	SUPPLIES&MATERIAL			*	113,348.92
500-588	CAPITAL EXPENDIT.			*	14,445.13
590-599	OTHER CAPITAL EXP			*	
700-799	DEBT SERVICE			*	20,506.63
800-899	OTHER EXPENSE			*	6,618.49
	TOTAL			*	1,106,468.80
OTHER FINANCING USES					
589	LEASE TRANSACTION			*	
900-999	TRANSFRS&BOND REF			*	
	TOTAL OTHER FIN. USES			*	
DESIGNATED EXPENDITURES					
UNDESIGNATED EXPENDITURES					
	TOTAL			*	1,106,468.80
	TOTAL			*	1,106,468.80

DISTRICT NBR-TYPE: 4079-07 ESVRGN 9		MINNESOTA DEPARTMENT OF EDUCATION			GNL03540790710	
DISTRICT NAME: FRIENDSHIP ACDMY OF FINE ARTS		CHTR.BALANCE	SHEET -- UNAUDITED DATA AS OF 09/15/10	RUN 09/15/10 PAGE 1		
DATA YEAR 09-10	GENERAL FUND	FOOD SERVICE FUND	COMMUNITY SERVICE FUND	OPERATING FUNDS TOTAL	TOTAL ALL FUNDS	
ASSETS						
CASH/PETTY CSH/C.W.F.A.	43,608.45	12,997.52		56,605.97 *	56,605.97	
INVESTMENTS	80,835.24			80,835.24 *	80,835.24	
CUR.PROP.TAX REC'BLE				*		
DELINQ.PROP.TAX.REC.				*		
ACCOUNTS RECEIVABLE				*		
DUE FROM OTHER FUNDS				*		
DUE FR OTHER MN DIST				*		
DUE FROM MDE	281,101.68	2,391.47		283,493.15 *	283,493.15	
DUE FROM OTHR GOV UNITS				*		
INVENTORIES				*		
PREPAID EXP/OTHR ASSETS	1,087.54			1,087.54 *	1,087.54	
TOTAL ASSETS	406,632.91	15,388.99		422,021.90 *	422,021.90	
LIABILITIES						
SALARIES PAYABLE	37,679.79			37,679.79 *	37,679.79	
OUT.CI'S/OR NOT PD/RVRP	41,000.00			41,000.00 *	41,000.00	
DUE TO OTHER FUNDS				*		
CURRENT PAYABLES	3,004.80	8,007.94		11,012.74 *	11,012.74	
DUE TO OTHER MN DIST				*		
DUE TO OTHER GOV'T				*		
PROP TAX SHIFT ADJ				*		
ADV UNEARNED GEN ED				*		
PAYROLL DEDUCTIONS	1,623.08			1,623.08 *	1,623.08	
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	83,307.67	8,007.94		91,315.61 *	91,315.61	
FUND BALANCE						
RSVD EQUIPMENT				*		
RSVD FACILITIES				*		
RSVD STAFF DEVELPMT				*		
RSVD DEFERRED MAINT				*		
RSVD HEALTH/SAFETY				*		
CAPITAL PROJECT LEVY				*		
RSVD COOPERATIVE REV				*		
RSVD ALT FAC PROGRAM				*		
RSVD FOR UNEMPLOYMEN				*		
RSVD FOR SEVERANCE				*		
RSVD:BUS PURCH/BLDG CON				*		
RSVD OPERATING DEBT				*		
NET SOD				*		
RSVD FOR LEVY RED				*		
RSVD SEVER INS PREM				*		
RSVD ENCUMBRANCES				*		
UNDESIGNATE.FUND BAL	323,325.24	7,381.05		330,706.29 *	330,706.29	
RSVD CERTAIN TCH PRG				*		
RSVD FOR OP. CAPITAL				*		
RSVD BOND REFUNDING				*		
RSVD FOR \$25 TACONIT				*		
RSVD DISABLED ACCESS				*		
RSVD LEARNING & DEV				*		
RSVD PARENTAL INVOLV				*		
RSVD COMMUNITY EDUC				*		
RSVD E.C.F.E.				*		
RSVD STU TRAN SAFETY				*		
RSVD AREA LEARN CENT				*		
RSVD CONTRACT ALT PR				*		
RSVD ST-AP ALT PRG				*		
RSVD GS STAFF DEV				*		
RSVD GIFTED&TALENTED				*		
RSVD GRAD STAND FY99				*		
RSVD FOR BASIC SKILL				*		
RSVD CLASS SIZE REDU				*		
RSVD TELECOMM ACCESS				*		
RSVD SCHOOL READINES				*		
RSVD CAREER/TECH PRO				*		
RSVD FIRST GRADE PRE				*		
RSVD ADULT BASIC EDU				*		
RSVD SAFE SCHOOLS LY				*		
RSVD PRE KINDERGARTE				*		
RSVD QZAB PAYMENTS				*		
TOTAL FUND BALANCE	323,325.24	7,381.05		330,706.29 *	330,706.29	
TOTAL LIABILITIES&FB	406,632.91	15,388.99		422,021.90 *	422,021.90	

SCHOOL STAFF

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 no turnover among both teaching staff (0.0%) and non-teaching staff (0.0%). It is important to note that because FAFA maintains a small number of staff, a change of 1 staff member represents a large percentage of overall turnover rate. As a result, proportions in Table 22 below should be interpreted cautiously.

Table 22: Turnover Rates Among Teaching and Non-Teaching Staff at FAFA

	Teaching Staff	Non-teaching Staff	Total
2001-2002	0.0%	28.6%	20.0%
2002-2003	40.0%	22.2%	28.6%
2003-2004	25.0%	20.0%	21.4%
2004-2005	0.0%	9.1%	6.3%
2005-2006	0.0%	7.7%	5.3%
2006-2007	14.3%	0.0%	4.8%
2007-2008	28.6%	10.0%	17.6%
2008-2009	0.0%	11.1%	6.25%
2009-2010 ⁹	0.0%	0.0%	0.0%

Table 23 below shows all staff employed at FAFA for the 2009-2010 year, their position, and whether or not he or she will be returning for the 2010-2011 year.

Table 23: FAFA Staff

Name	File Folder	Position	FTE	09-10	10-11 Status?	Reason for change?
Ethel Norwood		Director	1.0	Y	Y	
Marian Langley		Clerk/Student Support		N	Y	On leave in 09-10
Verlon Laird		Clerk/Student Support	1.0	Y	N	Temp. replacement for Langley in 09-10
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	Y	
Lisbeth Le Salle	395818	2nd grade	1.0	Y	Y	
Stephanie Smith	387665	3rd Grade	1.0	Y	Y	
Magalenn Cotton	333669	4th Grade	1.0	Y	Y	
Sarah Pahl	440572	5th Grade	1.0	Y	Y	
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	

⁹ Verlon Laird was employed as a temporary replacement for Marian Langley and is therefore not counted in the turnover rate calculation.

GOVERNANCE

For 2008-2009, there were nine members on the FAFA governing board. Four of the board members have been seated since May of 2005, two have been seated since May 2008, and one since October 2009 (see Table 24). FAFA reported 100% attendance for all board members in 2009-2010.

Table 24: FAFA's Board of Directors

Name	Board Position	Group Represented	Contact Information	Date Seated	Attendance
Mary Riley	Chair	Community	612-879-6703	May 2005	100%
Wendy Hines	Treasurer	Community	612-879-6703	May 2005	100%
Stephanie Smith	Secretary	Staff	612-879-6703	May 2005	100%
Keturah White	Director	Parent	612-879-6703	October 2009	100%
Magalenn Cotton	Director	Staff	612-879-6703	May 2008	100%
Marcia Hoeknson	Director	Staff	612-879-6703	May 2008	100%
Carr Kpanyor	Director	Staff	612-879-6703	May 2005	100%

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 2009-2010 school year. The plan was developed by the school's Board of Directors and the school's director. Table 25 below displays the date and brief description of the professional development 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.

Table 25: Fafa 2009-2010 Professional Development

Date	Description
October 2009	Transforming the classroom to a culturally relevant learning environment to engage all students to improve academic achievement
October 2009	Create and implement a coaching, mentoring, and teacher evaluation system
October 2009	Develop performance based teacher survey for Q-Comp application and train for implementation of the survey
December 2009	Analyze fall WSS and MAP assessment data; examine charts for each grade. Train and develop teachers in usage of data for students Individual Learning Plan alignment with results.
December 2009	Design performance-based teacher self-assessment, to include review of existing protocol.
January 2010	Development of evaluation and assessment instruments and protocols using an electronic system.
February 2010	Analyze MAP winter results. Meet with staff individually to discuss progress on work plans and steps needed to reach performance goals, to include meeting preparation and summary of next steps
March 2010	Analyze and summarize teacher survey and improvement plan.
March 2010	Analyze Trimester I teacher performance and student performance and outcomes.
April 2010	Meet with Q-comp performance review team to discuss observed progress to include preparation and meeting next steps
May 2010	Meet with staff to review fall to spring WSS and MAP progress as well as student and parent survey results

In addition to the above activities, Fafa's director, Ethel Norwood, also participated in some individual professional development in 2009-2010. Table 26 below displays the dates and subject matter of the director's activities. As can be seen in the table, Fafa's director participated in a variety of professional development activities throughout the school year on a number of subjects.

Table: 26 Fafa 2009-2010 Professional Development Implementation

Date	Description
Jul.-Oct. 2009	Coaching, mentoring, and teacher evaluation systems; NWEA/MAP assessment: training and assessment; strategies for usage of assessment data to impact student achievement and enhance leadership and teaching practice.
Aug.-Nov. 2009	Transforming to culturally responsive classrooms to improve academic achievement
Oct.-Dec. 2009	Process and timeline for performance based pay
Jan.-Feb. 2009	Develop evaluation and assessment instruments and protocols using electronic systems; revise and implement the usage of Brain Child and align instruction/curriculum to Individual Learning Plans
Mar.-May 2010	Analyze and summarize teacher survey and improvements plans

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.

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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.

APPENDIX B

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>
	Work Sampling System Reading & Math	<p><u>Standard:</u> At least 75% of K-6 grade students will be at the In Process or Proficient Level on the Language & Literacy and Mathematical Thinking portions of the WSS by spring.</p> <p><u>Growth:</u> Students, on average, will show a significant increase from pre-to-post on the Language & Literacy and Mathematical Thinking portions of the WSS.</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>
Increase students' knowledge in the arts.	Art Domain Checklist	<p><u>Standard:</u> All students will be "In Process" or "Proficient" when demonstrating, creating, performing, and responding to an art form at their level of awareness and understanding at the end of each school year.</p> <p><u>Growth:</u> Students, on average, will show a significant increase in the arts domain from pre-to-post.</p>
Non-Academic Goals	Measurements	Indicators of Success
Increase parents, students and staff satisfaction with the school's program.	Modified version of the Yale University School Climate Surveys	<p><u>Standard:</u> At least 85% of FAFA parents and students (of those who respond) will be satisfied with the school's program by year 3 of FAFA operation.</p>
Ensure students are well adjusted personally and socially.	Work Sampling Personal and Social Domain Checklist	<p><u>Standard:</u> At least 75% of K-6 grade students will be at the In Process or Proficient Level by year 3 of FAFA operation.</p> <p><u>Growth:</u> Students, on average, will show a significant increase from pre-to-post.</p>

APPENDIX C

Application for Enrollment

APPENDIX D

Enrollment and Admissions Policy

APPENDIX E

Enrollment Form

APPENDIX F

2010 School Report Card

Open-Ended Parental Satisfaction Survey Items

Q2: Please list up to three things that FAFA is doing well:

Learning environment (n=30)

- They teach him well
- One on one attention to child
- Everyday homework
- Helping the student
- Homework assignments
- Making my child enjoy coming to school
- One on one attention if needed
- Making school fun
- They work with their students to make sure they understand
- Attempting to teach respect
- Making sure she's on task
- Pushing kids to succeed
- It's a calm school
- Paying attention to each child
- Providing a learning environment
- Keeping the students engaged
- Students are encouraged to do well
- One on one educational experiences
- One on one with kids
- Patience with my child
- Paying attention to children
- Providing a safe environment for my child to learn
- Teaching the children about their history
- Hands - on experience
- They try to work with the kids
- The teacher is always there to answer her questions
- With dealing with the behaviors of the children
- Encouragement
- Caring about the students well-being
- Developing and sharpening the skills my child has

Curriculum (n=8)

- Curriculum- I am pleased with the level of work (especially math) that my children get.
- Reading
- Cultural activities
- Arts
- Tutoring
- The lessons are very appropriate
- Class activities
- Keeping the children in performing arts projects

Communication with parents (n=8)

- Communicating with parents
- Keeping parents informed
- Parent & staff communication

- When concerns are brought they are handled quickly
- Great communication with teachers
- Making sure the parents stay updated on everything
- Parent contact- I feel appreciated & encouraged to be involved on special occasions & regular school days
- Mrs. LaSalle calls when she has a problem with my child

Staff (n=6)

- Teaching
- Friendly and professional staff
- Teachers
- Teacher
- Teaching
- The staff is respectful

Miscellaneous (n=15)

- Dress code
- Everything
- Everything. We will be moving so my child has learned a lot. We will miss everybody so much.
- Following directions
- My child's learning is great
- Nothing
- The school hours are perfect
- Respect
- Learning
- Keeping Jesus in this school
- Good skills for their futures
- Teaching children
- Schools
- Very involved with development
- Giving love

Q3: Please list up to three things that FAFA could improve:

Academics/Expanded programming (n=18)

- More field trips for children
- Exercise program and more gym-moving around helps behavior
- Get more library books
- Something to challenge or stimulate their thinking critically
- Have a all school picnic at a park
- More outside time
- More physical education
- Maybe more EA for classrooms
- Maybe some tutoring
- Go to higher grades
- Gym classes
- Some accelerated programs for students who perform above the norm
- Working with kids one on one
- More up & down time for the kids
- Music and instruments
- Math
- Field trips (need more)
- Challenging the overly bright kids

Communication with parents (n=7)

- Keep parents updated on child behavior
- Communication with parents and teachers
- Evaluation of student and helping parent understand options
- Making all parents feel welcome
- Let me know when there is a problem
- Letting the parent know ahead of time what the child has problems in
- The way the staff/principal talks to parents

Staff improvements (n=6)

- Unsure about the open door in the morning for tendercare & teachers not always present
- Teacher
- Staff needs to smile more teach kids to also have mirrors
- Training new staff
- Teachers being more supportive and understanding of students learning and let every little thing they do interrupt their classroom work
- How you talk to kids

Discipline and safety (n=5)

- Discipline
- Security
- Control the bullying kids better with the ones that pick on thers
- Safety
- Bullying is still a problem

Miscellaneous (n=5)

- School hours
- Schools
- Air conditioning in entire bldg.
- Administrative excellence with regards to Co-Parenting situations
- May God bless you more and more

Suspension (n=2)

- Making kids do more in school suspension than out school
- Not always out of school suspension

Lunch (n=2)

- Better breakfast and lunch that kids can enjoy
- School lunches

Transportation (n=2)

- Busing could be better on the boarders
- Transportation range

Q4. Why did you decide to enroll your child/children at FAFA? (n=44)**Class sizes (n=10)**

- I was looking for a smaller classroom size
- I like the small class sizes
- One of my children has ADHD and we decided not to medicate because she is on the boarder and she was getting lost in a district school with the larger class sizes
- Small classes and education here
- Small community school that pay close attention to the students
- Small classes, more one one one time with teacher

- Smaller class sizes
- Smaller school
- Smaller classes
- Smaller class sizes

School staff and environment (n=10)

- It's really calm
- More trusting school
- Loving / friendly staff community -
- I feel comfortable with my kid there
- She felt comfortable with her teachers and students
- So he could have a variety of teachers and staff influence
- Very good teachers
- Hoping teacher of color
- Because it's the best
- Charter school and some teachers

Referral (n=8)

- I heard it was a good school
- I heard that is good
- I enrolled my son because I was told by another parent how good FAFA is with the students and I do not regret one moment for enrolling my baby
- I have received good feed back from other FAFA parents
- Recommended by program director at Horizon
- Referral
- We were referred by Dr. Betty Mitchell
- A friend referred me

Miscellaneous (n=6)

- Likes the mission statement/focus
- Good
- Safety
- Went on website and I was happy with what I seen
- Age factor
- Because my son went here

Curriculum (n=5)

- Felt it was close to being like a Christian based education
- Cultural curriculum
- The emphasis on the fine arts
- Emphasis on arts
- Curriculum being taught

Location (n=3)

- Convenience
- I decided to enroll my child because of the location
- Close to work

Q5. Overall, are you happy with your child's experience at FAFA? Please explain.

"Yes" responses (n=34)

- Yes (x15)
- I am
- Child is doing A-B grades

- I am very, very pleased with the outcome of my child at FAFSA he is doing excellent and it makes me a proud mom
- I'm glad my child's education is improving. I see she both have learned much more
- Overall I am happy with my ADHA child's progress and impressed with the oldest
- So far, yes
- Yes the school has done well teaching what I can't
- Yes, because if he wasn't so lazy he would be getting a private school education
- Yes, because my child has grown academically
- Yes, helpful in helping my child learn
- Yes, helpful in helping my child learn
- Yes, helpful in helping my child learn
- Yes, I like the smaller class sizes as well as a great curriculum
- Yes, it's an alternative learning experience for kids that help them find their own way to learn best
- Yes, my children came from home school. Feel they eased into public school better by transition through FAFSA
- Yes, my son has had some issues & the staff went above & beyond to work with him before extreme disciplinary actions
- Yes, she's learning a lot and loves to tell and show it
- Yes, very great job
- Yes; feel my children are getting a better education

“No” responses (n=3)

- No
- I am not happy with her second year of school as I was with her first
- Not really, sometimes I feel like he is not getting the help he needs

Q6. Is this your first year as a FAFSA parent?

- Yes: 10 (24.4%)
- No: 31 (75.6%)