



N^oBLE ACADEMY

“Empowering Today, Leaders Tomorrow”



Noble Academy

District 4171

School Year 2012-2013 ANNUAL REPORT

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1. School Information

Noble Academy is a K-8 charter school located in the city of Minneapolis, Minnesota. Established in fall of 2007, Noble Academy currently serves a diverse student population in grades kindergarten through eight from the surrounding communities: Blaine, Brooklyn Center, Brooklyn Park, Columbia Heights, Coon Rapids, Fridley, Spring Lake Park, and the Greater Minneapolis Area.

Noble Academy's Contact Information:

4021 Thomas Avenue North
Minneapolis, MN 55412
Office: (763) 592-7706
Fax: (763) 592- 7707
www.nobleacademy.us

2. Mission and Vision

The mission of Noble Academy is to provide quality, relevant, and multicultural education for all students. The unique framework is relevancy, which is a critical component for the learning process, if and when, the students can build on their prior knowledge. By providing correlated content and/or topics, students can develop a stronger understanding, and feel connected to the material that is taught in the classroom.

Our vision is that each student will reach his/her highest potential through an educational program that seeks to guide with their learning styles, language development, life experiences, and cultural backgrounds. Each student will be able to connect with their own culture, and identify the invaluable significance; resulting in the knowledge of who they are, where they come from, and ultimately, their social and academic development into today's society.

Noble Academy's education philosophy focuses on these following cornerstones:

- A rigorous educational program focusing on core content areas and standards, mandated by the State of Minnesota on reading, writing, mathematics, science, and social studies
- Hmong heritage (native) language and culture
- Responsive classroom and social curriculum
- State-of-the-art technology

3. Authorizer Information

Noble Academy is authorized by Audubon Center of the North Woods. This contractual relationship began in 2009, with a common belief that focuses, *“To instill a connection and commitment to the environment in people of all communities through experiential learning.”*

Audubon Center of the North Wood’s contact information:

Audubon Center of the North Woods
Charter School Division
43 Main St. S.E., Suite #238
Minneapolis, MN 55414
(612) 331-4181
www.audubon-center.org

4. Educational Approach and Curriculum, Innovative Practices and Implementation

Noble Academy uses the following five building blocks of curricular design elements to ensure that all students meet and exceed academic standards.

a. High Expectations for All Students

We set high expectations for ourselves, our students, and our communities by allowing children to perform to their highest potential through research-based best practices, and advancing differentiated instruction at all grade levels. This design element is met by having high expectations for all of our students, by providing content area learning through quality teaching, and offering parents the option of enrollment in the Learning Year Program. The Learning Year Program allows students to attend school year-round, to help assist in advancing in grade levels by demonstration of mastery of all standards through a rigorous accountability system

b. Response-to-Intervention System using Responsive Classroom Techniques

Noble Academy utilizes a balanced system of authentic, formative, and summative assessments that are aligned with the Minnesota State Standards to diagnose the academic needs of our students. Through the systematic use of assessment data, we are able to efficiently allocate resources to enhance learning for all students. As result, assessment information is presented during PLC and staff meetings quarterly to help inform teachers in planning the next steps in their instruction and also provide their students with critical, prompt, and descriptive feedback. Feedback offered will assist in their achievement and improvement of their quality of work toward the mastery of grade level standards.

Noble Academy’s Child Advocacy Committee meets monthly, and as requested by teachers, to help assist in designing and documenting specific academic, and/or behavioral interventions. This includes completing an assessment to recognize variables that may cause the student to be further reviewed in the child find process.

c. Teacher Cultural Proficiency and Effectiveness through Professional Development, Observational Data, and Student Assessment Analysis

Noble Academy is a Q Comp school that has in place a teacher evaluation system that incorporates ongoing administrative evaluation, peer observation, and student data to guide and motivate teachers to be effective in the classroom. Teachers receive job-embedded professional development by participating in the professional learning communities (PLC) on a weekly basis, mandatory clock hours for licensure renewal, and also may elect to receive graduate credits from Saint Mary’s University.

Teachers are observed a minimum of three times per year by a licensed administrator, a PLC lead teacher, and/or a mentor/coach that includes a pre- and post- observational conference; providing critical feedback to better instruction. Teachers also receive timely-data analysis and data coaching sessions on student achievement, at least three times a year. This is beneficial in advancing teacher’s instruction, knowledge of their student’s abilities; and provide for any targeted individualized learning to help ensure that every student will be successful through monitoring, targeted interventions, and differentiated individualized instruction.

Staff at Noble Academy has the opportunity to earn university credits for the following job embedded courses:

Urban Teacher Leadership: Closing the Achievement Gap

Instructed by Dr. Mai Yia Chang

Intercultural Understanding: Cultural Dynamics of the Hmong People

Instructed by Mr. Neal Thao

Integrating Technology & Environmental Science (K-12)

Instructed by Mr. Randy Bergman

We believe that the most effective staff development trainings are aligned to what teachers do daily in the classrooms. We take pride in developing our teachers on best practices using the SIOP framework with the Minnesota Power Essential Standards.

2012-2013 Noble Academy Business Partnership & Community Donation

Our robust professional development and educational programs could not have been made possible without contributions from the following organizations below. We are very grateful for their partnerships and dedication to sustaining Noble Academy’s academic excellence with students and staff.

Partnership Entity	Event/Program	Type of Support
Appetite For Change	Healthy Eating/Nutrition	Educational Resource
Bonfire Ministries, Inc.	Hmong New Year	Volunteer Hours (+100)
Cub Foods of Crystal & Brooklyn Center	Hmong New Year/Carnival	Event Food Donations
Jeffers Foundation	Professional Development	Teacher Education
Junior Achievement (JA)	JA in a Day/Biz Town	Cost Reduction
Kohl’s Department Store	Carnival	Donations/Volunteers
Minnesota State Horticulture Society	School Garden	Garden-in-a-Box
New Visions Church	School Supplies	Donations
Noble Academy’s Parent Teacher Organization (PTO)	Ongoing Mission Support	Financial & Volunteers
Northern Star Council, BSA	Fort Snelling Base Camp	Financial & Volunteers
Rotary Club of Minneapolis	JA in a Day/Biz Town	Volunteers/Sponsorship
Target	Carnival	Donations/Volunteers
Teen Outreach Program	7th Grade Opportunities	Field Trips & Events
Victory Neighborhood Association (ViNA)	Waste Reduction	Community Resources

Vinai Market - Brooklyn Center	Carnival & School Garden	Donations/Transportation
Wagner Garden Center	School Garden	Starter Plants & Soil

d. Environmental Education (EE) as an Interdisciplinary Curriculum Component

Staff, students, and parents of Noble Academy will increase their environmental literacy, and develop the knowledge, skills, and attitudes to support a sustainable, healthy environment. To uphold this commitment, we plan to increase thematic units in each classroom, promote recycling efforts, as well as reducing energy cost by turning off lights, computers, and etc.

Noble Academy has worked with Victory Memorial Neighborhood (ViNA) and the Jeffers Foundation in 2012-2013 on various environmental initiatives and projects. These include Team Teaching with Mother Nature to increase outdoor education, Shoreline Restoration, and Spring Clean-up efforts led by Noble Academy’s Green Team. Noble Academy’s Green Team is a student-led organization, consisting of mainly 20-25 middle school students and one adult advisor. Their main purpose is advocating for recycling, waste reduction, water protection, energy efficiency, and wildlife preservation. Through Hennepin County’s School Recycling Program, Noble Academy has made a conscientious effort to reduce, reuse, and recycle. Students are able to make explicit, the applied learning and intent of Noble Academy’s EE initiatives through changing environmental attitudes, and behaviors of their families at home.

The following goals were met, as a result of environmental education as an interdisciplinary curriculum component:

1. At their appropriate grade level, students learned effective ways to be better stewards of the environment, and recognized resources available to them and their families in Hennepin County. All teachers were assigned to specific students to provide guidance and instruction using Hennepin County’s Environmental Education toolkits. The toolkits assisted in measuring the impact of the student’s learning on their families’ behaviors using a grade level appropriate assessment tool.
2. Students created and presented an informational project on human attitudes, and changes in behavior from one of the five areas as learned from their field trips: waste reduction, recycling, water protection, energy conservation, or toxicity based. The projects were measured using a teacher-based rubric with specific criteria that is grade level appropriate, including the behavior change survey regarding how students and their families changed their behavior at home, as a result of their student’s projects.
3. Students developed an environmental family plan for their homes with the guidance of a licensed teacher to provide community and intergenerational learning as an extension of Noble Academy’s curriculum. In addition, student helped change their families’ attitudes and behaviors through their own environmental solutions.
4. Students learned continually about additional environmental issues through their peers and other grade level student’s projects. They gained an appreciation for the totality of environmental issues, and collective change in attitudes and behaviors to decrease environmental waste, to increase recycling, and energy conservation efforts, which was measured by a grade level appropriate end of the year assessment, and the behavior change survey.

5. Student Enrollment and Demographics

The student enrollment at Noble Academy has been one of many great successes. In 2007, Noble Academy's enrollment began with 230 students. In 2012-2013, 462 students were enrolled by the end of the school year, with an average total of daily memberships at 469.59. Due to space capacity restrictions, we have maximized every inch of space available. And although, Noble Academy's enrollment continues to grow, we look forward to adding a few sections to each grade level upon finding a permanent home for the school.

Grade	2011-12	2012-13	2013-2014 (est.)
Kindergarten	70	68	69
1st Grade	62	58	72
2nd Grade	59	58	52
3rd Grade	61	59	57
4th Grade	53	54	57
5th Grade	49	50	50
6th Grade	53	49	48
7th Grade	42	38	43
8th Grade	27	28	28
9th Grade	NA	NA	NA
10th Grade	NA	NA	NA
11th Grade	NA	NA	NA
12th Grade	NA	NA	NA
Total	476	462	476
Total ADM (Average Daily Membership) for	496.90	469.59	473.13

Key Demographic Trends

Noble Academy is a public charter school district that serves 462 to 475 culturally, diverse K-8 students (87% Hmong, 12% African American and 1% Caucasian). Over 82.7% of students are economically disadvantaged urban students enrolled in the free and reduced lunch program. Moreover, 88% of our students are English learners. The students who attend Noble Academy come from the surrounding communities of Minneapolis, Brooklyn Park, Brooklyn Center, Coon Rapids, Fridley, Blaine, Crystal, and Plymouth. Noble Academy has strategically increased in overall student population over its six years of existence from 230 students to 475 students. In addition, the number of students receiving special education services has also increased from 7% to 13%.

	2011-12	2012-13	2013-2014 (est.)
Total	476	475	476
Male	250	234	244
Female	226	241	232
Special	30	29	23
LEP	376	405	395
African	65	57	57
Latino	1	1	1
Asian/PI	405	400	415
American	4	1	0
White	1	3	3

F/R Lunch	91.4	82.7	74.2
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6. Student Attendance, Attrition, and Mobility

Overall, the data shows consistent performance in student attendance, averaging above 95% each year. Survey data reports that students enjoy and feel safe at Noble Academy. We strongly believe that these two elements contributed significantly towards the success of student attendance.

The percentage of students continuously enrolled between the dates of October 1st to October 1st of the following year, average from 300 to 325 students. We typically lose 100 to 150 students during the summer due to the following reasons:

1. Once an eighth grade student graduates, his/her family also removed younger siblings at Noble Academy to enroll at the school the 8th grade student will be attending the following year. Among families preferred keeping their children in the same school.
2. Life situations occur, such as job loss, relocation, family emergencies, and etc. have been causes why students leave Noble.
3. The length of time on the bus, to and from school. This has caused a small percentage of our families to remove their children.

a. Student Attendance

	2010-11	2011-12	2012-13
Overall Attendance	96.12	95.31	96.42

b. Student Attrition and Mobility

Percentage of students* who are continuously enrolled between October 1 of 2011-12 school year and October 1 of 2012-13 school year.	73.95%
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Percentage of students* who continue enrollment in the school from Spring 2012 to October 1, 2012.	83.61%
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*Please note: The percentages above do not include graduating students, or students who have completed school programs. For example, because Noble Academy is a K-8 school, we do not include students who have completed eighth grade

7. Academic Performance

Academically Noble Academy is doing a great job closing the achievement gap. During the 2012-2013 school year, Noble was placed on the MinnCAN's "2013 Top 10 Schools" lists in both elementary and middle school categories for doing a great job servicing English Language Learner students.

In addition, Noble received the Excellence in Education Award presented by welcometiwcities.com for offering a unique learning experience for Minnesota students.

Noble Academy Testing Program 2012-2013 Test

Test	Grades/Student Population	Administration Time
WIDA	K-8 EL Students	Spring
MCA III- Reading	3,4,5,6,7,8	Spring
MCA III- Math	3,4,5,6,7,8	Spring
MCA III- Science	5,8	Spring
MTAS	3,4,5,6,7,8 Special Education	Spring
MAP/NWEA (Math & Reading)	K,1,2,3,4,5,6,7,8	Fall, Winter, Spring, Summer
Stanford Primary Assessment	K,1,2	Fall & Spring
AR/STAR READING	K,1,2,3,4,5,6,7,8	Fall, Winter, Spring, Summer
Summative Assessments	K,1,2,3,4,5,6,7,8	Annually
OLPA Math Practice Test	3,4,5,6,7,8	November & January

2012-2013 Assessment Results: Combining student performance over the past three years (2010-2011, 2011-2012, & 2012-2013) on the Minnesota Comprehensive Assessment across all grades, test results show that Noble Academy students enrolled are making significant academic gains in all core content areas. The following points below are contract academic goals and analysis:

A. Academic Proficiency Goals

Reading:

Noble Academy's contractual agreement with Audubon pertaining to reading achievement reads, *"During the 2012-2015 contract period, 75% of all continuously enrolled students in grades three to eight will meet or exceed the Minnesota Standards in reading as measured by the MCA II assessment."*

In 2010, 28.4% of continuously enrolled students in grades three to eight had exceeded/met standards on the MCA II Reading Assessment. In 2011, the student percentage increased to 49.5%, and later successfully reaching 52.8% in 2012. However in 2013, a new reading assessment was administered and only 39.1% of students had exceeded/met the MAC III assessment standards. The dip in score is consistent across the state with all schools showing similar results. Cross-walk analysis showed that if Noble Academy students were to take the same MCA test as the previous years, 65% would have met or exceeded standards.

From 2010 to 2013, Noble Academy's continuously enrolled students made a 36.6% growth in meeting or exceeding standards. Although Noble Academy is making great strides toward meeting the reading goal, there is always room for improvement. We will continue to use data to drive instruction, and ensure that best practices are infused into every classroom.

Math:

Noble's contractual agreement with Audubon pertaining to Math achievement reads, *"During the 2012-2015 contract period, 60% of all continuously enrolled students in grades three to eight will meet or exceed the Minnesota Standards in math as measured by the MCA II assessment."*

In 2010, 40.8% of Noble Academy's continuously enrolled students in grades three to eight had exceeded/met standards on the MCAII Math assessment. In 2011, the student percentage increased to 44.3% and then to 60.2% in 2012. Currently in 2013, 62% of students have exceeded/met the MCA II Math assessment.

From 2010 to 2013, Noble Academy's continuously enrolled students in grades three to eight made a 21.2% growth, resulting in exceeding the goal set with Audubon. Therefore, a new goal has been created for the students and staff to achieve. The new goal reads, *"During the 2012-2015 contract period, 70% of all continuously enrolled students in grades three to eight will meet/exceed the Minnesota Standards in math as measured by the MCA II assessment."*

We are confident that our staff and students will meet this goal. Academic coaching and intentional use of data will be done with everyone, and as often as needed to successfully reach this goal.

B. Academic Growth Goals

NWEA Reading:

Noble's contractual agreement with Audubon pertaining to NWEA Reading states, *"Eighty percent of continuously enrolled students at Noble Academy in grades kindergarten through eight who are behind on their reading benchmark growth will meet their annual reading benchmark growth target or make at least a minimum of 9 RIT points each year as measured by NWEA MAP assessment from 2012-2015."*

In 2010, 57% of the continuously enrolled students met the benchmark growth or made a 9 RIT gain as measured by the NWEA/MAP assessment. In 2011, the student percentage increased to 74.4%, and was maintained through the 2012 school year. It was not until 2013, the student percentage decrease to 65% due a new addition of NWEA assessment with newly added common core standards.

From 2010-2013, an 8% growth of continuously enrolled grades K-8 students who are behind on their reading benchmark was made.

We feel the goal we set with Audubon is a realistic one. We will use NWEA Descartes and data to ensure that by 2015, at least 80% of our continuously enrolled students at Noble Academy in grades K-8 who are behind on the reading benchmark growth meet their annual reading benchmark growth target or make at least a minimum of 9 RIT points as measured by NWEA MAP.

NWEA Math:

Noble's contractual agreement with Audubon pertaining to NWEA Math states, *"Eighty percent of continuously enrolled students at Noble Academy in grades K-8 who are behind on their math benchmark growth will meet their annual math benchmark growth target or make at least a minimum of 9 RIT points each year as measured by NWEA MAP assessment from 2012-2015."*

In 2010, 66% of the continuously enrolled Noble students met the benchmark growth or made a 9 RIT gains as measured by the NWEA/MAP assessment. In 2011, the student percentage increased to 73.1%, and was maintained through the school year of 2012. In 2013, the student percentage dropped to 66.6%.

Overall from 2010-2013, Noble made .6% growth of continuously enrolled students in grades K-8 who are behind on their math benchmark growth as measured by NWEA MAP. Using the NWEA Descartes and data process, we are confident that we will be able to meet the 80% goal by 2015.

C. Other Academic Goals

In addition to the academic proficiency and academic growth goals, Noble has agreed to a Study Island goal and a MCA Science goal.

Study Island:

Our contract goal with Audubon states, *"Eighty percent of continuously enrolled K-8 students at Noble Academy will successfully complete 90% of their grade level Study Island Program by June of each year starting with June 2013, as measured by the Study Island Report."*

From 2010 to 2011, 84% of K-8 students successfully completed 90% of the grade level Study Island by June.

In 2012, 85% of K-8 students successfully completed 90% of the grade level Study Island by June.

In 2013, 83% of K-8 students successfully completed 90% of the grade level Study Island by June.

The data shows that we exceeded the goal we set with our Authorizer every year.

MCA II Science:

The contract goal commitment states, *"During the 2012-2015 contract period, 35% all continuously enrolled students in grades 3-8 will meet or exceed the Minnesota Standards in science, as measured by the MCA II assessment."*

In 2010, 54.5% of continuously enrolled Noble Academy student met or exceeded the MCA science assessment. In 2011, the student percentage dropped to 24.7%, due to a new test being administered that year. The dip in yearly scores was consistent across the state showing similar results. In 2012, the student percentage increased to 40.8%, reaching 42.1% in 2013

Noble has exceeded the goal set with Audubon.

8. Student and Parent Satisfaction 2013 Results

Noble Academy surveyed 265 families, with a 95% participation rate. Many of these families have multiple children attending Noble Academy

During the school year 2012-2013, the percentage of parent satisfaction increased from the previous year from 90% to 99%, as measured by Noble's annual surveys.

The results of the parent survey showed positive feedback in all categories. Most notably, all parents (defined by answering outstanding, exceeds expectations or meets expectations) are satisfied with Noble Academy. They feel safe allowing their children to attend Noble Academy, and also enjoy receiving monthly updated newsletter about the current happenings.

The surveys also showed that parents are satisfied with the transportation process, how concerns are address and handled, and the length of the school day. Furthermore, they felt school actives such as the New Year, curriculum night, and carnivals are important to their child's enrichments, and that prior information about the school activities is very helpful.

Noble Academy's total enrollment had 466 students last year. The total number of students who took the surveys was 460. This is an astounding 99% participation rate.

Noble Academy surveyed 238 students from grades kindergarten to three with a 4% satisfaction increase from last year's percentage of 94%. In addition, 222 students were surveyed from grades four to eight with 96% of satisfaction.

Overall, all parents and students surveyed were satisfied with Noble Academy and its programs. These survey results go hand-in-hand with the academic results, reflecting a positive growth universally at Noble Academy.

9. Staffing

Noble Academy's commitment to Audubon is to ensure that the following goal is met: *"The percentage of staff retention will increase by 5% each year starting 2012 from 50% as measured by Noble Academy's director's report and/or Noble Academy's annual report."* Goal met!

In 2012, 77% of staff returned due to a strategic pay increase. Therefore, we have met this goal. We are continuously researching perks that surrounding districts are using to keep exemplary staff from leaving Noble Academy. We are dedicated to find ways to maintain the very best teachers and staff at Noble Academy.

Administration

Position	Name	File # and License Area(s)	Years Employed by the School	R=Return NR= Not Return
Chief Executive Officer (CEO)	Mr. Neal Thao	File #: 330128 District Principal K-12, Superintendent K-12	6	R
Chief Academic Officer (CAO)	Dr. Mai Yia Chang	File #: 339601 1-6, Elementary Ed. K-12 ESL District Principal K-12 Superintendent K-12	5	R

Administrative Staff

Position	Name	File # and License Area(s)	Years Employed by the School	R=Return NR= Not Return
Information & Assessment Specialist	Mr. Brad Tipka	File #: 360401 7-12, English/ Language Arts K-12 ESL District Principal K-12	4	NR
7 th & 8 th Grade Math Assistant to the CEO	Mr. Randy Bergman	File #: 388819 1-6, Elementary Ed. Middle School, English/LA Middle School, Mathematics 5-12, Mathematics District, Superintendent	3.5	NR

		District, Principal K-12		
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Non-licensed Administrative Staff

Position	Name	Years Employed by the School	R=Return NR= Not Return
Personnel/Administrative Specialist	Ms. Dianna Chang	5	R
Student Account Specialist	Ms. Charlene Yang	6	R
Student Services/Family Liaison	Mr. Tom Yang	4	R
Health Care Specialist	Ms. Annie Xiong	2	R
Secretary	Ms. Anita Moua	3	R
Library Specialist	Mr. Ken Chang	2	R
IT Specialist	Mr. Robert Vangyaochua	1	R
Engineer	Mr. Koua Thao	4	R
Engineer	Mr. Steve Lazowry	5	R
Special Education EA	Ms. PaChee Ly	1	R
Special Education EA	Mr. Mee Moua	1	R

Licensed Specialist/Special Education Staff

Position	Name	License Area(s)	Years Employed by the School	R=Return NR= Not Return
Hmong Literacy Specialist	Mrs. Rachel Yang	K-8, Hmong	1	R
Hmong Culture & Heritage	Mr. Adam Hennen	K-12, Exp. Foreign Language 5-12 Social Studies	3	NR
Music / Choir	Ms. Margaret Fraher	K-12, Music	1	NR

Physical Education	Mr. Jose Quiroz-Ziebart	K-12, Health Education K-12, Physical Education	6	R
Special Ed.	Mrs. Alda Jensen	K-12, Business Education K-12, Specific Learning Disabilities High School, Teacher-Coor. Work Exp High School, Admin Support High School, Teacher Coor. Bus. Occ	6	R
Special Ed.	Ms. Cassandra Boddy	K-12, Developmental Disabilities K-12, Learning Disabilities	1	R

Licensed Classroom Staff

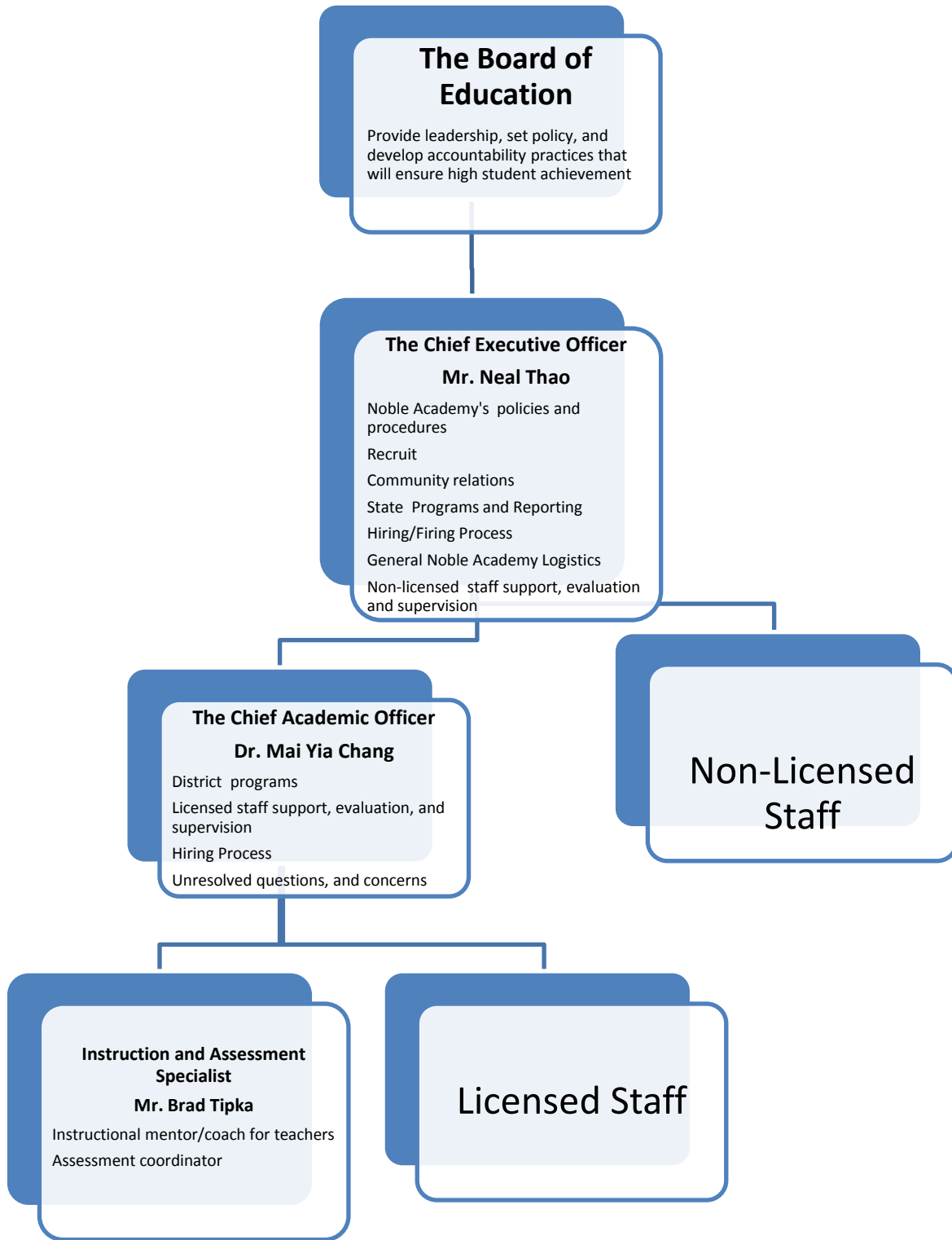
Position	Name	License Area(s)	Years Employed by the School	R=Return NR= Not Return
Kindergarten	Mrs. Nou Moua	K-6, Elementary Education	5	R
Kindergarten	Ms. Beth Sorensen	K-6, Elementary Education 5-8, Communication Arts/Literature	5	R
Kindergarten	Mrs. Kelsey Bennett	K-6 Elementary Education 5-8, Mathematics	3	R
Kindergarten ELL	Mrs. Youa Lee	K-12, ESL	2	NR
1 st Grade	Mr. Ben Roub	K-6, Elementary Education	1	NR
1 st Grade	Ms. Elisabeth Kong	K-12, ESL	5	R
1 st Grade	Ms. Sheng Her	K-6, Elementary Education Age 3-K, Pre-primary	2	R
1 st / 2 nd Grade Intervention	Ms. April Herman	K-6 Elementary Ed. 5-8, Science	2	R
2 nd Grade	Ms. Brittany Wenzel	K-6, Elementary Education	3	R

		5-8, Communication Arts/Literature		
2 nd Grade	Mrs. Marie Tomczak	K-6, Elementary Education 5-8, Social Studies	1	R
2 nd Grade	Mrs. Jody Verdegan	K-6, Elementary Education 5-8, Social Studies	1	R
3 rd Grade	Ms. Heather Sand	K-6, Elementary Education 5-8, Math	4	R
3 rd Grade	Mrs. Vanessa Beyer	1-6, Elementary Ed	1	NR
4 th Grade	Ms. Krystle Eilen	1-6, Elementary Education	2	NR
4 th Grade	Ms. Shannon Siercks	K-6, Elementary Education	6	R
5 th Grade	Ms. Johanna Olmstead	K-6, Elementary Education 5-12, Social Studies	1	NR
5 th Grade	Mrs. Nicole Neidermeier	K-6, Elementary Education 5-8, Social Studies	5	R
6 th Grade	Mrs. Hope Larson	K-6, Elementary Education 5-8, Communication Arts / Literature	2	R
6 th Grade	Mrs. Lindsay Wentzell	K-6, Elementary Education 5-8, Mathematics	2	R
7 th & 8 th Grade Language Arts/Social Studies	Mr. David Muehe	K-6, Elementary Education 5-8, Communication Arts/ Literature 5-8, Social Studies	4	R
7 th & 8 th Grade Science	Ms. April Herman	K-6 Elementary Ed. 5-8, Science	3	R
7 th & 8 th Grade ELL Intervention	Mrs. Nicole Spiegle	K-12, ESL K-12, Spanish	2	NR

10. Governance and Management

During the 2012-2013 school year, Noble Academy received a Certificate of Excellence from the Minnesota Commissioner of Education and ISES for ensuring individual student due process records meet or exceed requirement and are reflective of the dedication of the administration, school staff, and community.

This graphic organizer shows Noble Academy's chain of command and key responsibilities.



a) School Board Composition:

Noble Academy’s by-laws regarding the composition of the Board of Directors states,

“The Board shall consist of no less than five (5) or more than nine (9) unrelated members, as changed from time to time by the Board. Directors must be residents of the State of Minnesota and must meet the qualification requirements of the Statute.

Beginning with the First Annual Meeting, The Board shall include: (I) one licensed teacher employed by the Corporation, the Teacher Member Board Seat; (II) a parent or legal guardian of a current student, the Parent Member Board Seat; and (III) an interested community member who is not employed by the Corporation and does not have a child enrolled in the school operated by the Corporation, the Community Member Board Seat.

If the child of the occupant of the Parent Member Board Seat is no longer enrolled at the school operated by the Corporation or if the teacher occupying the Teacher Member Board Seat leaves the employment of the Corporation then the Board shall have the right to require the resignation of such Board member.”

The 2012-2013 School Member Board

Member Name	Board Position	Area of Expertise	Election Date	Date Seated	Term Expiration	Postal Address	Phone Number	Email Address
Ethan Yang, Atty.	Board Chair Member at Large	Legal	May 21, 2010	July 1, 2010	June 30, 2013	9750 Magnolia St. Coon Rapids, MN 55433	C) 612-743-1952	ethan@mycompsslegal.com
Koukaska Kue	Board Vice Chair Member at Large	K-12 Education	June 21, 2012	July 1, 2012	June 30, 2015	7315 Fremont Ave. N Brooklyn Park, MN 55444	H) 651-955-6720	Kklee14@live.com
Jose’ Quiroz-Ziebart	Board Secretary Teacher	K-12 Education	June 21, 2012	July 1, 2012	June 30, 2015	3643 Halifax Ave. N. Robbinsdale, MN 55422	C) 612-710-4645	jqziebart@nobleacademy.us
Neng C. Yang, Ed.D.	Board Member Parent	Business and HR	May 21, 2010	July 1, 2010	June 30, 2013	161 Anthony Ave. Suite 818 St. Paul, MN 55103	C) 612-269-9979	cnengyang@hotmail.com
Xouada Thoyang	Board Treasurer Member at Large	Hmong Culture Heritage & Language	June 21, 2012	July 1, 2012	June 30, 2015	3249 Meadow Brook Pl. Woodbury, MN 55125	C) 651-964-8985	thaoyanx@csp.edu

b) Board Member Training

Minnesota Statutes section 124D.10, subd. (f) requires,

“Every charter school board member must successfully complete department-approved training on board governance, the board's role and responsibilities, employment policies and practices, and financial management.”

Noble Academy’s contractual goal with the Authorizer states, *“Noble Academy will incrementally increase board members’ ongoing board training and/or education by 10% annually from 50% in 2012 to be at 80% by 2015 by attending all Audubon sponsored board trainings and at least one other board related training offered by another organization other than Audubon.”*

Noble Academy has met this goal.

Noble Academy’s Board of Directors completed the following trainings:

Koukhasha Lee and Jose’ Quizroz-Ziebart were re-elected on June 21, 2012 to serve for another three years term.

Xouada Thaoyang was newly elected on June 21, 2012 to serve for a three years term. He attended State Mandated Board training offered by Minnesota Association of Charter School (MACS) on September 22, 2012 at Nova Classical Academy.

All other members attended the required board training on oversight employment matters, oversight financial matters, and board governance on November 21, 2011. All Board of Directors attended Noble Academy’s Annual Board Retreat on August 3, 2012, and MACS 4th Annual Law Conference on August 9, 2012.

c) Effectively and Transparently Conducting Board Meetings

Noble Academy holds monthly board meetings on the fourth Thursday of every month at 6:30 pm. Board meetings dates, times, and agendas are posted according to the open meeting law on the school’s website and building. Board meetings are conducted appropriately, as observed by Audubon Center of the North Woods (ACNW). Board meeting activities are appropriately documented by a meeting minute’s report, which are also uploaded on the school’s website.

d) Board Decision-Making and Oversight:

Noble Academy’s meeting minutes and observation by ACWN staff provide clear and concise evidence of the Board’s engagement in appropriate decision-making, that includes providing leadership, setting policies, and developing accountability practices that will ensure high student achievement, reviewing performance data and budgets, contracts, annual reports, financial audit, and leases. Noble Academy’s monthly agenda contain director reports from the Chief Executive Officer and Chief Executive of Academics.

e) **Management Structure**

The Board of Directors hired the Chief Executive Officer to lead, manage and oversee all instruction, curriculum, and assessment at Noble Academy. This person is also responsible for training staff, coaching and mentoring model lessons, and teaching.

f) **Administration Personnel**

Neal Thao, Chief Executive Officer, was hired as the Leader of Operations and Logistics. He has worked as Assistant Director at Prairie Seeds Academy, as well as an ELL teacher. He is the founder of Noble Academy, and hired as the Director of Noble Academy since 2006. Thao received his K-12 Administrative license in 2006 and Superintendent License in 2013. He leads, manages and oversees all functions of Noble Academy.

Dr. Mai Yia Chang, Chief Academic Officer, was hired as the Leader of Teaching and Learning. She was hired as the Academic Leader of Charter School, Osseo, as well as the Farmington School District Principal. She received her Doctor of Education degree in 2009 at Hamline University, and recently received her Superintendent degree at Saint Mary's University.

g) **Administrative Professional Development Plans**

Both Neal Thao and Dr. Chang are licensed administrators in the state of Minnesota. Although they are not required to have an active professional development plan, they are both lifelong learners and continue to seek professional growth and assistance for Noble Academy. As a result, Neal Thao and Dr. Mai Yia Chang devotes their time attending Annual Board Retreats, MACS Annual Law Conferences, ACNW Leaders Retreats, and other staff developments including MN Assessments, Q Comp Networking, and embedded staff developments at Noble Academy.

h) **Leadership Review Process**

Noble Academy's Board of Directors evaluates the Chief Executive Office, at least once a year using the Director's evaluation process in conjunction with surveys collected from the staff. The Chief Executive Officer evaluates the Chief Academic Officer, at least once a year using the Director's evaluation process. In addition, all staff, licensed and non-licensed are evaluated three times a year using the Charlotte Danielson framework.

11. Operational Performance

At Noble Academy, we have a strong belief and understanding of commitment to all operational areas of our charter school. We believe that a well delivered operational performance is only achieved through leadership, organizational roles and responsibilities, clear direction, training, and performance reviews. Every member of Noble Academy understands their roles and areas of responsibilities. The leadership of Noble Academy is made to set clear expectations for all staff, licensed, specialists, and support staff, as well as for themselves.

a. Health and Safety

Noble Academy revises the emergency and crisis management policies annually, to meet our needs at the current facility on 4021 Thomas Avenue North, Minneapolis, MN 55412. This manual is reviewed by all staff members, prior to the start of the school year, therefore, all staff has been trained to receive specific direction on how to handle specific situation when they arise. The manual is reviewed periodically throughout the year by the Safety Committee and the Chief Executive Officer to ensure that staff are prepared to handle crisis situations at any moment. The Safety Committee also provides general pre-cautions and recommendations for health and safety concerns to our staff, students, and parents through Noble Academy's monthly newsletters.

Noble Academy's top priority is the safety and security of students and staff. To ensure everyone's safety, safety measures are put into the place. This includes that all doors are secured and locked throughout the day, and visitors must be buzzed-in and checked-in at Student Services. As of last year, Noble Academy no longer allows visitors or parents to drop unannounced during school or after hours. An appointment must be made, beforehand. All staff are equipped with a key card to enter the building under strict building hours, as the building is armed with an alarm system. Also available is an internet safety policy outlined in the Noble Academy's family handbook. This policy can be located on Noble Academy's website.

b. Transportation

Noble Academy has been in partnership with Osseo Bus Company for the last five years. One hundred percent of our students use Noble Academy bussing as the main mode of transportation. Our students are picked up from the surrounding cities of Coon Rapids, Blaine, Brooklyn Park, Brooklyn Center, Maple Grove, Chaplain, Robbinsdale, and Minneapolis. In addition, Noble Academy utilizes a school van to transport students who have missed the bus during the morning and evening bus routes. This van is also used for school field trips.

Each year, Noble Academy's Board of Directors evaluates and determines Noble Academy's transportation needs. Currently, we have been very satisfied with Osseo Bus Company.

c. Facilities

In the fall of 2009, Noble Academy relocated to 4021 Thomas Avenue North, Minneapolis, MN 55412. This facility, built in the 1950s and 60s is approximately 45, 000 square feet with a total of 27 classrooms, two small libraries, two computer labs, a gymnasium, a music room, a cafeteria, and a playground. The Noble Academy's lease contract will expire in 2017 with an early termination right on July 31, 2015. Noble Academy has outgrown this facility and has hopes to acquire a permanent home. Noble Academy's Board of Directors has approved to purchase an existing building or plan to build from the ground up to meet the needs of the school. Presently, Noble Academy is in the search process for its permanent facility.

d. Food Service Program

During 2012-2013, CKC was the catering vendor for Noble Academy. Noble Academy and CKC ensured that breakfast and lunch programs met the Food and Nutrition Program Administration guidelines.

e. Due process – Student Discipline Data

Building behavioral expectations (developed with staff input) are clear and well-explained to students, staff, and families. They are posted within the building, and discussed regularly. Discipline is dealt at the lowest level possible to empower the adult in charge, and allow the students to show responsible decision-making in all situations. We believe this fosters respect for all adults in the building.

Noble Academy holds the philosophy that consequences should be as immediate as possible, and fitting to the action. Warnings should be given when appropriate, but with logical consequences following if similar occurrences arise. We encourage students to monitor their own behavior, and use take-a-break on their own, when needed. In addition, we hold firm that over time and with individuals, consistency is the key

We strive to help students be responsible for their behavior, and to change and develop both academically and socially through personal reflection and teacher guidance, rather than merely punishing mistakes.

f. Parent and community engagement

As for parent and community engagement, Noble Academy conducts home visits for every student enrolled. Home visits are done before school starts with the purpose to engage teachers, the administrative team, and parents in discussions about their child’s learning goals throughout the school year.

Open house, student/parent conferences, junior achievement day, turkey bingo, New Year celebration and the spelling bee are all events that encourage our parents to participate and/or help at Noble Academy. Noble Academy supports noted research to increase success of a student in their educational career is a triad connection with the school, parent, and themselves. Noble Academy would like parents to know that we appreciated their continuous support in the educational process.

Noble’s Parent/Teacher Organization (PTO) was established to promote parent involvement. Our PTO is very active within all aspects of Noble Academy by supporting orientation/open house, curriculum night, carnival, and the New Year celebration.

g. Hiring Practices and Background Checks

Noble Academy’s hiring and a background check policy aims to employ the most qualified employees. With this said, vacant positions are posted in the local newspaper Star Tribune, St. Cloud EdPost website, MACSA website, Craigslist, and Noble Academy’s website. Our robust interview practice includes involvement from impacted stakeholders, as well as multiple rounds of interviews. We conduct reference and background checks for all pre-hire candidates we are interested in recommending to the Board of Directors.

12. Finances

Questions regarding school finances, financial reports of 2012-2013, and/or an organizational budget for 2013-2014, please contact:

Minnesota Charter School District #4171
Neal Thao, Superintendent
 4021 Thomas Avenue North
 Minneapolis, MN 55412
 Office: (612) 522-4976
 Fax: (612) 522- 9265

During the 2011-2012 and now 2012-2013 Noble received the School Finance Award from MDE in recognition of performance in financial management and timely submission of UFARS data and audited financial statement.

Noble Academy's financial performance of 2012-2013 provided the school with remarkable opportunities to further expand their academic programs. The school's net fund increased to \$5,323,160, as of June 30, 2013. Additionally, the school's fiscal health allowed the school to operate without any cash flow loans to help offset the state's revenue holdback.

Noble Academy's outlooks of 2013-2014 continues to be positive, as the school looks forward to future growth in enrollment, and approaches to future opportunities that provide the best quality education possible for students.

<u>Noble Academy</u>						
<u>FY13 Financial Summary</u>						
					<u>General Fund</u>	<u>Food Service Fund</u>
<u>Revenues</u>						
	<u>Local</u>				\$ <u>36,258</u>	- \$ <u>776</u>
	<u>State</u>				<u>5,827,729</u>	- <u>14,259</u>
	<u>Federal</u>				<u>368,811</u>	- <u>285,209</u>
					-	
<u>Total Revenues</u>					<u>6,232,798</u>	- <u>300,244</u>
<u>Expenses</u>						
	<u>Administration</u>				<u>355,585</u>	- <u>-</u>
	<u>District Support Services</u>					- <u>-</u>

			<u>550,711</u>		
	<u>Regular Instruction</u>		<u>1,447,043</u>	-	<u>-</u>
	<u>Special Education Services</u>		<u>221,174</u>	-	<u>-</u>
	<u>Instructional Support Services</u>		<u>108,134</u>	-	<u>-</u>
	<u>Pupil Support Services</u>		<u>385,651</u>	-	<u>-</u>
	<u>Sites and Buildings</u>		<u>996,800</u>	-	<u>-</u>
	<u>Fiscal and Other Fixed Cost Programs</u>		<u>15,835</u>	-	<u>-</u>
	<u>Food Service</u>		-	-	<u>376,227</u>
	<u>Capital Outlay</u>		<u>303,514</u>	-	<u>2,288</u>
				-	
	<u>Total Expenses</u>		<u>4,384,447</u>	-	<u>378,515</u>
				-	
	<u>Annual Surplus/(Deficit)</u>		<u>1,848,351</u>	-	<u>(78,271)</u>
				-	
	<u>Other Financing Sources (Uses)</u>			-	
	<u>Transfers In</u>		-	-	<u>78,271</u>
	<u>Transfers Out</u>		<u>(78,271)</u>	-	<u>-</u>
				-	
	<u>Total Other Financing Sources (Uses)</u>		<u>(78,271)</u>	-	<u>78,271</u>
				-	
	<u>Net Change in Fund Balance</u>		<u>1,770,080</u>	-	<u>-</u>
				-	
	<u>Fund Balance - Beginning</u>		<u>3,553,080</u>	-	<u>-</u>
				-	
	<u>Fund Balance - Ending</u>		<u>\$ 5,323,160</u>	-	<u>\$ -</u>

13. Noble Academy's Future Plans

Noble Academy is committed to the lifelong learning and success of its students. In the future, Noble Academy plans to have both, the property and grade level expansions, in order to meet the learning, developmental, and economic needs of its students. Noble Academy's long-term strategic planning for a K-12 educational system is geared to achieve total curricular alignment through the development of working backwards from college advanced placement courses. This is to assure student's success after high school, and their transition into a four-year, two-year, and/or vocational career program, upon graduation.

Under the State Status 1024D.10, Noble Academy has successfully met the fifth year mark in 2012 to qualify for the purchase of an existing building. Noble Academy will successfully meet the eighth year mark in 2015, therefore, is currently seeking a permanent home to accommodate a total of 750 students. It is anticipated that the entire building will range from 80,000 – 90,000 square feet. The building will be completed to include 30 classrooms, 14 specialist classrooms, two libraries, and two computer labs. The building will also contain a cafeteria, a high school regulation gymnasium, administrative offices, and storage room.