



**St. Croix Preparatory Academy
Annual Report
2010-2011**



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Annual Report for St. Croix Preparatory Academy 2010 – 2011 School Year

Introduction

The purpose of this report is to summarize the progress and achievements of St. Croix Preparatory Academy (The School) in its seventh year of operation. This study includes information on the 2010-2011 school year, such as student demographics, governance, and finances. The report also includes additional data needed to provide a comprehensive description of The School and its educational programs and practices.

This annual educational audit serves to meet the requirement of reporting progress towards the academic and non-academic goals outlined in the charter application approved by the Minnesota Department of Education. This evaluation meets Minnesota's Department of Education requirement for reporting adequate yearly progress.

During its seventh year of operation, the School received support from its authorizer, Friends of Education. In addition, the combined efforts and support of the faculty, administration, students, families, and community members were instrumental in implementing and developing a strong, supportive community and a strong academic program.

I. 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

We are 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.

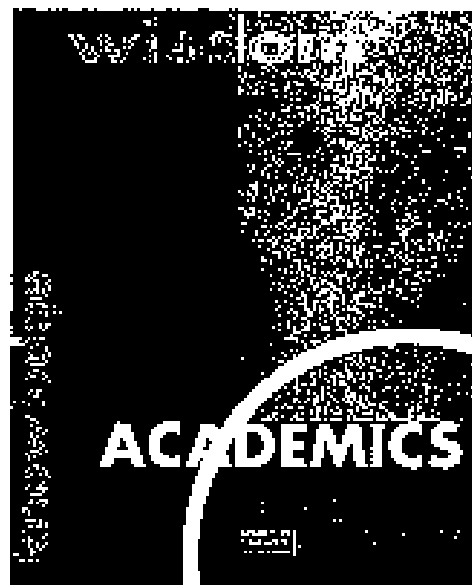
C. Mission Statement

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 relate 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 ^{1st} 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	Argumentation - Synthesis

2. School Governance

Since its inception, St. Croix Preparatory Academy has followed the Carver governance model. This model is designed to empower a board of directors to fulfill their obligations of accountability for the St. Croix Prep. The model enables the board to focus on the larger issues, delegate with clarity, to control management's job without meddling, to rigorously evaluate the accomplishment of the organization.

In contrast to typical board leadership, policy governance separates issues of organizational purposes from all other organizational issues. St. Croix Prep's Board demands accomplishment of purpose and only limit the staff's operational decisions to those which do not violate the board's pre-stated standards of prudence and ethics.

The Board's own purposes are defined in accordance with the rules of the board, its members, the chair and other officers, and any committees the board may need to help it accomplish its job. This includes the necessity to "speak with one voice". Dissent is expressed during the discussion preceding a vote. Once taken, the board's decisions may subsequently be changed, but are never to be undermined. The board's expectations for itself also set out self-imposed rules regarding the delegation of authority to the staff and the method by which board-stated criteria will be used for evaluation. The Board delegates with care. There is no confusion about who is responsible to the board or for what board expectations they are responsible. The Board utilizes an Executive Director, and the Board is able to hold this one position exclusively accountable.

A list of the Board members is provided below. All board members attend over 80% of the meetings; and all board members have fulfilled the board training requirements noted in state statute.

Name	Board Position	Group Affiliation	Date Elected	Date Seated	Term Expires	Phone Number	Email Address
Carrie Becker		Teacher	09/09/2009	09/29/2009	03/20/2012	651-295-3954	beckcar@remixweb.com
Leslie Davis		Teacher	09/09/2009	09/29/2009	03/20/2012	651-295-3996	ldavis@stcroixprep.org
Thore Engen		Teacher	09/09/2011	09/22/2011	03/18/2014	651-395-3448	thoren@stcroixprep.org
Karl Granlieland		Community	09/08/2010	09/22/2010	03/19/2013	651-431-1142	Karl.g.andkynd@stcroixprep.org
Kari Kauls		Parent	09/07/2011	09/22/2011	03/18/2013	651-342-0733	drperri@comcast.net
Jean Langworthy		Teacher	09/29/2010	09/17/2010	03/18/2013	501-295-9989	langworthe@stcroixprep.org
Jack Marzoc	Chair	Parent	09/08/2010	09/22/2010	03/19/2013	651-429-4627	marzoc@stcroixprep.org
Doug Meyer		Parent	09/29/2010	09/17/2010	03/18/2013	651-500-8406	meyer.doug@gmail.com
Rusty Williams		Parent	09/28/2010	09/17/2010	03/19/2013	651-431-1233	rustywilliams@deveorparaffin.com

Board members serve a three year term and elections are held during the first week in March of each school year.

3. School Management and Administration

The following table lists the School's management and administration for the 2010-2011 school year. Professional development plans for those administrators requiring such are attached as exhibits to this report.

Name	Title	Assignment	Years Employed by School	Left 11/12	Not Returning 11/12
Lisa Leathrite	327041*	Lower School Director	7	n/a	n/a
Wanda Zornar	233551	Middle School Director	3	n/a	n/a
Robert Kroscher	None*	Upper School Director	4	n/a	Joining

Karen Klinging	None*	2011-2012 Upper School Director	0	n/a	n/a
Jon Suttlerex	None*	Executive Director	2	n/a	n/a
Billy Gonzalez	n/a	CEO	2	n/a	n/a
Rich Pippel	310827	Activities Director	2	n/a	n/a
Gillian Reese	n/a	HR Manager	2	n/a	n/a
Caroline Whallum*	433534	Nurse	2	n/a	n/a
Keith Porter	n/a	Facilities Director	2	n/a	n/a
Chris Olson	416406	Technology Manager	2	n/a	n/a
Vicky Conry	n/a	Event Office Manager	2	n/a	Not Returning
Jane To Davis	n/a	Lower School Office Manager	3	n/a	n/a
Loane Anderson	n/a	Middle School Office Manager	2	n/a	n/a
Stacey Foster	n/a	Upper School Office Manager	2	n/a	Not Returning
Kim Brosey	n/a	Special Education Secretary	4	n/a	n/a
Candis Haran	n/a	Receptionist	3	n/a	n/a
Nancy Beltrud	n/a	Receptionist	2	n/a	n/a
Leah Smith	n/a	Health Room Assistant	2	n/a	n/a
Ginny Dapic	n/a	Food Service Coordinator	1	n/a	n/a

In addition to the personnel noted above, St. Croix Prep employed nearly 40 other people who fulfilled the roles of educational assistants and Discovery Harbor (before/after school) programming.

4. Teaching Faculty Information

The following table lists the School's faculty information for the 2010-2011 school year.

Name	IDE#	Assignment	Left 10/11	Not Returning 11/12
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Ariana (Pattina) Jensen	438773	7	n/a	n/a
Ann Celiberti	429112	8	n/a	n/a
Katie (Lasschinsky) Fisher	433129	8	n/a	n/a
Deb Kaye	410118	1	n/a	n/a
Beth (Patsy) Johnson	415351	1	n/a	n/a
Mary Ann Larson	143251	1	n/a	Not Returning
Jayne (Hilary) Chamberlain	438876	2	n/a	n/a
Amelia Paris	411026	2	n/a	Not Returning
Joan Reiland	442472	2	n/a	n/a
Julie Cox	281186	3	n/a	n/a
Leslie Davis	428377	3	n/a	n/a
Krista (Swanson) Lange	439505	3	n/a	n/a
Jessie Argeringo	416190	4	n/a	n/a
Kellie Nelson	376423	4	n/a	n/a
Margen Hrudicky	416470	4	n/a	n/a
Jonathan Liesner	427345	5	n/a	n/a
Nicole Downy	417266	5	n/a	n/a
Amy Yeter	439041	5	n/a	n/a
Cornie Davier	416818	6	n/a	n/a
Linkey Sebata	413403	6	n/a	n/a
Laura Tuszew	322744	6	n/a	Not Returning
Andrew Szaferkowski	378934	English	n/a	n/a

Jessica Chelona	455494	Social Studies	n/a	n/a
Jason Langworthy	132050	Social Studies	n/a	n/a
Teri Sue (Jitchcock) Fuhr	476849	Math	n/a	Not Reporting
Michelle Plaine	432452	Math	n/a	n/a
Steve Kottag	422932	English	n/a	n/a
Carolyn Dague	362193	Science	n/a	n/a
Senese Honshank	329818	Psy Ed	n/a	n/a
Doreen Vincent	417516	Psy Ed	n/a	n/a
Aime Mackelrod	385002	Art	n/a	n/a
Angie Griffin	411863	Art	n/a	n/a
Shelley Hankson	341911	Spanish	n/a	n/a
David Anderson	425133	Spanish	n/a	n/a
Nancy Schrank	428330	Spanish	n/a	Not Reporting
James DeCaro	431139	Band	n/a	n/a
Karen Piotrowski	457385	Orchestra	n/a	n/a
Craig Wulke	366690	Latin	n/a	n/a
Paula Blagovin	200325	Special Ed	n/a	n/a
Peggy Rosell	243001	Special Psychologist	n/a	n/a
David Weiss	444979	Developmental Disabilities	n/a	n/a
Rebecca Wahl	411295	Social Studies	n/a	Not Reporting
Laura Jordan	434266	Math	n/a	n/a
Elaine Brassard	440678	English	n/a	n/a

Dave Engen	444245	Math	n/a	n/a
Julie Harris	446399	Music	n/a	n/a
Christina Welzer	421817	Special Ed	n/a	n/a
Mitchell Fisher	515855	Choir	n/a	n/a
Anna Euffray	449947	Phy Ed	n/a	n/a
Emily Cassata	050194	Reading	n/a	n/a
Amzelina Baird	453629	English	n/a	Not Returning
Allen Courier	446903	Science	n/a	Not Returning
John Gentry	451914	Music	n/a	n/a
Lyleh Fines	438311	Latin	n/a	n/a
David Sorenson	412335	Art	n/a	n/a
Ann Myers	361178	Art	n/a	n/a
Jodi Puskala	362914	Science	n/a	n/a
David McDoug	430845	Special Ed	n/a	n/a

5. 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 full enrollment (958 students) and long waiting list (over 500) ensured that classes operated at capacity. Very few students left St. Croix Prep during the school year (approximately 2 percent) 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-10 (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)

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 mirrors the local district. At St. Croix Prep, 11% 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 School's Enrollment Policy and Enrollment Form are enclosed as exhibits. Most of the interested families complete an on-line enrollment form which contains all of the information noted on the paper form.

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%
Estimated 2011-12	87	87	87	87	87	87	87	84	80	72	84	60	25	1,014	

Full enrollment at St. Croix Prep is approximately 1,100 students. The Upper School (grades 9-12) is still in the midst of growth and therefore experiencing the characteristics of a newer organization.

6. Academic Program/Performance

Minnesota Comprehensive Assessments (MCA). No Child Left Behind (NCLB) requires that all students reach proficiency on state standards by 2013-2014. 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		
2010-2011	58%	72%
2009-2010	66%	84%
2008-2009	62%	79%
2007-2008	62%	81%
2006-2007	61%	85%
2005-2006	58%	83%
READING		
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		
2010-2011	49%	71%
2009-2010	49%	71%
2008-2009	46%	69%
2007-2008	39%	57%
Prior Years	n/a	n/a

A breakdown of proficiency percentages by grade level for the 2010-2011 school year is noted below:

Grade 3	SCPA - Math	State - Math	SCPA - Reading	State - Reading
Exceeds	31.2%	29.1%	81.4%	53.4%
Meets	37.2%	41.0%	15.1%	24.7%
Partially Meets	10.3%	15.4%	2.4%	10.9%
Does not meet	1.2%	13.4%	1.2%	10.6%
Overall	88.4%	70.1%	96.5%	78.5%

Grade 4	SCPA - Math	State - Math	SCPA - Reading	State - Reading
Exceeds	40.2%	40.3%	52.0%	37.8%
Meets	33.6%	46.7%	37.0%	37.4%
Partially Meets	15.1%	15.4%	3.7%	14.7%
Does not meet	8.0%	16.4%	3.4%	10.2%
Overall	75.8%	67.2%	90.1%	75.2%

Grade 5	SCPA - Math	State - Math	SCPA - Reading	State - Reading	SCPA - Science	State - Science
Exceeds	31.8%	15.9%	58.6%	40.2%	27.6%	8.8%
Meets	42.3%	37.3%	37.8%	40.1%	16.0%	37.1%
Partially Meets	26.4%	26.6%	1.4%	11.1%	19.5%	30.6%
Does not meet	9.3%	19.8%	0.0%	6.6%	6.9%	24.5%
Overall	64.3%	53.6%	96.3%	80.3%	73.6%	16.0%

Grade 6	SCPA - Math	State - Math	SCPA - Reading	State - Reading
Exceeds	42.3%	17.8%	71.3%	42.6%
Meets	37.3%	30.5%	19.5%	32.3%
Partially Meets	17.2%	28.7%	9.2%	16.3%
Does not meet	5.9%	21.0%	0.0%	6.1%
Overall	77.0%	50.1%	87.0%	69.6%

Grade 7	SCPA - Math	State - Math	SCPA - Reading	State - Reading
Exceeds	15.3%	7.5%	41.8%	37.7%
Meets	47.6%	33.4%	26.8%	37.9%
Partially Meets	24.1%	20.3%	9.8%	15.9%
Does not meet	6.1%	18.0%	2.4%	7.4%
Overall	65.0%	51.7%	57.0%	69.6%

Grade 8	SCPA - Math	State - Math	SCPA - Reading	State - Reading	SCPA - Science	State - Science
Exceeds	18.3%	21.4%	50.6%	27.9%	28.0%	13.8%
Meets	40.3%	31.8%	40.3%	30.2%	31.0%	30.9%
Partially Meets	26.0%	27.9%	6.5%	20.2%	31.2%	25.0%
Does not meet	15.6%	21.0%	1.6%	1.9%	2.9%	20.3%
Overall	58.5%	53.2%	90.9%	68.1%	66.3%	44.4%

Upper School	SCPA – Math Grade II	State – Math Grade II	SCPA – Reading Grade III	State – Reading Grade III
Exceeds	24.3%	21.2%	61.3%	36.3%
Meets	26.1%	27.4%	34.5%	39.2%
Partially Meets	17.4%	18.3%	5.9%	16.5%
Does not meet	21.7%	32.9%	1.5%	8.1%
Overall	69.5%	48.6%	92.7%	75.5%

The Math Test was an MCA III test, reflecting the more rigorous state math standards. Per the Minnesota Department of Education, the use of a new test makes it unable to make comparisons to the scores of the previous years. The scores posted by St. Croix Prep's students continue to be among the highest in the state of Minnesota.

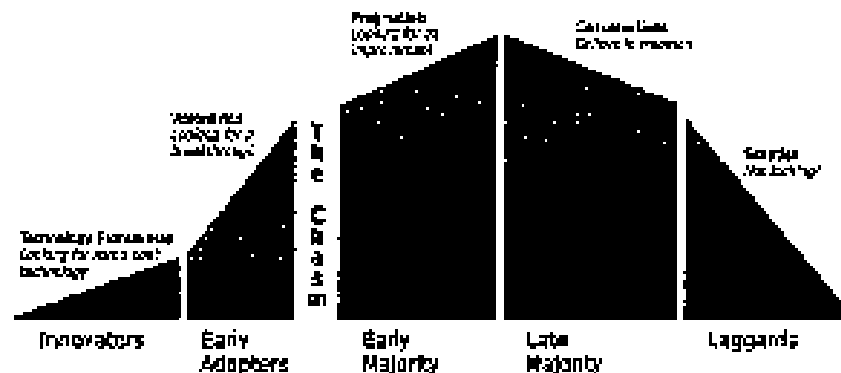
NWEA MAP. During the 2010-11 school year St. Croix Prep also administered the Northwest Evaluation Association Measures of Academic Progress (NWEA MAP) assessment. The NWEA MAP assessments were administered to students in grades 2-6, with selective use for students in grades 7-8. Math and Reading assessments were administered in the fall and spring to determine each student's annual incremental grade growth. Over 95% of the students achieved a growth of 1.1 years in the math and reading tests, thus achieving the objectives and goals stated in its charter. The School does not recognize NWEA results as the definitive measure of "grade level", but utilizes the assessment tool to ensure adequate growth, determine placement in the differentiated classroom instruction, identify students qualifying for potential remediation, and assessing the progress of students receiving remediation services. It appears that The School will need to determine additional assessment tools to evaluate higher performing students since they are testing beyond the normal measurements of NWEA.

Apart from the core academic classes, St. Croix Preparatory Academy offers Art, Music, Physical Education, and Spanish for all students beginning in Kindergarten. The school also offers Latin and Music Performance electives (Band, Orchestra, Choir) for students in grades 5-12. In addition, educational opportunities outside of the traditional classroom include field trips and service projects. St. Croix Prep offers educational travel opportunities, with 8th Grade students traveling to Washington D.C. Juniors and seniors have international educational travel opportunities: the 2009-2010 class spent 10 days in Switzerland and Italy. In addition to the academic programming, St. Croix Prep offers its students a full range of extracurricular activities. These include but are not limited to:

- Academic activities – Student Council, National Honor Society, National Art Honor Society, Latin Club, Spanish Club, Yearbook, School Newspaper, Lego League.
- Athletic activities – MSHSL athletics which include football, cross country, volleyball, archery, basketball, soccer, baseball, lacrosse, tennis, track, and golf. There are also various sports clubs.
- Arts activities – Chamber choir, Concert choir, Jazz band, Drama club, One-Act play, Speech, Debate, and Drama Club.

7. Innovative Practices – Operational Philosophy centered on Diffusions of Innovation Theory

The School has always evaluated its purpose, growth model, marketing, and operations in terms of diffusions of innovation theory (developed by Everett Rogers in 1962) as presented by Geoffrey Moore in his books *Crossing the Chasm* and *Inside the Tornado*. Marketing the school, positioning/differentiating it within its market, development of a whole product and operations (e.g., hiring, governance models, policy development, recruiting, and programming) all take into consideration the five segments of classification typically described in technology adoption (e.g., innovators, early adopters, early majority, late majority, and laggards). This impacts the School's hiring practices, governance model, policy development, recruiting practices, etc. This best practice was adopted by the leading technology companies in the 1990s and continues to be one of the standards for entrepreneurial leadership.



St. Croix Prep uses this theory for both an internal and external evaluation of the School. In accordance with the model, current goals are focused on operational excellence and customer intimacy (as opposed to prior years' goals of growth and product leadership).

8. Program Challenges

The operations of St. Croix Prep went very smoothly considering it was in its seventh year and continues to add students to its Upper School population. With that said, there were still many challenges encountered during the seventh year of operations. St. Croix Prep's challenges relate to the following four interrelated items:

- **Training & Development of Faculty.** The hiring and training of faculty needs to ensure continuity in The School's emphasis on mission, educational philosophy, and operational philosophy. This is being accomplished through the implementation of our Q Comp initiatives which focuses on the School's classical mission.
- **Integration of New Students/Families.** Many families are relatively new to the School's culture and environment. The Parent Group has been reestablished, the volunteer system has been systematized, and the School's original Partnership agreement has been reinstated.
- **Continued development of Extracurricular Programming essential for a High School.** In accordance with the diffusions of innovation theory, main stream market providers must provide a "whole product" in order to satisfy their clients. For the upcoming 2011-12 school year, St. Croix Prep will offer students 14 athletic programs and more than 10 co-curricular programs. These will continue to expand based on student interest.
- **Operational Efficiency and Community Building.** The challenge of improving operational efficiency and community intimacy align with the diffusions of innovation theory and continues to be the School's most significant challenge. The goals of the Board and administration are to build a sustainable organizational model that is "Built to Last", sustainable through board, administration, and faculty changes.

9. Finances

During its first seven years of operation The School continues to show fiscal responsibility in its operations by adding to its fund balance during each fiscal year. This is being accomplished even while making strategic investments for the future growth of the School. In addition, The School has received a "clean" audit for the previous four years. In addition, the School has received the MDE Finance Award every year it has applied for this award (three years in total). The School has a 13% fund balance and has plans to increase this to 20%. In addition, the School has obtained a line of credit (\$2M) to account for the 40% holdback currently in place. A copy of the School's 2009-2010 Audit Report is on file with the State of Minnesota. The field work related to the 2010-2011 audit has been completed. The

preliminary results indicate that we will add approximately \$300,000 to the School's fund balance and maintain the 13% fund balance.

The School initiated a Capital Development Campaign approximately 15 months ago. The Planting Seeds Campaign has raised approximately 75% of its \$1.2 million goal. The proceeds raised contribute to the academic, athletic, and arts programming at St. Croix Prep.

10. 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 EXO-01-A Wayzata, MN 55391
Seventh Year of Operation:	2010-2011
Authorizer Duration:	The Sponsor contract extends through June 30, 2015.
Accountability Initiatives:	See Friends of Education Oversight Program discussion below.

Friends of Education Oversight Program

Friends of Education ("Friends") monitors the three critical areas of charter school operations: academic performance, finance, and reporting and legal compliance. The monitoring program is described below.

1. **Academic Performance.** Monitoring academic performance occurs through three basic avenues: testing, site visits, and review of annual reports.
 - (a) **Testing.** Friends requires regular testing to measure student performance, and student performance results must meet or exceed the results required by non-chartered public school students. The testing required by Friends is set forth in its charter contract with its schools. Generally, however, testing data is reviewed each semester to ensure that the goals of the schools are being met, both in terms of individual student performance and for the school as a whole. Testing data is compared with other schools to measure performance.
 - (b) **Site Visits.** Friends engages in both unannounced and scheduled site visits. In addition to general observation and classroom visits, site visits may include interviews with the school leader, business manager, selected school teachers, students, and available parents and board members. Friends site visits also include an analysis as to whether the facility, school climate, and learning program constitute an effective learning environment promoting the academic goals. Friends provides feedback following each site visit; feedback may be oral and/or written.
 - (c) **Annual Reports.** Friends requires that the school prepare an annual report which details the school's evaluation of meeting each its academic performance goals.

To assist with its sponsoring responsibilities with respect to academic performance, Friends has contracted with the Minnesota Humanities Commission. The Commission's staff has

assisted in the implementation of academic programs at over thirty schools in Minnesota over the past ten years. Through its contract with the Minnesota Humanities Commission, the Commission assists with monitoring the implementation of the academic program at each school. Friends has also implemented a support network for the schools it is sponsoring to engage in mutual support and problem solving.

2. Finance. Friends' oversight of financial affairs is accomplished primarily through a review of financial statements and the independent audit.

- (a) Financial Statements. Prior to the July 1st before school opening, the school must submit to Friends an annual budget adopted by the School Board.

The school must also submit monthly financial statements to Friends as well as cash flow projections when requested by Friends. The financial statements must contain budget and actual expenses and contain explanations for all items exceeding budget and the manner in which the excess items will be resolved. Friends strongly encourages that its sponsored schools utilize a recognized provider of accounting services for charter schools in the initial years of operation.

- (b) Independent Audit. By the date specified in its charter contract, the school must submit to Friends its independent audit report along with any school management response.

As a secondary mechanism to monitor financial affairs, site visit interviews with the school business manager and board members may reveal financial concerns.

3. Reporting and Legal Compliance. Friends' oversight of reporting and general legal compliance is accomplished primarily through review of documentation, site visits, and communication with the Department of Education.

- (a) Governance. The school must submit board meeting minutes to Friends on a timely basis, generally prior to the next scheduled school board meeting. Friends may attend board meetings on either an announced or unannounced basis and is available to attend specific meetings upon request by the school.

- (b) Annual Reports. Friends requires each school to submit an annual report which details the school's evaluation of meeting State reporting requirements.

- (c) Site Visits. Friends engages in both unannounced and scheduled site visits. In addition to general observation and classroom visits, site visits may include interviews with the school leader, business manager, selected school teachers, students, and available parents and board members. Site visits may also include a review of pertinent files. General observation, interviews, and review of selected files during site visits facilitate determination by Friends of the school's general compliance, including compliance with the Minnesota Open Meetings Law, Public Employment Relations Act, teacher licensing requirements, student immunization compliance, Minnesota Human Rights Act, Minnesota Pupil Fair Dismissal Act, Minnesota Public Schools Fee Law, special education requirements, financial controls, and open enrollment processes.

Friends has asked that the Minnesota Department of Education inform Friends if the school is not reporting properly and to share copies of all pertinent correspondence between the school

and the MDE. Friends adopts a similar procedure regarding compliance with local, State and Federal laws.

Remediation. Should a sponsored school fall short of its agreed-upon academic standards, financial targets, or fail in any aspect of reporting and legal compliance, Friends engages in a range of possible interventions including:

- Friends notifies the school leader or board chair of areas of concern
- Friends formally notifies the school board of areas of concern
- Friends recommends that the school board develop an improvement plan
- Friends requires that the school board adopt a performance improvement plan agreed to by Friends
- Friends initiates a notice and action plan whereby it intends to revoke sponsorship

11. Future Plans

The School will continue to evaluate additional programming, potential facilities expansion to accommodate programming, on-line learning opportunities, and school replication as a part of its strategic planning.

12. Non-Profit Status

Verification of the School's non-profit status is included as an exhibit.

**St. Croix Preparatory Academy
Annual Report
2010-2011**

EXHIBITS



Executive Director – Jon Gutierrez
Reports to/Supervised/Evaluated by the Board of Directors

The Executive Director has the following responsibilities and development plan:

I. Leadership and School Culture

1. Communicate and implement a shared vision for the school and Board that focuses on academics, character and leadership.
2. Provide purpose and direction for administrators, Board and staff.
3. Shape the leadership team culture and climate.
4. Promote understanding and celebrating school/community cultures.
5. Promote and expect a school-based climate of civility.

II. Policy and Governance

1. Establish procedures for the Executive Director and Board interpersonal and working relationships.
2. Ensure timely Board meetings, agendas, minutes, establish appropriate Board committees, and reports. Also establishes nomination and election procedures for the Board, and annual meetings that are accessible to all staff and parents.
3. Ensure the timely development, implementation and posting of school operating policies.
4. File annual reports to the sponsor, MDE. Monitor and comply with charter school, state and federal laws and regulations as well as the school's bylaws.
5. Use legal counsel in governance and procedures to avoid civil and criminal liabilities.

III. Communication and Community Relations

1. Demonstrate effective communication skills.
2. Represent the school and its vision to the greater community including all external constituencies and associations with whom the school should be engaged for the achievement of its mission and goals.
3. Consult with the community, parents and school staff regarding their hopes and dreams for the future of the school and represent these views through reports to the Board of Trustees.
4. Develop and implement a communication plan to convey important information.

5. With the Board of Trustees create a strategic plan that includes collaboration with staff, parents and community.
6. Create partnerships with the community including businesses, civic organizations, etc. to gain school support.
7. Develop a consistent marketing and recruitment plan for the school.
8. Identify, track and proactively respond to issues.

IV. Organizational Management

1. Monitor short and long-term strategic plans, particularly in the areas of curriculum, technology and facility needs of the school.
2. Establish procedures and practices for dealing with emergencies such as weather, threats to the school and student violence and trauma.
3. Create a management annual evaluation plan.
4. Make sure appropriate policies and procedures are in place to effectively run the organization.

V. Curriculum Planning Development

1. Support administrators in the use of valid and reliable indicators to ensure that high levels of student and staff performance are achieved and regularly examined by school-wide assessment data.
2. Oversee the enhancement and renewal of curriculum to ensure alignment of curriculum, instruction and assessment to State, Core Knowledge and classical standards.
3. Ensure school administrators utilize effective research when instituting instructional practices.
4. Promote academic rigor character and leadership.

VI. Resource Management

1. Finance
 - a. Demonstrate budget management including financial forecasting, planning, cash flow management, account auditing and monitoring state and federal funding.
 - b. Ensure the development and/or maintenance of an adequate reserve fund in accordance with the direction of the Board of Directors.
 - c. Make sure appropriate money is obtained and spent through the foundation.
2. Personnel
 - a. Identify and apply appropriate policies, criteria and processes for the recruitment, selection, induction, and compensation of personnel with attention to issues of equity and diversity.
 - b. Hire, supervise and evaluate administrators, in accordance to school policies.
 - c. Ensure all legal requirements for personnel selection, development, retention are followed.

VII. Personal Expectations

1. Model high moral and ethical standards in all interactions.
2. Explore and develop ways to find common ground in dealing with difficult and divisive issues.

VIII. Model Lifelong Learning

1. Continue lifelong learning through formal education and/or workshops, etc.
2. Set up and monitor a mentor/mentee process; oversee and assimilate growth of new staff.
3. Initiate/help plan staff development opportunities.

IX. Additional Professional Development Opportunities

1. Attend seminars related to classical education, school law, special education requirements, data analysis, and human resources practices.
2. Develop more familiarity with leadership models, and strategies related to human capital management, succession planning, and organizational efficiency.
3. Continue development of School strategy which will include but not be limited to college placement services, career planning, data analysis, organizational development, and succession planning.



Director -- Karen Klinzing
Reports to/Supervised/Evaluated by the Executive Director

The Upper School Director has the following responsibilities and development plan:

I. Administrative Responsibilities

1. Report to and meets regularly with the Executive Director.
2. Meet weekly with the administrative team.
3. Attend Board Meetings, report on a regular basis issues related to the school and serve as a member of school committees, as appropriate and requested.
4. Meet regularly with division staff
5. Attends IBP meetings

II. Leadership and Responsibilities

1. Assure the school's mission and philosophy is integral in the school's programs and that decisions are made in the best interests of the student learning.
2. Work with staff to develop programs- academic, social-emotional and physical, which support the needs of students.
3. Implement, co-ordinate, review and oversee appropriate changes in the instructional programs.
4. Coordinate programs from grade to grade to create a unified coherent school program.
5. Keep abreast of current and innovative educational research.
6. Implement policy and procedure that maintains a safe, and optimal, learning environment for students and staff.

III. Student Services

1. Student Attendance
 - a. Oversee that attendance policies and procedures are followed.
 - b. Monitor attendance.
 - c. Assure year end summary reports appropriately filed.
2. Student Accountability
 - a. Develop and maintain policies and records regarding student behavior and accountability.

- b. Provide support for staff on discipline issues.
 - c. Oversee and evaluate report cards and conferences, ensuring effective communication of student progress.
 - d. Conference with students, parents and/or teachers as necessary.
3. Student/Staff Scheduling
- a. Gather necessary input from teachers
 - b. Determine teacher assignments.
 - c. Design master schedule with the staff input.
 - d. Coordinate hall, lunchroom, recess, etc. monitoring.
4. Create programs to meet student needs
- a. Work for high performance and behavior standards.
 - b. Assure students are making appropriate progress.
 - c. Oversee social-emotional and academic needs of all students addressing special education, learning specialists, ELL teachers, etc. so that faculty can respond to specific challenges and needs of the students.
 - d. Determine appropriate student placement within the program.
 - e. Determine appropriate programs for new students.
 - f. Develop procedures to assure smooth transitions from grade to grade.
 - g. Acknowledge students for accomplishments.
 - h. Oversee student activities:
 1. Field trips
 2. Assemblies and special events
 3. Extra-curricular activities

IV. Records

1. Ensure all students and staff records are complete.
2. Ensure compliance with all federal, state, charter, sponsor and special education guidelines related to the school.

V. Communication

1. Establish and maintain an open and supportive environment for communication with and between staff.
2. Conduct staff meetings on a pre-announced, regularly scheduled basis.
3. Communicate effectively with the Executive Director and the Board of Trustees.
4. Coordinate calendar and activities with staff.
5. Be available to parents; respond to concerns in an appropriate and timely manner.
6. Be present at the school parent events.

7. Promote the school programs, its mission and goals.

VI. Staff Hiring, Development, and Retention

8. Select and supervise staff; ensuring staff are well trained and curriculum is presented appropriately.
9. Monitor staff performance to ensure compliance with standards and the school's mission and goals.
10. Conduct performance reviews, including setting goals with staff annually, and where staff development is an important component supporting professional growth.
11. Retain staff through effective management, including proper orientation, support, and staff development.
12. Develop a team environment that acknowledges staff contributions and that maintain open, supportive communication, where staff feel respected, safe to disagree and are supportive of each other.
13. Provide support and consultation to staff regarding students, parents and school life in general.
14. Serve as a link to the Executive Director regarding staff issues.

VII. Budget

1. Help prepare the annual budget.
2. Ensure adherence to all financial policies and procedures.
3. Manage funds available, prioritizing expenditures as needed.

VIII. Model Lifelong Learning

1. Continue lifelong learning through formal education and/or workshops, etc.
2. Set up and monitor a mentor/mentee process; oversee and assimilate growth of new staff.
3. Initiate/help plan staff development opportunities.

IX. Additional Professional Development Opportunities

1. Maintain enrollment in Education Administration licensure program and show satisfactory completion of classes which shows progression toward licensure.
2. Attend seminars related to classical education, school law, special education requirements, data analysis, and human resources practices.
3. Continue development of Upper School programming which will include but not be limited to college placement services, career planning, curriculum development, and data analysis.



Director – Lisa Heathcote
Reports to/Supervised/Evaluated by the Executive Director

The Lower School Director has the following responsibilities and development plan:

I. Administrative Responsibilities

1. Report to and meets regularly with the Executive Director.
2. Meet weekly with the administrative team.
3. Attend Board Meetings, report on a regular basis issues related to the school and serve as a member of school committees, as appropriate and requested.
4. Meet regularly with division staff
5. Attends IRP meetings

II. Leadership and Responsibilities

1. Assure the school's mission and philosophy is integral in the school's programs and that decisions are made in the best interests of the student learning.
2. Work with staff to develop programs- academic, social-emotional and physical, which support the needs of students.
3. Implement, co-ordinate, review and oversee appropriate changes in the instructional programs.
4. Coordinate programs from grade to grade to create a unified coherent school program.
5. Keep abreast of current and innovative educational research.
6. Implement policy and procedure that maintains a safe, and optimal, learning environment for students and staff.

III. Student Services

1. Student Attendance
 - a. Oversee that attendance policies and procedures are followed.
 - b. Monitor attendance.
 - c. Assure year end summary reports appropriately filed.
2. Student Accountability
 - a. Develop and maintain policies and records regarding student behavior and accountability.

- b. Provide support for staff on discipline issues.
 - c. Oversee and evaluate report cards and conferences, ensuring effective communication of student progress.
 - d. Conference with students, parents and/or teachers as necessary.
3. Student/Staff Scheduling
- a. Gather necessary input from teachers
 - b. Determine teacher assignments.
 - c. Design master schedule with the staff input.
 - d. Coordinate hall, lunchroom, recess, etc. monitoring.
4. Create programs to meet student needs
- a. Work for high performance and behavior standards.
 - b. Assure students are making appropriate progress.
 - c. Oversee social-emotional and academic needs of all students addressing special education, learning specialists, ELL teachers, etc. so that faculty can respond to specific challenges and needs of the students.
 - d. Determine appropriate student placement within the program.
 - e. Determine appropriate programs for new students.
 - f. Develop procedures to assure smooth transitions from grade to grade.
 - g. Acknowledge students for accomplishments.
 - h. Oversee student activities:
 1. Field trips
 2. Assemblies and special events
 3. Extra-curricular activities

IV. Records

1. Ensure all students and staff records are complete.
2. Ensure compliance with all federal, state, charter, sponsor and special education guidelines related to the school.

V. Communication

1. Establish and maintain an open and supportive environment for communication with and between staff.
2. Conduct staff meetings on a pre-announced, regularly scheduled basis.
3. Communicate effectively with the Executive Director and the Board of Trustees.
4. Coordinate calendar and activities with staff.
5. Be available to parents; respond to concerns in an appropriate and timely manner.
6. Be present at the school parent events.

7. Promote the school programs, its mission and goals.

VI. Staff Hiring, Development, and Retention

8. Select, and supervise staff ensuring staff are well trained and curriculum is presented appropriately.
9. Monitor staff performance to ensure compliance with standards and the school's mission and goals.
10. Conduct performance reviews, including setting goals with staff annually, and where staff development is an important component supporting professional growth.
11. Retain staff through effective management, including proper orientation, support, and staff development.
12. Develop a team environment that acknowledges staff contributions and that maintain open, supportive communication, where staff feel respected, safe to disagree and are supportive of each other.
13. Provide support and consultation to staff regarding students, parents and school life in general.
14. Serve as a link to the Executive Director regarding staff issues.

VII. Budget

1. Help prepare the annual budget.
2. Ensure adherence to all financial policies and procedures.
3. Manage funds available, prioritizing expenditures as needed.

VIII. Model Lifelong Learning

1. Continue lifelong learning through formal education and/or workshops, etc.
2. Set up and monitor a mentor/mentee process; oversee and assimilate growth of new staff.
3. Initiate/help plan staff development opportunities.

IX. Additional Professional Development Opportunities

1. Maintain enrollment in Education Administration licensure program and show satisfactory completion of classes which shows progression toward licensure.
2. Attend seminars related to classical education, school law, special education requirements, data analysis, and human resources practices.
3. Continue development of Lower School programming which will include but not be limited to curriculum evaluation, policy development, and data analysis.



Director – Robert Kreischer
Reports to/Supervised/Evaluated by the Executive Director

The Upper School Director has the following responsibilities and development plan:

I. Administrative Responsibilities

1. Report to and meet regularly with the Executive Director.
2. Meet weekly with the administrative team.
3. Attend Board Meetings, report on a regular basis issues related to the school and serve as a member of school committees, as appropriate and requested.
4. Meet regularly with division staff
5. Attends IEP meetings

II. Leadership and Responsibilities

1. Assure the school's mission and philosophy is integral in the school's programs and that decisions are made in the best interests of the student learning.
2. Work with staff to develop programs- academic, social-emotional and physical, which support the needs of students.
3. Implement, co-ordinate, review and oversee appropriate changes in the instructional programs.
4. Coordinate programs from grade to grade to create a unified coherent school program.
5. Keep abreast of current and innovative educational research.
6. Implement policy and procedure that maintains a safe, and optimal, learning environment for students and staff.

III. Student Services

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 - a. Oversee that attendance policies and procedures are followed.
 - b. Monitor attendance.
 - c. Assure year end summary reports appropriately filed.
2. Student Accountability
 - a. Develop and maintain policies and records regarding student behavior and accountability.

- b. Provide support for staff on discipline issues.
 - c. Oversee and evaluate report cards and conferences, ensuring effective communication of student progress.
 - d. Conference with students, parents and/or teachers as necessary.
3. Student/Staff Scheduling
- a. Gather necessary input from teachers
 - b. Determine teacher assignments.
 - c. Design master schedule with the staff input.
 - d. Coordinate hall, lunchroom, recess, etc. monitoring.
4. Create programs to meet student needs
- a. Work for high performance and behavior standards.
 - b. Assure students are making appropriate progress.
 - c. Oversee social-emotional and academic needs of all students addressing special education, learning specialists, ELL teachers, etc. so that faculty can respond to specific challenges and needs of the students.
 - d. Determine appropriate student placement within the program.
 - e. Determine appropriate programs for new students.
 - f. Develop procedures to assure smooth transitions from grade to grade.
 - g. Acknowledge students for accomplishments.
 - h. Oversee student activities:
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4. Coordinate calendar and activities with staff.
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7. Promote the school programs, its mission and goals.

VI. Staff Hiring, Development, and Retention

8. Select and supervise staff: ensuring staff are well trained and curriculum is presented appropriately.
9. Monitor staff performance to ensure compliance with standards and the school's mission and goals.
10. Conduct performance reviews, including setting goals with staff annually, and where staff development is an important component supporting professional growth.
11. Retain staff through effective management, including proper orientation, support, and staff development.
12. Develop a team environment that acknowledges staff contributions and that maintain open, supportive communication, where staff feel respected, safe to disagree and are supportive of each other.
13. Provide support and consultation to staff regarding students, parents and school life in general.
14. Serve as a link to the Executive Director regarding staff issues.

VII. Budget

1. Help prepare the annual budget.
2. Ensure adherence to all financial policies and procedures.
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1. Continue lifelong learning through formal education and/or workshops, etc.
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IX. Additional Professional Development Opportunities

1. Attend seminars related to classical education, school law, special education requirements, data analysis, and human resources practices.
2. Continue development of Upper School programming which will include but not be limited to college placement services, career planning, curriculum development, and data analysis.



St. Croix Preparatory Academy

Open Enrollment Period
School Year 2010-2011
School Year 2011-2012
Frequently Asked Questions
(FAQ)

St. Croix Preparatory Academy

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.

2010-2011 School Year. Open enrollment period was from September 8, 2009 to January 9, 2010.

2011-2012 School Year. Open enrollment period is from September 7, 2010 to January 7, 2011.

Q: Even though the Open Enrollment Period for the 2010-2011 school year has ended can I still enroll my children in St. Croix Prep?

Even though the open enrollment period has passed St. Croix Prep always accepts enrollment applications for the current year. Once received, the students are offered available spots in open classes or placed on the waiting list. There are still available spots in some of the grades (specifically grades 9-12).

Q: When is the Open Enrollment Period for the 2011-2012 school year?

We will begin accepting applications for the 2011-2012 school year on September 7, 2010. The deadline for submitting an application is January 7, 2011. St. Croix Prep will be accepting applications for grades K-12. Applications received after January 7, 2011 will be placed on the waiting list (if the class is full).

Q: Will the students currently enrolled in St. Croix Prep have priority?

Per state statute, students who are currently enrolled at St. Croix Prep will have priority in the enrollment process. Families who want to re-enroll their children at St. Croix Prep will have to fill out an "Intent to Return" form to reserve a space for the next school year.

Q: During the Open Enrollment period is it first come first served?

We will begin accepting applications for the 2011-2012 school year on September 7, 2010. The deadline for submitting an application is January 7, 2011. All applications received by the January 7, 2011 deadline will be equally considered. For any grade level where we have more applicants than spaces available, we will conduct a lottery to determine admission for that grade. Applicants who are not chosen in the lottery will be placed on a waiting list and notified promptly if a space becomes available. Applicants will be notified as to the status of their applications as early as possible.

Example: There are three spots available in the 4th grade class. During the open enrollment period 10 applications for the 4th grade class are received. In accordance with state statutes, first priority is given to siblings of those who have brothers/sisters already enrolled at St. Croix Prep. Assuming there are no siblings in the pool, there will be a lottery (from the 10 applications) to determine who will be accepted. If there are more than three siblings in the application pool, a lottery will be performed (from the sibling pool) to determine who will be accepted. The remaining students (those who were not accepted via the sibling lottery and those who have filled out enrollment applications) will be put on a waiting list.

Q: Do siblings have preference in the enrollment process?

Siblings have preference in the enrollment process. If a student is currently enrolled in one of the classes, their sibling will have priority in the class in which they have made application.

Example: A student is currently enrolled in a 2010-2011 St. Croix Prep class. Their sibling has filled out an enrollment application for the 2010-2011 kindergarten class. There are 40 applicants for the kindergarten class, 10 of who are siblings of those who are already accepted into a St. Croix Prep class. The siblings will be accepted into the kindergarten class. The remaining kindergarten spots will be determined via a lottery.

Q: I have signed up my child for the 2010-2011 school year and they are currently on this year's waiting list. Do they have priority over the applications received in the 2011-2012 open enrollment period?

No. Per Minnesota state statute, each school year is a separate enrollment period. Those students on a waiting list for the 2010-2011 school year will have to submit a separate application for the 2011-2012 school year or communicate to St. Croix Prep that they would like their information rolled over to the new year's enrollment process. Their application will be considered according to the rules of the 2011-2012 open enrollment period. No consideration is given to their status in the previous enrollment period.

Q: My child will not enter Kindergarten until the 2012-2013 school year. May I sign them up early?

No. Per Minnesota state statute, each year is a separate enrollment period. Each school year has its own enrollment period and all applications related to that school year will be processed during the related enrollment period. In other words, there are no advantages to submitting an enrollment application for a school year other than the 2011-2012 school year.

Q: Who can I contact for more information?

For more information please contact the following:

Grades: Kindergarten through 4th Grade

Janella Davis, Office Manager
4280 Stagecoach Trail North
Stillwater, MN 55082
Phone: 651-395-5920
Email: jdavis@stcroixced.org

Grades: 5th Grade through 8th Grade

Diane Anderson, Office Manager
4280 Stagecoach Trail North
Stillwater, MN 55082
Phone: 651-395-5950
Email: danderson@stcroixprep.org

Grades: 9th Grade through 12th Grade

Stacey Forster, Office Manager
4280 Stagecoach Trail North
Stillwater, MN 55082
Phone: 651-395-5970
Email: sforster@stcroixprep.org

St. Croix Preparatory Academy welcomes applicants regardless of race, ethnicity, socio-economic status, gender, special needs, or English as a second language status.

Authorizer Information:

St. Croix Preparatory Academy is authorized by Friends of Education, EX0-01-A, 200 East Lake Street, Wayzata, MN 55391.

St. Croix Preparatory Academy

Open to Grades K-12 in September 2010

Initial Student Application

STUDENT #1 INFORMATION		Date _____
First Name _____	Last Name _____	
Home Address _____	Apartment # _____	
City _____	State _____	Zip code _____ Home Phone # _____
Grade entering in Fall 2010 _____ (We are now accepting applications for K-12 th grades).		
Last school attended and class year: _____		
Why are you interested in St. Croix Prep? How can we assist you in accomplishing your child's education goals? Please explain. _____		

STUDENT #2 INFORMATION		Date _____
First Name _____	Last Name _____	
Home Address _____	Apartment # _____	
City _____	State _____	Zip code _____ Home Phone # _____
Grade entering in Fall 2010 _____ (We are now accepting applications for K-12 th grades).		
Last school attended and class year: _____		
Why are you interested in St. Croix Prep? How can we assist you in accomplishing your child's education goals? Please explain. _____		

STUDENT #3 INFORMATION

Date _____

First Name _____ Last Name _____

Home Address _____ Apartment # _____

City _____ State _____ Zip code _____ Home Phone # _____

Grade entering in Fall 2010 _____ (We are now accepting applications for K-12th grades).

Last school attended and class year: _____

Why are you interested in St. Croix Prep? How can we assist you in accomplishing your child's education goals? Please explain. _____

PARENT/GUARDIAN INFORMATION

Mother/Guardian (please print) _____

Work Phone Number _____ Cell Phone Number: _____

Email address (if any) _____

Father/Guardian (please print) _____

Work Phone Number _____ Cell Phone Number: _____

Email address (if any) _____

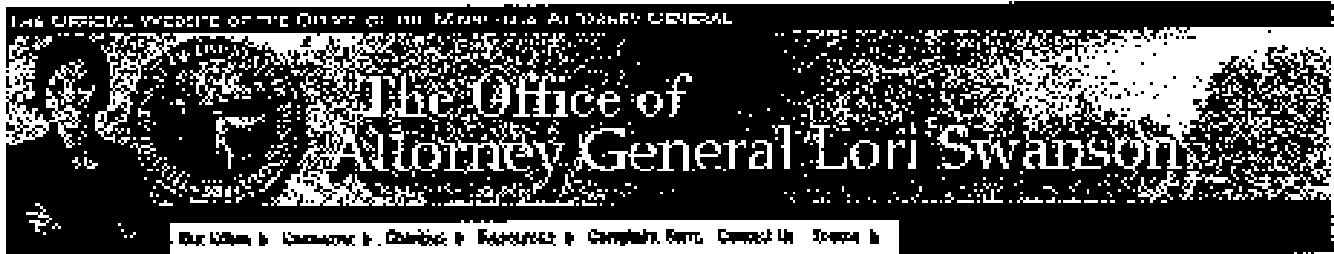
St. Croix Preparatory Academy places a strong emphasis on parent involvement in school projects and activities. Are you interested in participating with school enrichment, community service or related activities? yes no

I am aware that parents/guardians and students will be asked to sign a *written family agreement* that details goals, expectations and responsibilities for the student, parents/guardians, teachers and the school (including possible joint volunteer activities):

Signature of Parent/Guardian: _____

St. Croix Preparatory Academy welcomes applicants regardless of race, ethnicity, socio-economic status, gender, special needs, or English as a second language status.

Return to: St. Croix Preparatory Academy • 4260 Stagecoach Trail North • Stillwater, MN 55082
St. Croix Preparatory Academy is authorized by Friends of Education, EXO-01-A, 2001 East Lake Street, Wetzlar, MN 55391



More about Attorney General Lori Swanson

Charity Links

- [AG Home](#)
 - [Charities Search](#)
 - [Guide to Charities Laws](#)
 - [Charities Forms](#)
 - [Charity Resources](#)
 - [Extension Request](#)
-

Minnesota Attorney General's Office

1400 Bremer Tower
 445 Minnesota Street
 St. Paul, MN 55101

(651) 296-3353
 (800) 657-3787

TTY:(651) 297-7206
 TTY:(800) 366-4812

Search Results

Organization Name	ST. CROIX PREPARATORY ACADEMY
Organization Type	TRUST
Contact Person	ATTN JON GUTIERREZ
Address	4280 STAGECOACH TRAIL N
City	STILLWATER
State	MN
Zip Code	55082
IRS Code 501 (c)	03
Purpose or Description	To develop each student's academic potential, personal character and leadership qualities through an academically rigorous and content rich educational program grounded in the classic tradition.
Phone Number	(651) 395-8900
Status	ACTIVE
Extension	None

What year would you like to see information for?

Meet Current Year

Charities