



Nova Classical Academy

2019 – 2020 Annual Report



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Introduction

Nova Classical Academy began as a small group of parents who wanted access to a high-quality education often found in private schools; the goal was to offer an academically rigorous curriculum with value placed on scholarship and individual excellence as well as self-discipline and virtues. Nova was the first public school to engage a classical education structure where students learn to think and reason from a solid foundation of knowledge and skills, and where parents, staff, and students all share a unity of purpose.

The founders looked into a number of different curriculum models. When they discovered the classical model of education, it struck a deep chord, and they knew without a doubt that it was not only what they wanted for their children, but it was also the education they wish that they had received.

Mission Statement

In a supportive community and through a systematic, accelerated college-preparatory education in the classical tradition, Nova Classical Academy challenges its students to develop intellect, to attain the habits of learning and mastery, and to live a virtuous life of duty and ideals.

Classical education rests on the concept of the Trivium—grammar, logic, and rhetoric—not as subjects, although these subjects are studied, but as the structure of every subject and discipline.

- Grammar is the foundation of a subject—the collection of its parts and the mechanics of how they work.
- Logic is the organization of these parts into a whole and an understanding of the relationships among the parts.
- Rhetoric is the ability to apply the foundational knowledge and logical understanding of a subject purposefully and creatively to solve a problem, express an opinion with clarity or create something new.

Educational Philosophy

Nova Classical Academy seeks to help develop young adults who possess the moral virtues of *prudence*, *justice*, *fortitude*, and *temperance* and the intellectual virtues of *wisdom*, *understanding*, and *science* as articulated in the western tradition in order that they may readily take up the responsibilities of adulthood.



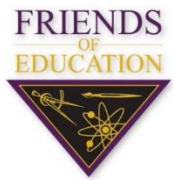
History

Nova Classical Academy has a K–12 charter. Nova opened in St. Paul in the fall of 2003 with grades K–6 and we have added grades yearly toward our goal of providing a complete K–12 education, beginning with our first ninth-grade class in the autumn of 2009. Nova’s first class of seniors graduated in the spring of 2013. In 2012, after renting spaces for nine years, we were excited to be in our new building in Victoria Park which houses our full K–12 program. Nova believes that an effective education must be systematic, comprehensive, and must have continuity from year to year. Nova provides many volunteer opportunities for parents to contribute to the success of the school.

Nova’s Lower School ranks as #1 in Best Public Elementary Schools in Ramsey County, #4 of 107 in Best Elementary Charter Schools in Minnesota, #11 of 868 in Best Public School Elementary Teachers in Minnesota, #32 of 891 in Best Public Elementary Schools in Minnesota (Niche), and #20 of 870 in Minnesota Elementary Schools (SchoolDigger).

Nova’s Upper School ranks as #2 in the list of top High Schools in Minnesota, #43 in Charter High Schools in the nation, #171 High School in national rankings, and #174 in STEM High Schools in the nation (U.S. News and World Report). Nova’s Upper School academic programming includes additional Advanced Placement (AP) and College in the Schools (CIS) courses.

Authorizer Information



Friends of Education
200 East Lake Street, Wayzata, MN 55391
Contact: Beth Topoluk, Executive Director
Duration: Expires June 30, 2022

Accolades



School Enrollment

Nova began in the fall of 2003 with 166 students enrolled in kindergarten through grade six. Continued growth of the Lower School supported the growth and development of grades seven through twelve. As of October 1, 2019, kindergarten through grade twelve had an enrollment of 1,020 students.

Membership															
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	Attrition Rate
2009-10	40	44	44	48	48	48	52	51	32	0	0	0	0	407	8%
2010-11	60	72	72	78	52	53	54	54	48	28	0	0	0	571	9%
2011-12	60	72	72	78	78	52	54	54	53	37	21	0	0	631	11%
2012-13	60	72	72	78	78	78	54	54	53	42	37	15	0	693	5%
2013-14	80	78	78	78	78	78	81	81	81	50	36	32	15	846	3%
2014-15	80	78	78	78	78	78	79	80	77	65	48	36	28	883	9%
2015-16	80	78	77	78	79	76	80	78	78	69	52	41	32	898	19%
2016-17	78	78	78	78	78	78	80	78	79	76	64	66	42	953	9%
2017-18	80	78	78	78	78	78	78	80	75	77	65	60	62	966	4%
2018-19	80	78	80	78	79	79	82	80	81	78	77	64	58	994	7%
2019-20	80	81	81	81	81	81	82	85	84	74	74	74	63	1,020	6%

Demographic and Subgroup Information								
	American Indian	Asian & Pacific Islander	Hispanic	Black	White	Free & Reduced Meals	SPED	LEP
2013-14	.01%	8.2%	3.6%	5.3%	72.1%	13.3%	7.2%	2.0%
2014-15	.2%	9%	3%	6%	82%	12%	6.5%	1.9%
2015-16	.4%	9.1%	3.5%	6%	81%	13%	6.8%	3%
2016-17	.1%	9.4%	4.5%	5.9%	79.7%	11.9%	6.7%	3.8%
2017-18	.3%	9.6%	5.7%	6.0%	72.2%	12.3%	4.4%	5.6%
2018-19	.3%	10.3%	7.2%	6.2%	69.2%	11.9%	3.4%	4.1%
2019-20	.3%	9.9%	8%	6.7%	67.2%	10.8%	7.1%	3.7%

Governance & Management

Nova Classical Academy has a parent majority board. During the 2019-2020 school year, Nova Classical Academy had 11 members on the Board of Directors: six parent members, three faculty members, and two community members. Although Michele Pipitone resigned in November, her community member seat was not filled. The election in May 2020 resulted in the reelection of Jennie Winter (parent) and the election of Melissa de Jesús Hernández (parent), Diane Ruday (teacher), and Nick LaRusso (community member) for three year terms. In addition, Frank Ross (parent) and Divya Karan (parent) were elected to two year terms. There continues to be one open community member seat on the board.

During the 2019-2022 school year, the board received training on Nova’s model of classical education, strategic planning and goal setting, our revised budgeting system, and did a review of Nova’s sustainability. The board also developed four strategic focus areas (classical education, engagement, academic excellence, and sustainability) from its strategic plan and created specific goals for each area. Due to COVID-19 beginning in March, the board transitioned to remote meetings via Zoom and postponed further scheduled training to focus on Nova’s response to the current health situation.

2019-2020 School Year – Charter Public School Board

Name	Board Position	Group (teacher FF#)	Date Seated	Term End	Phone Number	Board Member Training	Meeting Attendance %
Jason Belter	Director	Teacher 432080	7/2013	6/2021	651.428.5185	12.14.2013	100%
Adi Bharadwaj	Director, Chair	Community Member	7/2016	6/2021	847.219.7736	8.09.2016	100%
Josh Garvin	Director	Teacher 433596	7/2017	6/2020	651.209.6320	1.10.2018	83%
Claudia Gumbiner-Hungs	Director	Parent	7/2014	6/2021	562.208.8422	12.06.2014	83%
Divya Karan	Director	Parent	7/2019	6/2020	612.600.7993	11.18.2019	83%
Becky Lund	Director, Secretary	Teacher 389883	7/2016	6/2019	651.295.2570	12.11.2009	100%
Paul Mason	Director	Parent	7/2012	6/2020	612.851.7740	12.6.2014	83%
Theresa Nelson	Director, Chair-Elect	Parent	7/2018	6/2021	621.695.8426	10.13.2018	100%
Michelle Pipitone	Director	Community Member	7/2019	Resigned 11/2019	651.440.3208	N/A	50% pre- resignation
Frank Ross	Director	Parent	7/2019	6/2020	952.201.1959	11.18.2019	92%
Jennie Winter	Director, Treasurer	Parent	7/2017	6/2020	651.398.2006	8.8.2017	92%

Staffing & Retention

ADMINISTRATORS						
Name	File Folder Number	Assignment	Years Employed by School	New in FY20	Left During FY20	Not Returning FY21
Melissa Johnson	462224	Assistant Principal, K-12	9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Michael Pelosfske	436269	Upper School Principal	7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Brooke Tousignant	397890	Lower School Principal	5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Brett Wedlund	419684	Executive Director	1	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

FACULTY					
Name	File Folder Number	Assignment/Subject	New in FY20	Left During FY20	Not Returning FY21
Heather Albrecht	503034	First Grade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeanie Anderson	437857	Music	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ann Antus	232120	Special Education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Jason Belter	432080	Science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Luke Brekke	393327	History	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nancy Broen	397048	History	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sarah Brown	504509	History	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Laura Buri	441724	Fifth Grade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Don Burrows	481868	Latin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bryan Butts	403645	Physical Education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Micah Chibana	1002614	Mathematics	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mark Conkle	450234	Mathematics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nicholas Conlin	476701	Spanish	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emily Cranberg	509549	School Counselor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kyle Earnest	507900	Physical Education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Brandon Foat	408188	History	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Joshua Garvin	433596	Latin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mary Pat German	319062	Fourth Grade	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Patricia Gilbert	450003	Fourth Grade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Amy Gleason	492300	Kindergarten	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jamie Halvorson	492840	Third Grade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Morgan Hanlon	487978	Kindergarten	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Duane Heidemann	399230	Mathematics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nicole Hoiland	367504	Art	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shannon Hooge	510576	Special Education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeremy Hubbell	496473	History	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Diana Johnson	374011	Art	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Melissa Kibler	460242	Language Arts	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Matthew Kimble	423854	Fifth Grade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dana Klinkner	475499	Physical Education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Connie Knowles	398867	Reading Specialist	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sara Knudsen	397730	Kindergarten	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nelly Konkin	454587	Language Arts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Elizabeth Krohn	484157	First Grade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Madeline Larsen	483397	First Grade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Chad Long	410502	Third Grade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rebecca Lund	389883	Second Grade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maria Marchand	411039	Fourth Grade	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Jonathan Martin	446476	Physical Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Margaret McCarney	456216	Language Arts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Regina McDonald	366494	Mathematics	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Brendan O'Hara	473851	Language Arts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kelly O'Rourke	321838	Reading Specialist	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Heidi Reynolds	442587	Latin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sarah Rogers-Tanner	476412	Third Grade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jennifer Rogge	467769	Kindergarten	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Alexandra Ross	482825	Mathematics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Diane Ruday	446587	Mathematics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Katherine Sandsmark	481498	English Language Learner	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Lee Schultz	485688	Special Education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sara Seal	440531	Language Arts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Christopher Shepard	466387	History	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jo Shultz	445885	Second Grade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
David Shuman	447264	School Counselor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Megan Smith	494377	Language Arts	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Kimberly Strand	425938	Science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gary Stueck	485267	Science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sarah Taylor	421853	Language Arts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Traci Taylor	398736	Second Grade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kathleen Tuma	290613	Art	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Rebecca Urbrock	408803	Music	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Naomi Walther	494667	Special Education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Alex Weninger	499481	Fifth Grade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Melissa Weninger	499481	Special Education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maura Williams	479227	Latin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rena Williams	396488	Music	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

As reported to the Minnesota Department of Education (MDE) in the 2019-2020 World's Best Workforce report, 93.5% of Nova's teaching staff has at least three years of teaching experience and 100% of our teachers are licensed, which is higher than the state average. Nova's hiring process prioritizes identifying teachers who are licensed in their content areas, as well as teachers who reflect the demographic makeup of our student body. Nova's licensed staff's race/ethnicity demographics are 95.3% white and 4.7% Asian in comparison to Nova's student demographics, which are 9.9% Asian, 8% Hispanic or Latino, 6.7% Black or African-American, and 7.9% two or more races.

In addition to the licensed teachers listed above, Nova Classical Academy also employed an average of 30 Educational Assistants supporting general and special education. In addition, the following program support staff were employed: Activities Director, Business Office Manager, Communications Manager, District Receptionist, Facilities Coordinator, Food Services Coordinator, Food Service Director, Health Office Manager, Human Resources Director, Operations Coordinator, Office Managers in each school, Special Education Coordinator, and an in-house substitute short-call teacher.

Staff Retention Percentages								
	FY13	FY14	FY15	FY16	FY17	FY18	FY19	FY20
Faculty	90.7%	87.1%	94%	86%	88%	86.6%	82.2%	89.23%
Educational Support	100%	47.8%	63.2%	71%	79%	85.2%	67.7%	70.37%
Program Support	100%	87.5%	77.8%	100%	92%	83.4%	76%	72.6%
Administration	100%	75%	54.5%	50%	60%	100%	100%	100%
Total	94.5%	78%	71.9%	71.9%	79.75%	88.8%	81.6%	83.05%

Finances

Nova Classical Academy is financially viable. Nova contracts with Dieci School Finance for services related to its accounting, payroll, generation of financial statements, and compliance reporting. Nova also contracts with CliftonLarsonAllen, LLP for performance of its annual independent financial audit. The audit of FY20 is currently underway and the school expects to receive a clean audit with no material findings.

Nova’s Budget & Finance Committee and administration completes an extensive budget development process for recommendation and discussion with the board. Each month the finance committee reviews any variances between actual and budget along with alignment to the financial goals. The committee reports this review/discussion to the board monthly.

Nova ended FY20 with an unaudited fund balance of 34.4%. Nova anticipates that it will meet the goal of maintaining a fund balance of at least 20% for years to come.

Academic Performance

Nova Classical Academy administers the Minnesota Comprehensive Assessments (MCAs) to all students in grades 3–8 and qualifying high school students to measure math, reading, and science proficiency relative to Minnesota State Academic Standards over time. Nova administers the Minnesota Test of Academic Skills (MTAS) to qualifying students.

State assessments and nationally normed assessments did not occur due to COVID-19 and the transition to distance learning. Consequently, there is no data to report.



2019-2020 World's Best Workforce Report

All Students Ready for School

Goal

Of the students enrolled in Kindergarten on the last day of summer during the 2019-2020 school year, 90% will participate in August 2019 Pre-Kindergarten Conferences.

Goal

Of the students enrolled in Kindergarten by October 1ST of the 2019-2020 school year, 95% will advance to first grade.

Result

Exceeded Goal. 100% of students who enrolled in Kindergarten took part in the Pre-Kindergarten Readiness conferences.

Result

Exceeded Goal. 100% of students enrolled in Kindergarten in 2019-2020 advanced to first grade.

All Students in Third Grade Achieving Grade-level Literacy

Goal

Nova's goal for the third grade reading proficiency rate is to be at least 23% higher than the state average in reading, as measured by the MCAs.

Result

Minnesota comprehensive assessments did not occur due to COVID-19 and the transition to distance learning. Consequently, there is no data to report.

Reading Well by Third Grade

AIMS Web CBM				
Grade	Assessment Norms (WRC/M)	At or Above Grade Level	Tested	%
K	N/A	N/A	N/A	N/A
1	19	81	81	100%
2	64	78	81	96.3%
3	84	72	81	88.9%

AIMS Web LSF				
Grade	Assessment Norms (grade/month equivalent)	At or Above Grade Level	Tested	%
K	15	70	79	88.6%

STAR Reading				
Grade	Assessment Norms (grade/month equivalent)	At or Above Grade Level	Tested	%
1	1.4	68	81	84.0%
2	2.4	75	81	93.0%
3	3.4	65	80	81.3%

MCA Reading				
Grade	Assessment Norms (grade/month equivalent)	At or Above Grade Level	Tested	%
3	350	N/A	N/A	N/A

Close the Achievement Gap(s) Between Student Groups

Goals

Lower School Math 3-5

The proficiency gap between the Non-English Language Learners and the English Language Learners enrolled October 1 in grades 3-5 at Nova Classical Academy Lower School using all state **Math** accountability tests (MCAs and MTAS) will decrease from 67.9% in 2019 to 55.4% in 2020 by increasing the proficiency rate of the groups as follows:

- Non-English Language Learners from 84.6% in 2019 to 85.4% in 2020, representing 7 students moving from Partially/Does Not Meet to Meets/Exceeds
and
- English Language Learners from 16.7% in 2019 to 30.0% in 2020, representing 2 students moving from Partially/Does Not Meet to Meets/Exceeds.

Lower School Reading 3-5

The proficiency gap between the Non-English Language Learners and the English Language Learners enrolled October 1 in grades 3-5 at Nova Classical Academy Lower School using all state **Reading** accountability tests (MCAs and MTAS) will decrease from 49.2% in 2019 to 43.3% in 2020 by increasing the proficiency rate of the groups as follows:

- Non-English Language Learners from 82.5% in 2019 to 83.3% in 2020, representing 6 students moving from Partially/Does Not Meet to Meets/Exceeds
and
- English Language Learners from 33.3% in 2019 to 40% in 2020, representing 2 students moving from Partially/Does Not Meet to Meets/Exceeds

Results

Lower School Math 3-5

Minnesota comprehensive assessments did not occur due to COVID-19 and the transition to distance learning. Consequently, there is no data to report.

Lower School Reading 3-5

Minnesota comprehensive assessments did not occur due to COVID-19 and the transition to distance learning. Consequently, there is no data to report.

Upper School Math 6-8, 11

The proficiency gap between the Non-English Language Learners and the English Language Learners enrolled October 1 in grades 6-8, 11 at Nova Classical Academy Upper School using all state **Math** accountability tests (MCAs and MTAS) will decrease from 69.2% in 2019 to 46.3% in 2020 by increasing the proficiency rate of the groups as follows:

- Non-English Language Learners maintaining 89.2% in 2019 to 89.2% in 2020, representing 34 students moving from Partially/Does Not Meet to Meets/Exceeds
- and
- English Language Learners from 20.0% in 2019 to 42.9% in 2020, representing 1 student moving from Partially/Does Not Meet to Meets/Exceeds

Upper School Reading 6-8, 10

The proficiency gap between the Non-English Language Learners and the English Language Learners enrolled October 1 in grades 6-8, 10 at Nova Classical Academy Upper School using all state **Reading** accountability tests (MCAs and MTAS) will decrease from 59.4% in 2019 to 22.4% in 2020 by increasing the proficiency rate of the groups as follows:

- Non-English Language Learners maintaining 89.4% in 2019 to 89.4% in 2020, representing 24 students moving from Partially/Does Not Meet to Meets/Exceeds
- and
- English Language Learners from 30.0% in 2019 to 66.7% in 2020, representing 1 student moving from Partially/Does Not Meet to Meets/Exceeds

Upper School Math 6-8, 11

Minnesota comprehensive assessments did not occur due to COVID-19 and the transition to distance learning. Consequently, there is no data to report.

Upper School Reading 6-8, 10

Minnesota comprehensive assessments did not occur due to COVID-19 and the transition to distance learning. Consequently, there is no data to report.

All Students Career- and College-ready by Graduation Goal

As measured by the ACT assessment, 70% of Nova’s juniors will demonstrate college readiness in all four College Readiness Benchmark Scores and will be at a platinum or gold level for career readiness which indicates that a student has the skills required for at least 93% of ACT-profiled jobs.

Result

Partially Met. 68% of Nova’s juniors, class of 2021, demonstrated college readiness in all four College Readiness Benchmark Scores as measured by the ACT college readiness assessment. 83% of Nova’s juniors were at a platinum or gold level for career readiness: 58% earned a platinum level and 25% earned a gold level.

All Students Graduate Goal

Nova Classical Academy will have a graduation rate of at least 90% in 2019-2020.

Result

Exceeds. Nova Classical Academy had a graduation rate of 100% in 2019-2020.



Operational Performance

Reporting Requirements

Nova Classical Academy submitted all reporting documents: Minnesota Automated Reporting Student System (MARSS), Electronic Data Reporting System (EDRS), Compliance, etc., in a timely manner to the Minnesota Department of Education (MDE).

Legal Issues

Currently, Nova has no legal issues outstanding.

Innovative Practices & Future Plans

Charter schools were created to develop innovative educational practices, stabilize them, and pass those learnings on to mainstream schools for improvement. Nova continues in this tradition by building competence in our classical mission. In 2019-2020 this mission was advanced in two ways:

- Promote and support implementation of Data-driven Instruction in both the Upper and Lower Schools
- Classical Pedagogy Leads provided training for all faculty during professional in-services throughout the year. This 2019-2020 theme for this training was *festina lente* (make haste, slowly) in the Grammar, Logic, and Rhetoric Schools.
- Classical Education Certification: This program, created at Nova, trains new teachers in the strategies and philosophy of classical education. Nova's new teachers – for whom the full-year course is a requirement – attended an immersive, which emphasizes both the technical elements of classical education as well as research-based components of instruction. The program meets once a month for an hour-long evening session, throughout the academic year.

Nova Classical Academy's goals for the 2020-21 school year included increasing MCA scores in reading and math as outlined in this report; maintaining enrollment capacity in all grades; increasing workplace staff satisfaction and reviewing mandatory, legal, and recommended policies to improve organizational structure and efficiency.

1. Nova Classical Academy is in the process of evaluating its strategic direction as it relates to enrollment and facilities. In addition, the School is evaluating faculty compensation models to ensure long-term stability and viability.
2. Work in the Upper School will be to continue adding College in the Schools (CIS) course offerings and AP-approved courses, improving school-life balance for students, and working to grow the student population to capacity.



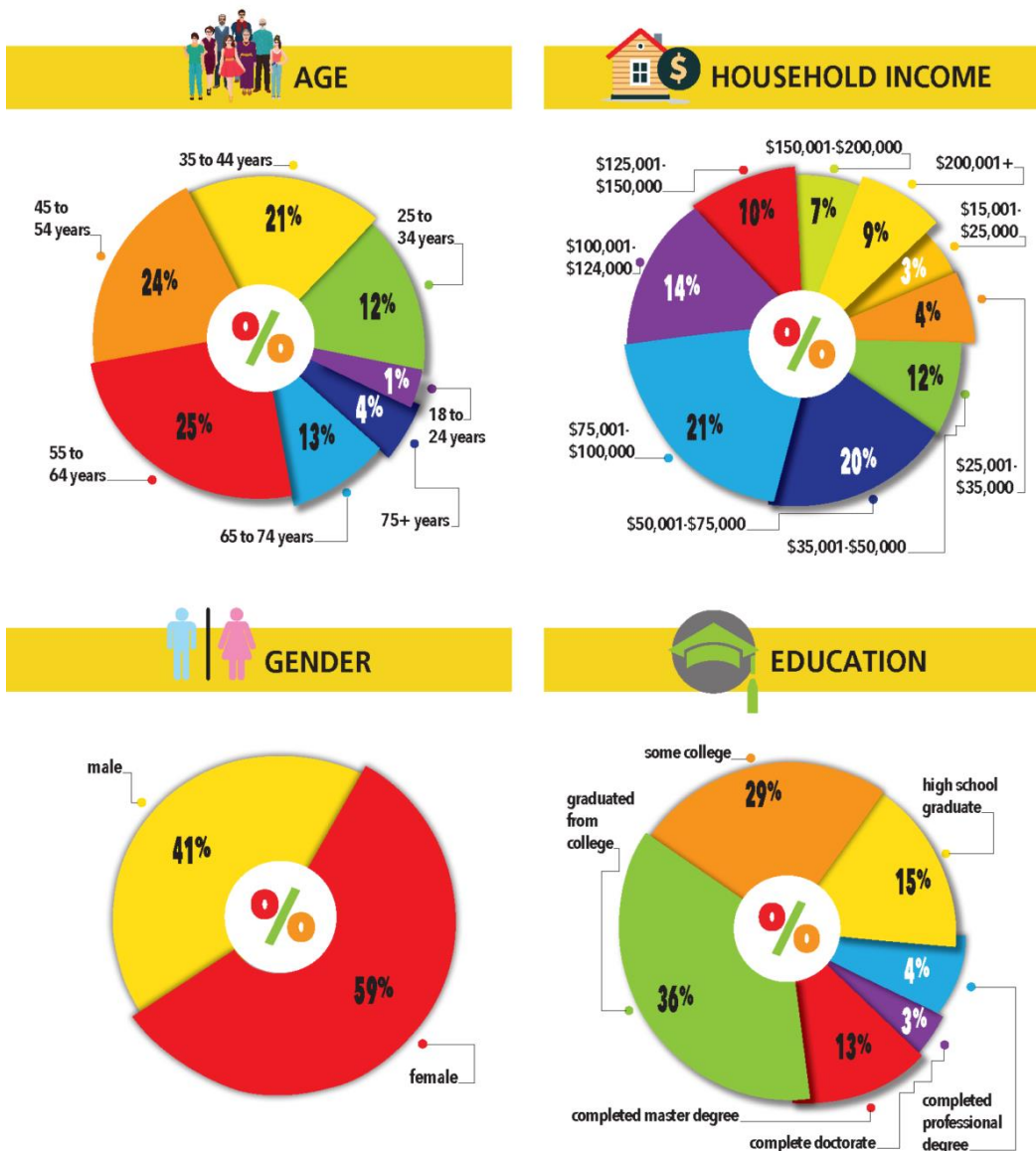
Dissemination of Information to the Community

Nova disseminates information to the community via its website, social media channels and ad placement in the Villager newspaper, known for its comprehensive local new coverage since 1953.

The Villager serves the Highland Park, Lexington-Hamline, Macalester-Groveland, Merriam Park, Snelling-Hamline, Summit Hill, Summit-University and West 7th neighborhoods of St. Paul, the Longfellow and Nokomis neighborhoods of Minneapolis, Lilydale, Mendota and Mendota Heights. Its circulation is 57,500 and report 106,000 regular readers, with 80% engagement and an average shelf life of 4-5 days.

READER DEMOGRAPHICS*

READERSHIP: 106,000 CIRCULATION: 57,500



*2018 Survey by the Circulation Verification Council

Strategic Plan 2017-2022

The Strategic Plan for 2017-2022 as adopted by the board.

Strategic Vision

In five years, we will have developed, delivered, and be recognized for...

- A classical education achievable for all students across all economic and cultural backgrounds
- A strong college preparatory classical education that educates all students as lifelong learners
- A rigorous educational experience to look back on with joy
- Retention and recruitment of staff and students
- A welcoming, respectful, strong community with meaningful traditions
- A facility that fits our needs and allows us space to thrive
- Financial strength and stability

Strategic Priorities

- Articulate and develop a comprehensive five-year facility needs plan
- Create a professional development plan that aligns with the classical curriculum and pedagogy
- Clearly and consistently align all decisions, programming, and activities with Nova's mission
- A classical education that is accessible to all student ability levels
- Successfully engage students in stewardship and community in part by drawing upon the examples set by other top performing schools
- Promote and encourage a joyful learning community for all students, staff, and families
- Develop a comprehensive staff retention plan

In addition, the Board has adopted the following guiding objectives:

Classical Education

We will create the habits of learning and mastery that carry beyond Nova.

- Nova Classical Academy will continue to offer ongoing classical education training ranging from the philosophical to practical/applicable.
- Nova seniors will identify and discuss the Grammar, Logic, and Rhetoric stages of their project during their thesis process.
- Nova Classical Academy will continue to educate the community by including
- Classical Education readings in school communications.
- The Board will engage in yearly Classical Education training with the Pedagogy Leads.

Engagement

We will ensure students, families, and staff are actively connected to Nova Classical Academy.

- By the end of FY22, Nova will design and implement a plan to use multiple communication formats to ensure consistency in messaging and branding with all internal and external audiences.
- By the end of FY22, 67% of Nova Upper School Students will participate in a Nova sponsored extracurricular activity.
- By the end of FY22, Nova's Lower School will add at least four new extracurricular opportunities.

Academic Excellence

We will set high academic standards and cultivate ongoing growth in all students.

- At the conclusion of each school year, Nova's third grade reading proficiency rate as measured by the MCAs will be no less than 23 points higher than the state average in reading.
- As published by the Minnesota Department of Education, each year the Upper and Lower School's average growth z-scores will exceed zero in math and reading.
- At the conclusion of each school year, Nova's school's math proficiency rate as measure by the MCAs for each subgroup will be no less than:
 - English Learners – 28 points higher than the state average for this subgroup
 - Special Education – 24 points higher than the state average for this subgroup
 - Hispanic – 32 points higher than the state average for this subgroup
 - Asian – 28 points higher than the state average for this subgroup
 - Black – 34 points higher than the state average for this subgroup
 - Free/Reduced Priced Lunch – 29 points higher than the state average for this subgroup
- At the conclusion of each school year, Nova's school's reading proficiency rates measured by the MCAs for each subgroup will be no less than:
 - English Learners – 16 points higher than the state average for this subgroup
 - Special Education – 34 points higher than the state average for this subgroup
 - Hispanic – 35 points higher than the state average for this subgroup
 - Asian – 28 points higher than the state average for this subgroup
 - Black – 31 points higher than the state average for this subgroup
 - Free/Reduced Priced Lunch – 29 points higher than the state average for this subgroup
- Each year 70% of 12th grade students who have taken the ACT will meet all four College Readiness Benchmarks.

Sustainability

We will manage our resources to ensure the long-term availability of Nova's model of classical education.

- Each year Nova will approve and maintain an annual budget that meets or exceeds the charter contract and bond covenants. The budget will also include a 5-year pro-forma projection.
- By the end of FY22, Nova will ensure growth of all staff by creating an effective evaluation, feedback and professional development plan.
- By the completion of FY22, Nova will recommend a specific plan for updating and/or expanding facilities and recreation spaces to meet school needs.