



st. croix preparatory academy

ACADEMICS • CHARACTER • LEADERSHIP

St. Croix Preparatory Academy will develop each student's academic potential, personal character, and leadership qualities through an academically rigorous and content-rich educational program grounded in the classical tradition.

World's Best Workforce Report

2014-2015

Introduction

The 2014-2015 World's Best Workforce Report summarize the progress and achievements of St. Croix Preparatory Academy (The School) in accordance with Minnesota Statutes, section 120B.11. This report includes information on the 2014-2015 school year, such as a review of goals, outcomes, and strategies to support and improve teaching and learning.

This report was approved by the St. Croix Preparatory Academy Board of Directors on November, 17, 2015 and submitted to the Minnesota Department of Education (MDE) in accordance with state statutes. The report is also available on the School's website.

District Advisory Committee

The District Advisory committee includes the following members: Amy Kleinboehl (faculty member, Teaching and Learning coordinator, board member), Wanda Renner (Middle School Principal), Andrew Sachariason (Upper School Principal), Nancy Reistad (Support Personnel), Kelly Gutierrez (parent, advisory school board member), Joanne Karetov (Lower School Principal), Jason Langworthy (community member), Nicole Donnay (faculty member, parent, board member), Deb Keyes (faculty member, parent, board member), Jim Markoe (parent, community member), Dave Engen (faculty member, board member), Cori Wahl (Special Education Director), and Jon Gutierrez (parent, ex-officio board member).

Public Meetings

The School conducted public meetings as an agenda item of board meetings to discuss the goals, outcomes, and strategies related to the World's Best Workforce on May 27, 2014, June 24, 2014, September 16, 2014, and October 21, 2014.

School Vision, Mission Statement, and Educational Philosophy

A. Vision

St. Croix Preparatory Academy envisions a learning environment centered on an integrated, rigorous, standards-based, classical curriculum that encourages students to think logically and critically, to communicate effectively and to embrace life-long learning as demonstrated by their successful pursuit of post-secondary education. The School will offer a small school community and a rigorous academic environment to area families.

B. Profile

St. Croix Preparatory Academy the first public school in the eastern suburbs specifically dedicated to offering a demanding classical, liberal arts curriculum with an additional emphasis on development of each student's personal character, and leadership qualities. St. Croix Preparatory Academy will provide a learning opportunity that, until now, has only been available at select private schools.

The School was founded by parents, educators, and business people who wanted a more challenging education for their students. They wanted a school that demanded an education that challenges students to achieve to their highest potential as well as put forth their best in behavior, attitude, and effort. The School is creating a college prep educational program based on true inquiry, intellect, and character. By focusing on students' character and leadership qualities, in

addition to developing their academic potential, The School is committed to developing young adults who are prepared to lead abundant and responsible lives as contributing members of our society.

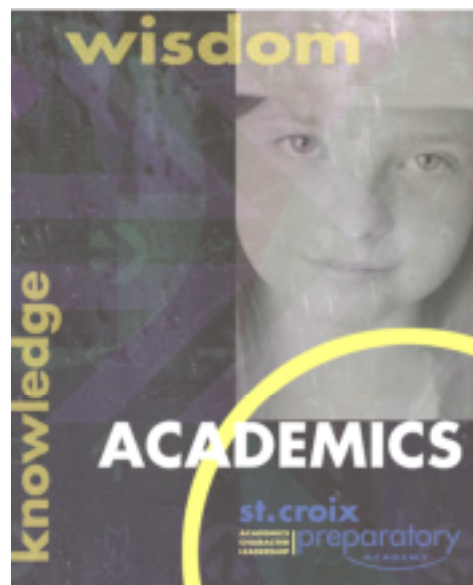
C. Mission Statement

St. Croix Preparatory Academy will develop each student’s academic potential, personal character, and leadership qualities through an academically rigorous and content-rich educational program grounded in the classical tradition.

D. Educational Philosophy

The School is based on a classical model of education. A classical model focuses on providing students with the life-long educational tools to learn and think for themselves. The classical tradition is grounded in the time-tested methodology of learning called the “Trivium”, which recognizes that critical learning skills must precede critical thinking skills. The Trivium methodology is organized into the following three stages corresponding to the general stages of a student’s cognitive development:

- **Grammar.** The first phase of the Trivium is Grammar (grade level K - 4). Grammar emphasizes the facts and rules of each subject that later learning is built upon. This stage focuses on the accumulation of knowledge and the rules related to each particular subject. This mirrors the stage of development where children love to mimic, recite, chant, and memorize. The objective of this phase is to provide each student with a strong foundation of subject matter KNOWLEDGE.
- **Logic.** The second phase is Logic (grade level 5 - 8). Logic focuses on a students’ ability to analyze and interact with the knowledge acquired in the Grammar stage. The Logic stage is the phase where understanding is grasped. This corresponds with the student’s curiosity and desire to ask questions. The objective of the Logic phase is UNDERSTANDING.
- **Rhetoric.** The final phase is Rhetoric (grade level 9 - 12). Rhetoric teaches a student how to express and discuss a subject. Rhetoric is the communication stage, where students defend and refute opinions based on their understanding and knowledge of subject matter. This fits nicely with the students’ affinity for contradiction and argumentation. The objective of the Rhetoric phase is COMMUNICATION.



GRAMMAR				LOGIC				RHETORIC			
K/1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	9 th	10 th	11 th	12 th
KNOWLEDGE				UNDERSTANDING				COMMUNICATION			
Knowledge - Comprehension				Application -- Analysis				Synthesis -- Evaluation			

School Admissions and Enrollment

Enrollment is one of the keys to viability in the first years of a charter school's operations. St. Croix Prep's enrollment (1,150 students) and long waiting list (nearly 500) ensured that classes operated at capacity. Very few students left St. Croix Prep during the school year, and when students did leave, the available spots were quickly filled.

A historical review of The School's enrollment growth is summarized below:

- In 2004 opened with 200 students in grades K-7 (waiting list of 169)
- In 2005 enrolled 252 students in grades K-8 (waiting list of 279)
- In 2006 enrolled 342 students in grades K-9 (waiting list of 306)
- In 2007 enrolled 444 students in grades K-10 (waiting list of 549)
- In 2008 enrolled 743 students in grades K-11 (waiting list of over 450)
- In 2009 enrolled 881 students in grades K-12 (waiting list of over 500)
- In 2010 enrolled 958 students in grades K-12 (waiting list of over 500)
- In 2011 enrolled 1,010 students in grades K-12 (waiting list of over 500)
- In 2012 enrolled 1,056 students in grades K-12 (waiting list of nearly 500)
- In 2013 enrolled 1,119 students in grades K-12 (waiting list of nearly 500)
- In 2014, enrolled 1,150 students in grades K-12 (waiting list of nearly 500)

St. Croix Prep's Open Enrollment period normally runs from the first week in September to the first week in January. Families desire to know the placement of their Kindergarten students so the end of the School's enrollment period coincides with the Kindergarten registration in the local district. St. Croix Prep's school demographics mirror the local district. At St. Croix Prep, 12% of the students are Special Education students; approximately 88% of the students are Caucasian, the remaining 12% consist of Latino, Asian, and African American students.

The history of enrollment and comments related to this are noted below:

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	Attrition Rate
2007-08	50	50	50	50	50	50	30	30	30	27	27			444	7%
2008-09	84	84	84	84	84	70	60	60	55	30	20	28	0	743	5%
2009-10	84	84	84	84	84	84	84	84	73	60	30	18	28	881	2%
2010-11	87	87	87	87	87	87	87	84	80	80	60	30	15	958	4%
2011-12	87	87	87	87	87	87	87	84	80	72	84	60	21	1,010	6%
2012-13	90	90	90	90	90	90	90	82	77	83	65	72	57	1,056	4%
2013-14	90	90	90	90	90	90	90	93	80	84	85	74	73	1,119	5%
2014-15	90	90	90	90	90	90	90	91	93	85	82	90	75	1,146	6%
Estimate 2015-16	90	90	90	90	90	90	90	93	90	85	86	87	94	1,165	

Full enrollment at St. Croix Prep is approximately 1,200 students. The Upper School (grades 9-12) is still finalizing its growth and therefore experiencing some of the characteristics of a newer organization.

Academic Program/Performance – Minnesota Comprehensive Assessments.

Minnesota Comprehensive Assessments (MCA). The State of Minnesota uses the MCA test results to determine proficiency. This year St. Croix Preparatory Academy students took the MCA II and MCA

III tests. The historical scores (with comparison to the MN state average) for The School are noted below:

	MN Average	St. Croix Prep
MATH		
2014-2015	60%	83%
2013-2014	61%	80%
2012-2013	61%	77%
2011-2012	62%	78%
2010-2011	56%	72%
2009-2010	66%	84%
2008-2009	62%	79%
2007-2008	62%	81%
2006-2007	61%	85%
2005-2006	58%	83%
READING		
2014-2015	59%	87%
2013-2014	59%	85%
2012-2013	58%	81%
2011-2012	76%	96%
2010-2011	74%	92%
2009-2010	72%	90%
2008-2009	72%	88%
2007-2008	71%	86%
2006-2007	69%	90%
2005-2006	72%	88%
SCIENCE		
2014-2015	53%	86%
2013-2014	53%	79%
2012-2013	53%	69%
2011-2012	51%	75%
2010-2011	48%	70%
2009-2010	49%	71%
2008-2009	46%	69%
2007-2008	39%	57%
Prior Years	n/a	n/a

During the course of the School taking administering the MCA tests, the Reading and Math tests have been changed; this makes it unable to make comparisons to the scores of the previous years. It should be noted the scores posted by St. Croix Prep's students continue to be among the highest in the state of Minnesota.

St. Croix Preparatory Academy's Lower School and Middle School have once again been recognized by the Minnesota Department of Education as Reward Schools, with eligibility to apply for Celebration School recognition. This award recognizes the accomplishments and hard work of Title I schools across the state. The purpose of the Celebration School recognition is to identify Minnesota Title I schools that

have demonstrated both excellence on the MMR which measures school performance in the areas of student proficiency, student growth, closure of the achievement gap, and graduation rates, as well as success with initiatives that have led to positive student outcomes.

In addition, the School has been recognized by various media sources such as Newsweek, The Washington Post, The Daily Beast, etc. These sources have ranked St. Croix Preparatory Academy as one of the nation’s best (and state’s best) schools as it relates to rigor, college preparation, ACT scores, percentage of students taking Advanced Placement classes, graduation rates, etc.

Authorizer Information

Authorizer contact information and oversight program is described below.

Authorizer:	Friends of Education
Authorizer Contact:	Beth Topoluk
Authorizer Address:	Friends of Education 200 East Lake Street EX0-01-A Wayzata, MN 55391
12th Year of Operation:	2011-2012
Authorizer Duration:	The Sponsor contract extends through June 30, 2020.
Accountability Initiatives:	See Friends of Education Oversight Program discussion below.

2014-2015 World’s Best Workforce Goals and Results

The following is a summary of the School’s 2014-2015 goals and results, related to the World’s Best Workforce

SMART Goal	2014-2015 Goals	2014-2015 Goal Results
All Students Ready for Kindergarten	<p>Develop a baseline of Kindergarten Readiness data and information for the earlier readiness assessment that is to be implemented.</p> <p>At this time, SCPA has experienced over 95% of students enrolling for first grade on a yearly basis...indicating that the students are ready to succeed in SCPA K when they arrive.</p> <p>Add message of the importance and standards for Kindergarten readiness earlier in the process, specifically after the lottery process in January of each year.</p>	<p><i>With all-day K in the 2014-2015, students entered who had birthdays prior to October 1 of their 5th year.</i></p> <p><i>We had zero retention of kindergarten students. 100% of students were promoted to 1st grade. Of the 90 students in kindergarten last year, 85 returned to SCPA in 1st grade, for 95% retention.</i></p> <p><i>In February of each year, we hold a Kindergarten Round-Up meeting for future students and</i></p>

		<p>parents to familiarize them with the expectations of Kindergarten Readiness, including social/emotional, physical, and cognitive readiness. We have all students come in August for readiness assessments to help balance classrooms and to assign students in appropriate-leveled reading/math groups, and strongly encourage Kindergarten Camp (a 4-day long camp to prepare students 2 weeks prior to the start of the year).</p>
<p>All Students in Third Grade Achieving Grade-Level Literacy</p>	<p>SCPA Lower School will implement reading supports and interventions to move 4% or more students who <i>partially meet the standard</i> to <i>meet the standard</i> in reading on the grade 4 MCA Reading test administered in April 2015.</p> <p>AND</p> <p>SCPA Lower School will implement reading supports and interventions to move 4% or more students who <i>do not meet the standard</i> to <i>partially meet the standard</i> (or better!) in reading on the grade 4 MCA Reading test administered in April 2015.</p>	<p><i>Of the 8 students in 2014 who partially met the standard in 3rd grade, 5 moved to meet the standard in 4th grade based on the MCA-III that was administered in April, 2015.</i></p> <p><i>Of the 4 students in 2014 who did not meet the standard in 3rd grade, 3 moved to partially meet the standard in 4th grade based on the MCA-III that was administered in April, 2015.</i></p>
<p>Close the Achievement Gap(s) Among All Groups</p>	<p>Each PLC will implement reading curriculum supports and interventions to move 4% or more economically disadvantaged students who <i>partially meet the standard</i> to <i>meet the standard</i> in reading on the MCA to <i>partially meet</i></p>	<p><i>Of the 56 students enrolled in Free/Reduced Lunch, 8.9% partially met and 82.1% met the standards for the MCA III reading test. This is over a 4% move from the previous year.</i></p>

	<p><i>the standard</i> (or better!) in reading on the MCA Reading test administered in April 2015.</p> <p>Math PLC’s K-12 will implement math curriculum supports and interventions to move □-4% or more students who <i>partially meet the standard</i> to <i>meet the standard</i> in math on the grade 4 MCA Math test administered in April 2015 AND- 4% or more students who <i>do not meet the standard</i> to <i>partially meet the standard</i> (or better!) in math on the grade 4 MCA Math test administered in April 2015.</p>	<p>(See Chart 1 on pg. 4)</p> <p><i>Of the 86 4th graders who took the MCA III math test, 0% Did not meet, 5.8% partially met, and 94.2% met the reading standard. This is a 1.1% change from partially met to met since the previous year.</i></p> <p>(See Chart 2 on pg. 4)</p>
<p>All Students Career- and College-Ready by Graduation</p>	<p>SCPA MIDDLE and UPPER school will implement curriculum supports and interventions in English, Math, Science and Social Studies to move the scores of 4% or more of the students in each subject area from “not college ready” to “college ready” on the 2014-2015 administration of the ACT, EXPLORE or PLAN test.</p> <p>Due to the College Board’s current plans related to PLAN and EXPLORE, the School is seeking to identify another test to achieve this objective.</p>	<p><i>The average composite score for students taking the ACT in 2015 was 25.1. IN English our average was 24.5, in Math 24.5, in Reading 26.2, and in Science 24.7. Based on our ACT college readiness letter.</i></p> <p>(See Chart 3).</p> <p><i>We did not make our goal of 4% increase for our Explore College Readiness test. Even though our scores went down, we still were above the national results.</i></p> <p>(See Chart 4)</p>
<p>All Students Graduate</p>	<p>SCPA UPPER school will implement supports and interventions in Advisory curriculum and other graduation planning supports outside of the classroom that are available at school to increase the graduation</p>	<p><i>The 2014-15 graduation rate in the Upper School was 87%. This number reflects much lower than expected graduation rate due to the fact that we did not understand that exchange students placed as seniors</i></p>

	rate for the SCPA to reach at least 90% for the class of 2015	<i>counted against our number. If we excluded the exchange students from our number, our graduation rate would be 94%. (See Chart 5)</i>
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School Needs based on data analysis

The district identified the need to assist students in learning the required materials so they could fully meet the standards of the MCA III Reading and Math test. We used the school report card from the Minnesota Department of Education (MDE) to collect the data on this before creating our new goals.

Chart 1: MCA III Reading/All Grades/ Free & Reduced Lunch

Year	Number of Free & Reduced Lunch Tested	number of students partially met	% Partially Met	% Proficient
2012-2013	56	6	10.7%	76.8%
2013-2014	53	8	15.1%	77.4%
2014-2015	56	5	8.9%	82.1 %

Chart 2: MCA III Math Grade 4

Year	Number of 4th Graders	% Does Not Meet	% Partially Met	% Proficient
2012-2013	90	6.7%	8.9%	84.4%
2013-2014	89	0.0%	6.7%	93.3%
2014-2015	86	0.0%	5.8%	94.2 %

Chart 3: ACT Scores

Year	ACT Composite Score	MN State	Ready for College-Level Coursework
2013-2014	25.0	22.9	52%
2014-2015	25.1	22.7	52%

Chart 4: Explore College Readiness

Year	English SCPA	English National	Math SCPA	Math National	Reading SCPA	Reading National	Science SCPA	Science National
2013-2014	97%	68%	81%	36%	75%	36%	80%	37%
2014-2015	93%	68%	70%	36%	66%	36%	71%	37%

Chart 5: Graduation

Year	Graduation Number	Percentage Rate	Excluding Exchange Students
<i>2013-2014</i>	<i>64/72</i>	<i>88%</i>	<i>93%</i>
<i>2014-2015</i>	<i>62/71</i>	<i>87%</i>	<i>94%</i>

Systems, Strategies and Support Category at St. Croix Prep

Students receive Title I resources and programming, access to a well-established Peer Tutoring program, full time services of a College Counselor (who provides ACT Prep, Financial Aid Information, College Application assistance, College Visit Coordination, Naviance subscription, etc.) and 504 Plans and IEPs when appropriate. Included in our programming exists ongoing student data analysis. Student academic performance is ongoing. Advisors in the upper school do extensive grade level checks and skills development.

Teachers and Principals receive support from a Q Comp Program, an evaluation aligned with the World’s Best Workforce requirements, professional learning communities aligned with goals, effective and sustainable professional development aligned with the School’s mission and performance goals

SCPA (District) has implemented Q Comp, a standardized RTI Plan, school wide implementation of Paideia seminars in every classroom, weekly Professional Learning Communities meetings, and K-12 professional development that is aligned with our district SMART Goals.