



Know Yourself. Know The World.

# NOVA CLASSICAL ACADEMY™

## 2021-2022 Annual Report



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## Introduction

Nova Classical Academy delivers classical education in a small K-12 public charter school that is ideally suited for personalizing learning and building developmental relationships. Nova Classical Academy is Minnesota’s leader in classical education. We empower students to be intellectually curious, to identify their personal strengths — and gain the knowledge, understanding and wisdom to make their world a better place. Classical education is a rigorous and formal method that teaches thought and expression of the mind and heart.

Nova Classical’s Lower School ranks as #1 of 114 in Best Charter Elementary Schools in Minnesota (Niche), #6 of 901 in the Best Public Elementary Schools in Minnesota (Niche), #3 of 892 in Best Public School Elementary Teachers in Minnesota (Niche), #4 in Minnesota Charter Elementary Schools, #27 in Minnesota Elementary Schools (U.S. News and World Report), and #70 of 869 in Minnesota Elementary Schools (SchoolDigger).

Nova Classical’s Upper School ranks as #1 of 428 in Minnesota High Schools (SchoolDigger), #2 of 389 Best Public Middle Schools in Minnesota (Niche), #2 of 92 Best Charter Middle Schools in Minnesota (Niche), #2 of 58 Best Charter High Schools in Minnesota (Niche), #1 in Minnesota Middle Schools (U.S. News and World Report), #1 in Minnesota Charter Middle Schools (U.S. News and World Report), #2 in Minnesota High Schools (U.S. News and World Report), #2 in Minneapolis, MN Metro Area High Schools (U.S. News and World Report), #53 in Charter High Schools (U.S. News and World Report), #131 in STEM High Schools (U.S. News and World Report), and #204 in National Rankings (U.S. News and World Report). Nova Classical’s Upper School academic programming includes additional Advanced Placement (AP) and College in the Schools (CIS) courses.

## Accolades



## 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.



## Educational Philosophy

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.

As they learn how to gain knowledge, Nova Classical Academy students gain exemplary study habits and time management skills that translate to self-discipline and accountability in academics and life. Nova Classical Academy students learn five virtues: justice, temperance, fortitude, wisdom, and prudence. The classical search for Truth, Beauty, and Goodness and participation in the Great Conversation requires virtues, as well as the desire to serve and help humanity. Classical education develops confident, compassionate and articulate graduates who are poised to engage as thoughtful global citizens.

## History

Nova Classical opened in Saint Paul in the fall of 2003 with grades K-6 and has added grades yearly toward the goal of providing a complete K-12 education, beginning with the first ninth-grade class in the autumn of 2009. Nova Classical's first class of seniors graduated in the spring of 2013. In 2012, after renting spaces for nine years, Nova Classical united the lower and upper schools in a new building in Victoria Park which houses a full K-12 program. Nova Classical was the first public school in Minnesota 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.

Nova Classical believes that an effective education must be systematic, comprehensive, and must have continuity from year to year. It is Nova Classical's job to equip each student with everything needed — knowledge, skills, and growth mindset — to become life-long learners.

## Authorizer Information



Friends of Education  
11100 Wayzata Blvd., Suite 800 | Minnetonka, MN 55305  
Contact: Beth Topoluk, Executive Director  
Duration: Expires June 30, 2027



## School Enrollment

Nova Classical 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, 2021, Kindergarten through grade twelve had an enrollment of 984 students.

Membership															
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	Attrition Rate
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%
2020-21	80	81	80	81	81	81	82	84	83	72	73	67	66	1,011	10%
2021-22	76	78	80	80	81	81	81	78	78	71	69	64	67	984	11%

Demographic and Subgroup Information								
School Year	American Indian	Asian & Pacific Islander	Hispanic	Black	White	Free & Reduced Meals	SPED	ELL
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%
2020-21	.3%	10.8%	8.1%	8.0%	65.3%	4.5%	7.8%	3.8%
2021-22	.4%	11.7%	7.3%	9.1%	63.3%	8.4%	7.0%	3.9%

## Governance & Management

Nova Classical Academy has a parent majority board. It consists of five parents, three teachers, and one community member. The election in May 2022 resulted in the reelection of Becky Lund (teacher) and the election of Colleen Hansen and Suzanne McInroy (both parents) for three year terms beginning on July 1, 2022. The board met in-person, but continued to allow members to participate through Zoom (if needed) throughout the 2021-2022 school year and regularly had about 10 members of the public (employees, parents, and students) also attend each meeting via Zoom.

2021-2022 School Year – Public Charter School Board							
Name	Board Position	Group (teacher FFN)	Date Seated	Term End	Phone Number	Board Member Training	Meeting Attendance %
Claudia Gumbiner-Hungs	Director, Chair Elect	Parent	7/2014	6/2024	562.208.8422	12.06.2014	92%
Melissa deJesus Hernandez	Director	Parent	7/2020	6/2023	651-532-0919	7.28.2020	100%
Divya Karan	Director	Parent	7/2019	6/2022	612.600.7993	11.18.2019	77%
Nicholas LaRusso	Director	Community Member	7/2020	6/2023	507.284.1006	7.28.2020	62%
Becky Lund	Director, Secretary	Teacher 389883	7/2016	6/2022	651.295.2570	12.11.2009	100%
Frank Ross	Director, Chair	Parent	7/2019	6/2022	952.201.1959	11.18.2019	100%
Sasha Ross	Director, Treasurer	Teacher 482825	7/2021	6/2024	651.238.6642	1.22.2022	92%
Diane Ruday	Director	Teacher 446587	7/2020	6/2023	651-285-1381	7.28.2020	85%
Jennie Winter	Director, Treasurer	Parent	7/2017	6/2023	651.398.2006	8.8.2017	92%

During the 2021-2022 school year, the board had training regarding governance best practices, staying strategic, thinking like a trustee instead of a delegate, and classical education. The board received the following training:

Date	Training Title(s)	Members Present
7.2021	Governance Training (Open meeting law, working as an entity, and staying strategic; presented by Becky Lund)	deJesus Hernandez, Gumbiner-Hungs, Karan, Lund, F. Ross, S. Ross, Ruday, & Winter
8.2021	Nova Classical's Mission (presented by Becky Lund)	deJesus Hernandez, Gumbiner-Hungs, Karan, Lund, F. Ross, S. Ross, Ruday, & Winter
9.2021	Three Stages of Classical Education (presented by Becky Lund, Brandon Foat, and Sara Seal)	All
2.2022	The "Why" of Classical Education (presented by Dr. Missy Johnson)	All
4.2022	Governance Training (Trustee vs Delegate, Importance of the Organization's Mission, MN Statutes and Rules about board governance, etc.; presented by Dr. Michael J. Lovett)	deJesus Hernandez, Gumbiner-Hungs, LaRusso, Lund, F. Ross, S. Ross, & Ruday
5.2022	Review of Themes in Governance Training (presented by Frank Ross)	deJesus Hernandez, Gumbiner-Hungs, Karan, Lund, F. Ross, S. Ross, Ruday, & Winter

## Staffing & Retention

ADMINISTRATORS						
Name	File Folder Number	Assignment	Years Employed by School	New in FY22	Left During FY22	Not Returning FY23
Melissa Johnson	0462224	Academic Director	11	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Michael Pelofske	0436269	Upper School Principal	9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Brooke Tousignant	0397890	Lower School Principal	7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Brett Wedlund	0419684	Executive Director	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

FACULTY					
Name	File Folder Number	Assignment/Subject	New in FY22	Left During FY22	Not Returning FY23
Heather Albrecht	0503034	First Grade	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Jeanie Anderson	0437857	Music	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ann Antus	0232120	Special Education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jason Belter	0432080	Science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Luke Brekke	0393327	History	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sarah Brown	0504509	Language Arts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Laura Buri	0441724	Fifth Grade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Don Burrows	0481868	Latin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bryan Butts	0403645	Physical Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Micah Chibana	1002614	Mathematics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nicholas Conlin	0476701	Spanish	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emily Cranberg	0509549	School Counselor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adam Eberhardt	1010986	Reading	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jennifer Facendola	0510699	Latin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Brandon Foat	0408188	History	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nicole Frost	0481483	English Language Learner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Joshua Garvin	0433596	Latin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mary Pat German	0319062	Fourth Grade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Amy Gleason	0492300	Kindergarten	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Morgan Hanlon	0487978	Kindergarten	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Chatham Hedges	1000351	History	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Duane Heidemann	0399230	Mathematics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kjell Hinkel	1001188	Mathematics	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nicole Hoiland	0367504	Art	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shannon Hooge	0510576	Special Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeremy Hubbell	0496473	History	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Derek Johnson	0367417	Fourth Grade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kimberly Johnson	0421358	English Language Learner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stephanie Johnson	1003795	Health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Meaghan Juedes	0486890	Art	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Camille Khaldi	1013335	Art	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Matthew Kimble	0423854	Fifth Grade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Connie Knowles	0398867	Reading Specialist	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sara Knudsen	0397730	Kindergarten	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nelly Konkin	0454587	Language Arts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Madeline Larsen	0483397	First Grade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Naomi Lehrer	0494667	Special Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Chad Long	0410502	Third Grade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rebecca Lund	0389883	Second Grade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maria Marchand	0411039	Fourth Grade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jonathan Martin	0446476	Physical Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Margaret McCarney	0456216	Language Arts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Regina McDonald	0366494	Mathematics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tonopah Nee	0500361	Science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Brendan O'Hara	0473851	Language Arts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kelly O'Rourke	0321838	Reading Specialist	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sarah Oden-Tanner	0476412	First Grade	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Meghan Peach	0484099	Second Grade	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Heidi Reynolds	0442587	Latin	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Nicholas Ritz	0506885	Third Grade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Jennifer Rogge	0467769	Kindergarten	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Alexandra Ross	0482825	Mathematics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Diane Ruday	0446587	Mathematics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lee Schultz	0485688	Special Education	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Sara Seal	0440531	Language Arts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Christopher Shepard	0466387	History	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
David Shuman	0447264	School Counselor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Karianne Stohr	0480143	Third Grade	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kimberly Strand	0425938	Science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gary Stueck	0485267	Science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sarah Taylor	0421853	Language Arts	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Traci Taylor	398736	Second Grade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rebecca Urbrock	408803	Music	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kelly VanMoorlehem	512963	First Grade	<input 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maura Williams	479227	Latin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

In addition to the licensed teachers listed above, Nova Classical Academy employed an average of 28 Educational Assistants supporting general and special education. Nova Classical Academy also employed the following program support staff: Activities Administrative Assistant, Activities Director, Behavior Intervention Specialist, Business Office Manager, Community Engagement Coordinator, District Office Coordinator, Facilities Coordinator, Food Services Coordinator, Food Service Director, Health Office Manager, Human Resources Director, Operations Coordinator, Office Manager, Program Coordinator & Scholar Zone Director, Special Education Coordinator, and two in-house substitute short-call teachers.

Staff Retention Percentages									
	FY14	FY15	FY16	FY17	FY18	FY19	FY20	FY21	FY22
Licensed Faculty	87.1%	94%	86%	88%	86.6%	82.2%	89.23%	82.09%	92.19%
Educational Support	47.8%	63.2%	71%	79%	85.2%	67.7%	70.37%	85.71%	89.29%
Program Support	87.5%	77.8%	100%	92%	83.4%	76%	72.6%	100%	82.35%
Administration	75%	54.5%	50%	60%	100%	100%	100%	100%	100%
Total	78%	71.9%	71.9%	79.75%	88.8%	81.6%	83.05%	87.69%	90.96%

## Equitable Access to Excellent and Diverse Educators

As reported to the Minnesota Department of Education (MDE) in the 2021-2022 World's Best Workforce report, 99.97% of Nova Classical'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 Classical's licensed teaching staff's race/ethnicity demographics are 92.31% white, 1.54% Asian, 1.54% Native Hawaiian or Other Pacific Islander, and 4.62% Two or More Races in comparison to Nova Classical's student demographics, which are .4% American Indian, 11.7% Asian, 7.3% Hispanic or Latino, 9.1% Black or African-American, and 8.1% two or more races.

Students at Nova Classical have access to high quality teachers. Our hiring process prioritizes identifying teachers who are licensed in their content areas. We would need to add 19 teachers of color and American Indian background to reflect our student population. The root causes contributing to a lack of student access to teachers of color and American Indian teachers are:

1. A nationwide teacher shortage in multiple licensure areas, many of which are considered difficult to fill regardless of race/ethnicity considerations
2. A lack of qualified (properly licensed and/or experienced) candidates who represent these demographics

Nova Classical's goal is to attract the best-qualified candidates from the widest and most diverse candidate pool for all job openings in the district. Nova Classical also offers annual cultural competency training beyond what is required for relicensure for all staff.

## Finances

Nova Classical Academy has long-term financial stability. Nova Classical contracts with Dieci School Finance for services related to its accounting, payroll, generation of financial statements, and compliance reporting. Nova Classical also contracts with CliftonLarsonAllen, LLP, for performance of its annual independent financial audit. The audit of FY22 is currently underway and the school expects to receive a clean audit with no material findings.

Nova Classical Academy'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 Classical Academy ended FY22 with an unaudited fund balance of 41.7%. Nova Classical anticipates that it will meet the goal of maintaining a fund balance of at least 25% for years to come.

## Academic Performance

Nova Classical Academy administers the Minnesota Comprehensive Assessments (MCAs) to all students in grades 3-11 to measure math, reading, and science proficiency relative to Minnesota State Academic Standards over time. Nova Classical also administers the Minnesota Test of Academic Skills (MTAS) to qualifying students. Beginning in the fall of 2021, Nova Classical moved to the nationally-normed FastBridge aMath and aReading assessments in order to measure K-12 Math and Reading growth.

99.4% of eligible Nova Classical Academy students (grades 3-11) participated in the state assessments (MCAs and MTAS) in April 2022. Three FastBridge nationally-normed Math and Reading assessments were administered in 2021-2022.



## 2021-2022 World's Best Workforce Report

*\*WBWF goals are also included in our reported Q Comp Goals to MDE. Per MDE recommendation, we have carried over our 2019-2020 goals to 2020-2021\**

### All Students Ready for School

<p><b>Goal</b> 90% of students who score less than 50% on the general outcome measure of Letter Sounds Fluency at the beginning of the year will receive PRESS reading interventions. During the 2021-2022 school year, students will exit PRESS interventions once they are able to score above the 50% target, with 93% accuracy, on the general outcome measure for the upcoming benchmark window.</p>	<p><b>Result: Goal Not Met</b> 85% of students who scored less than 50% on the general outcome measure of Letter Sounds Fluency at the beginning of the year received PRESS reading interventions. During the 2021-2022 school year, 18% of students exited PRESS interventions once they were able to score above the 50% target, with 93% accuracy, on the general outcome measure for the upcoming benchmark window.</p>
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### All Students in Third Grade Achieving Grade-level Literacy

<p><b>Goal</b> Nova Classical's goal for the third grade reading proficiency rate is to be at least 22% higher than the state average in reading, as measured by the MCAs.</p>	<p><b>Result: Goal Not Met</b> Nova Classical's goal for the third grade reading proficiency rate was 21.5% higher than the state average in reading, as measured by the MCAs.</p>
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### Close the Achievement Gap(s) Between Student Groups

<p><b>Goals</b> Math Goals: As published by the Minnesota Department of Education North Star Academic Progress*, by FY22 Nova Classical Academy's Math academic progress for each subgroup will have:</p>	<p><b>Results: Goal Partially Met</b> Math Results: Goal Met</p>
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|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>▪ Decreased from 28.6% to 28.2% in "Achievement level decreased or stayed 'does not meet standards'" category for English Learners</li> <li>▪ Decreased from 28.6% to 28.2% in "Achievement level decreased or stayed 'does not meet standards'" category for Special Education</li> <li>▪ Decreased from 26.1% to 25.7% in "Achievement level decreased or stayed 'does not meet standards'" category for Hispanic or Latino</li> <li>▪ Decreased from 22.2% to 21.8% in "Achievement level decreased or stayed 'does not meet standards'" category for Asian</li> <li>▪ Decreased from 27.3% to 26.9% in "Achievement level decreased or stayed 'does not meet standards'" category for Black or African-American</li> <li>▪ Decreased from 35.3% to 34.9% in "Achievement level decreased or stayed 'does not meet standards'" category for Free/Reduced-Price Meals</li> </ul> | <ul style="list-style-type: none"> <li>▪ Decreased from 28.6% to 16.7% in "Achievement level decreased or stayed 'does not meet standards'" category for English Learners – Goal Met</li> <li>▪ Decreased from 28.6% to 16.2% in "Achievement level decreased or stayed 'does not meet standards'" category for Special Education – Goal Met</li> <li>▪ Decreased from 26.1% to 18.2% in "Achievement level decreased or stayed 'does not meet standards'" category for Hispanic or Latino – Goal Met</li> <li>▪ Decreased from 22.2% to 7.7% in "Achievement level decreased or stayed 'does not meet standards'" category for Asian – Goal Met</li> <li>▪ Decreased from 27.3% to 24.0% in "Achievement level decreased or stayed 'does not meet standards'" category for Black or African-American – Goal Met</li> <li>▪ Decreased from 35.3% to 32.0% in "Achievement level decreased or stayed 'does not meet standards'" category for Free/Reduced-Price Meals – Goal Met</li> </ul> |
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Reading Goals:

As published by the Minnesota Department of Education North Star Academic Progress\*, by FY22 Nova Classical Academy's Reading academic progress for each subgroup will have:

- Decreased from 40.0% to 39.6% in "Achievement level decreased or stayed 'does not meet standards'" category for English Learners
- Decreased from 31.4% to 31.0% in "Achievement level decreased or stayed 'does not meet standards'" category for Special Education
- Decreased from 34.8% to 34.4% in "Achievement level decreased or stayed 'does not meet standards'" category for Hispanic or Latino
- Decreased from 27.8% to 27.4% in "Achievement level decreased or stayed 'does not meet standards'" category for Asian
- Decreased from 27.3% to 26.9% in "Achievement level decreased or stayed 'does not meet standards'" category for Black or African-American
- Decreased from 29.4% to 29.0% in "Achievement level decreased or stayed 'does not meet standards'" category for Free/Reduced-Price Meals

Reading Results: Goal Partially Met

- Decreased from 40.0% to 29.0% in "Achievement level decreased or stayed 'does not meet standards'" category for English Learners – Goal Met
- Decreased from 31.4% to 27.0% in "Achievement level decreased or stayed 'does not meet standards'" category for Special Education – Goal Met
- Decreased from 34.8% to 9.1% in "Achievement level decreased or stayed 'does not meet standards'" category for Hispanic or Latino – Goal Met
- Decreased from 27.8% to 27.4% in "Achievement level decreased or stayed 'does not meet standards'" category for Asian – Goal Met
- Increased from 27.3% to 30.4% in "Achievement level decreased or stayed 'does not meet standards'" category for Black or African-American – Goal Not Met
- Increased from 29.4% to 30.4% in "Achievement level decreased or stayed 'does not meet standards'" category for Free/Reduced-Price Meals – Goal Not Met

**All Students Career- and College-ready by Graduation**

Goal

In 2021-2022, a minimum of 90% of 11th grade students will have taken the ACT, and a minimum of 50% of those students will exceed the state average composite by at least 5 percentage points.

In 2021-2022, a minimum of 50% of 11th graders who have taken the ACT will meet all five College-Readiness Benchmarks.

**All Students Graduate**

Goal

Nova Classical Academy will have a graduation rate of at least 91% in 2021-2022.

Result: Goal Met

In 2021-2022, 96.8% of 11th grade students took the ACT, and a minimum of 62.9% of those students exceeded the state average composite by at least 5 percentage points.

In 2021-2022, 57.3% of 11th graders who took the ACT met all five College-Readiness Benchmarks.

Result: Undetermined

MDE reporting on graduation dates lags one year behind the graduating class. Here are four-year cohort (grades 9-12) graduation rates from the past three years:

Year	Graduated Count	Graduated %
2021	62	92.5%
2020	59	93.7%
2019	51	87.9%

## Operational Performance

### Reporting Requirements

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

### Legal Issues

Currently, Nova Classical 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 Classical continues in this tradition by building competence in our classical mission. In 2021-2022 this mission was advanced in several ways:

- Nova Classical implemented a “Retain the Best” program during the 2021-2022 school year. The program provided staff with retention bonuses, additional professional development opportunities, additional opportunities for connections with colleagues, financial reward for participating in wellness activities, and other enhancements to school culture.
- Nova Classical Academy expanded its Classical Education Certification (CEC) program during 2021-2022. This program, created at Nova Classical, develops new teachers in the strategies and philosophy of classical education. Nova Classical’s new teachers – for whom the full-year course is a requirement – attended an immersive training, which emphasizes both the technical elements of classical education as well as research-based components of instruction. During 2021-2022, courses were offered for Nova Classical’s existing staff. Staff are able to take one CEC course each year and complete all of the courses over the coming years. The courses offered in 2021-2022 included:
  - CEC 201 – Great Ideas in the Ancient World
  - CEC 301 – Philosophy of Classical Education and Classroom Applications (including the purpose and structure of Latin/Greek)
  - CEC 401 – Diversity in the Classical World; Using Logic and Rhetoric to Become Informed Citizens
- Faculty and Administration supported and promoted the implementation of Data-Driven Instruction in both the Lower and Upper Schools.
- Classical Pedagogy Leads provided training for all faculty during professional in-services throughout the year.
- Nova Classical’s school calendar was adjusted during the 2021-2022 school year to include 6 additional staff work days during the second semester. This provided additional opportunities for balance for both our staff and students. Although these days were not included in the calendar for the 2022-2023 school year, we will be evaluating whether to continue this practice in upcoming school years.

The Nova Classical Academy Board’s goals for the 2021-22 school year included maintaining Nova Classical’s long-term financial stability, developing a contract offer to retain its Executive Director, successfully renewing its charter agreement with Friends of Education, and developing a five-year strategic plan. The first three of these goals were successfully completed during FY22. In addition, a preferred vendor was identified to facilitate the strategic planning process, Minnesota School Board Association (MSBA). The planning process itself has been moved to 2022-2023 to better align with the availability of the facilitator. During the strategic planning process, long-term goals for the school will be identified.



## School Demographics

As of October 1, 2021, Kindergarten through grade twelve had an enrollment of 984 students, with the following demographics:

Demographic and Subgroup Information								
School Year	American Indian	Asian & Pacific Islander	Hispanic	Black	White	Free & Reduced Meals	SPED	ELL
2021-22	.4%	11.7%	7.3%	9.1%	63.3%	8.4%	7.0%	3.9%

## Demographics of Counties Served

Of the counties served by Nova Classical, 97.8% of the School's enrollment comes from the following, core counties: Dakota, Hennepin, Ramsey, and Washington.



## Dissemination of Information to the Community

Nova Classical disseminates information to the community via its website, social media channels, and ad placement in the Villager newspaper, known for its comprehensive local news 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 5 days.

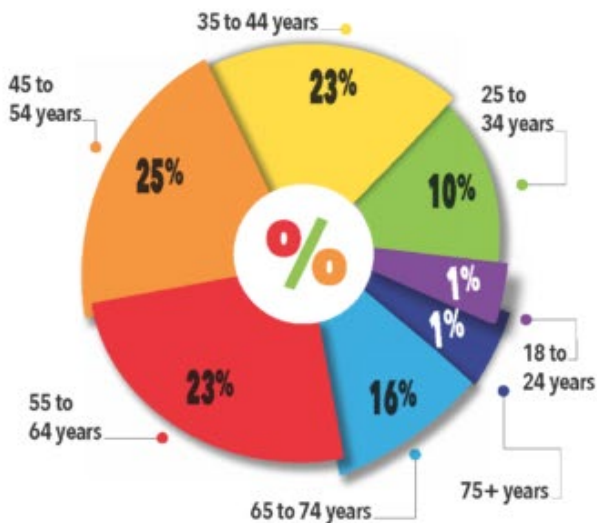


# READER DEMOGRAPHICS\*

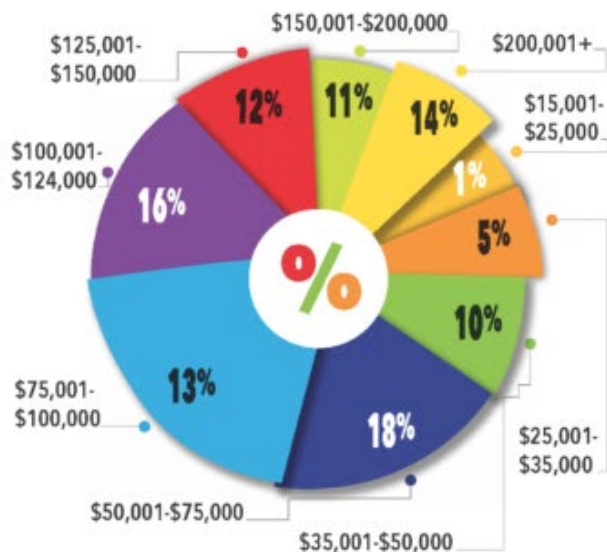
READERSHIP: 90,000



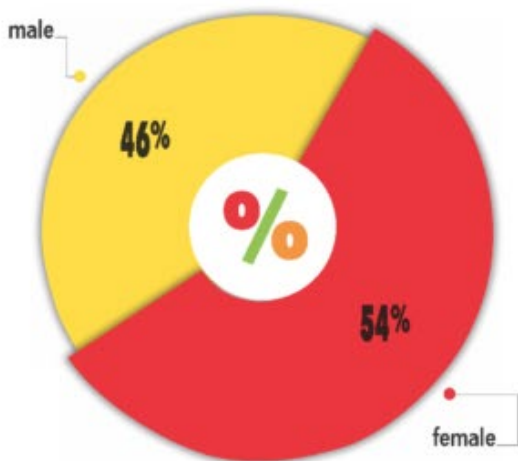
## AGE



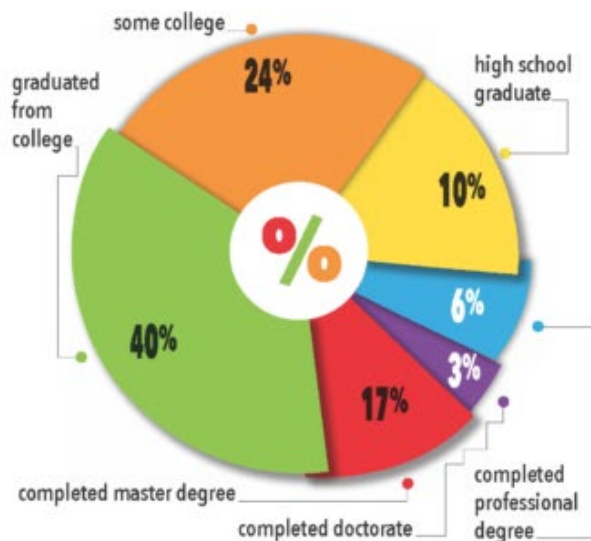
## HOUSEHOLD INCOME



## GENDER



## EDUCATION



\*2020 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 Classical'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 Classical.

- Nova Classical Academy will continue to offer ongoing classical education training ranging from the philosophical to practical/applicable.
- Nova Classical 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 Classical 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 Classical Upper School Students will participate in a Nova Classical sponsored extracurricular activity.
- By the end of FY22, Nova Classical's Lower School will add at least four new extracurricular opportunities.





### Academic Excellence for FY22 – FY26

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

- At the conclusion of each school year, Nova Classical's third grade reading proficiency rate as measured by the MCAs will be no less than 22 points higher than the state average in reading.
- Each year, Nova Classical Academy will demonstrate higher school-wide proficiency rates than each of the St. Paul and Edina school districts for each reading, math, and science.
- At the conclusion of FY2026, the average number of progress points generated by all students based on changes in their achievement levels, for the three highest of the immediately preceding four years, will average no less than 2.75 combined reading and math, as published by the Minnesota Department of Education NorthStar system.
- At the conclusion of FY2026, the average number of progress points generated by Nova Classical students based on changes in their achievement levels, for the three highest of the immediately preceding four years will average no less than:
  - Black/African American: 2.85 for each reading and math
  - FRP: 2.20, math; 2.55, reading
- For FY2026, for 1st grade students who remain in the School through 5th grade:
  - If their 1st grade national percentile ranking was less or equal to 19%, 50% of the students will increase their national percentile ranking by a minimum of ten percentage points by 5th grade, and
  - If their 1st grade national percentile ranking was between 20-30%, 50% of the students will increase their national percentile ranking by a minimum of five percentage points by 5th grade, and
  - If their 1st grade national percentile ranking was over 30% and less than 85%, 50% of the students will increase their national percentile ranking by 5th grade.
- Each year FY2023 through FY2026, a minimum of 90% of 12th grade students will have taken the ACT, and a minimum of 50% of those students will exceed the state average composite by at least 5 percentage points.
- Each year FY2023 through FY2026, a minimum of 50% of 12th graders who have taken the ACT will meet English, Math, Reading, and Science College-Readiness Benchmarks.
- Each year FY2023 through FY2026, a minimum of 91% of 12th grade students will graduate on time.

### Sustainability

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

- Each year Nova Classical 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 Classical will ensure growth of all staff by creating an effective evaluation, feedback and professional development plan.
- By the completion of FY22, Nova Classical will recommend a specific plan for updating and/or expanding facilities and recreation spaces to meet school needs.

In addition to its ongoing strategic goals, Nova Classical's Board set six goals and thirteen measures for its Executive Director. These goals were:

**Goal 1:** Ensure that Nova Classical Academy is positioned to begin the 2022-2023 school year fiscally sound.

Measures:

1. Nova Classical Academy ends the 2021/2022 school year within 3% of our final revised budget.
2. Nova Classical Academy ends the year no more than 1% below projected enrollment.
3. Nova Classical Academy increases student retention, specifically SoR retention.

**Goal 2:** Oversee that Nova Classical Academy has frequent checkpoints focused on how its students are managing the transition back to in-person learning, to ensure Nova Classical is meeting its educational goals.

Measures:

1. Complete reviews of student growth data following the FastBridge assessments in September, February, and May.
2. Obtain feedback from student focus groups for SoG, SoL and SoR (with representation across academic performance groups) during the 1st, 2nd and 3rd quarters of the school year.

**Goal 3:** Enhance communications and community relations.

Measures:

1. Provide Nova Classical families communications about core components of Nova Classical's approach to classical education at least four times during the 2021-2022 school year.
2. Conduct a process, systems, content, and outcomes externally-focused communications audit.
3. Provide regular (quarterly) email communications/updates to the Nova Classical community and be visible and engaged in the school community.

**Goal 4:** In support of Nova Classical's Vision and Priorities, increase and improve student and family engagement in the community *(the Board voted to remove this goal midway through the 2021-2022 school year).*

**Goal 5:** Support the Board of Directors on steps leading to successfully creating a strategic plan.

Measures:

1. Guide development of a detailed overview of Nova Classical Academy, including current missions and goals, history, governance, staffing, demographics, finances, facilities, academics, student characteristics, achievements and performance goals.
2. Suggest potential strategic planning models and criteria for selection of a model (such as degree of stakeholder engagement, options for facilitation and timelines).
3. Based on the Board's selection of a model, help Board identify stakeholder groups, participants, and methods needed to ensure engagement in the process.
4. Assist the Board with communications to stakeholder groups about the process, timelines, opportunities for engagement, and the completed strategic plan.

**Goal 6:** Serve as the liaison between the Board of Directors and Friends of Education to ensure that Nova Classical's charter agreement is successfully renewed.

Measures:

1. Advise Board and assist with the development of a timeline and steps for successful renewal.

## Annual Report Review and Approval Process

Nova Classical's Board of Directors review the Annual Report and World's Best Workforce Report.

The Board reviewed and approved the FY22 reports at their regularly scheduled meeting on 11.1.2022.

At their 10.12.2022 meeting, the Board's Academic Excellence subcommittee reviewed, and revised where appropriate, student achievement goals, local assessment outcomes, plans, strategies, and practices for improving curriculum and instruction and cultural competency, and efforts to equitably distribute diverse, effective, experienced, and in-field teachers, and to review district success in realizing the previously adopted student achievement goals and related benchmarks and the improvement plans leading to the 2022 World's Best Workforce report.