

New Century Academy

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2023-2024 ANNUAL REPORT **YEAR 23**

Submitted to:

Minnesota Department of Education

NEW CENTURY ACADEMY 23D ANNUAL REPORT
2023-2024 SCHOOL YEAR

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INTRODUCTION

The purpose of this report is to inform NEO (our authorizer), and the Minnesota Department of Education of the continued progress and achievements of New Century Academy in its 22nd year of operation. This study includes information on the 2023-2024 school year, such as student demographics, student data, school finances, and governance. The report also includes additional data needed to provide a comprehensive description of New Century Academy and its educational programs and practices.

This annual educational audit serves to meet the requirement of reporting progress towards the board goals outlined in the 2023 annual report. This evaluation meets Minnesota's Department of Education requirement for reporting adequate yearly progress.

During its fourteenth year of operation, New Century continued to receive support from EdVisions, the Minnesota Association of Charter Schools (MACS), and our authorizer, NEO. In addition, the combined efforts and support of the staff, students, families, and community members were instrumental in continuing to implement and develop a strong, supportive school community and a strong academic program.

MISSION

*“To engage students in critical thinking and teamwork
that empowers them toward life-long learning and global citizenship.”*

VISION

*“To provide a school that creates an inclusive community
working together to support student achievement and builds a strong*



GENERAL INFORMATION

SCHOOL DESCRIPTION

New Century Academy

District #4093

Director: Jason Becker

Mission Statement: *To engage students in critical thinking and teamwork that empowers them toward life-long learning and global citizenship.*

Vision Statement: *To provide a school that creates an inclusive community working together to support student achievement and builds a strong sense of self-worth.*

Authorizer: Novation Education Opportunities (NEO)

Authorizer Contact: Wendy Swanson-Choi

First Year of Operation: 2002-2003

Grades Served:

2002-2003	7 th -10 th	100 students	2014-2015	7 th -12 th	118 Students
2003-2004	7 th -11 th	127 students	2015-2016	7 th -12 th	112 Students
2004-2005	7 th -12 th	150 students	2016-2017	7 th -12 th	125 Students
2005-2006	7 th -12 th	150 students	2017-2018	7 th - 12 th	136 students
2006-2007	7 th -12 th	154 students	2018-2019	7 th -12 th	140 students
2007-2008	7 th -12 th	146 students	2019-2020	7 th -12 th	145 students
2009-2010	7 th -12 th	144 students	2020-2021	6 th -12 th	145 students
2010-2011	7 th -12 th	135 students	2021-2022	6 th -12 th	145 students
2011-2012	7 th -12 th	135 students	2022-2023	6 th -12 th	135 students
2012-2013	7 th -12 th	145 students	2023-2024	6 th -12 th	110 students
2013-2014	7 th -12 th	150 students			
*2024-2025: 100 Students					

**Projected total enrollment*

New Century Academy (NCA) was founded by a small group of parents, educators and community members who saw the need for another choice in secondary education in the Hutchinson area. New Century was approved as an independent, public charter school, at the eleventh hour in January 2002 under the sponsorship of Hamline University School of Education. Our first full-time employee was hired in April of that year. The school is located in Hutchinson, Minnesota at 950 School RD SW with an affiliated building corporation. During the 2002-2003 school year, New Century maintained an enrollment of 100 students who came from Hutchinson and several surrounding communities. New Century maintained a student population of 127 for the 2003-2004 school year, with the addition of one more grade level served (11th). We reached our projected capacity of 150 students for the 2004-2005 school year, serving grades 7-12.

New Century's educational program is a unique combination of core class curriculum blended with project-based learning. The school modeled its project-based curriculum after several project-based secondary charter schools, such as the Minnesota New Country School in Henderson, Minnesota. New Century Academy also received a start-up grant from the Bill and Melinda Gates Foundation through EdVisions (one of the Gates Foundation's grantees). EdVisions provided money and professional development during the planning and implementation stages.

Since the beginning, NCA has been creative about forming an intentional community of learners, where the value of relationships is a major focus. NCA has accomplished this through a variety of methods. Through purposeful design, the school size is small, with core classes averaging about 20 students, with a maximum size of 25 students in a small number of instances. Students also spend a significant part of their week in their advisory group, where no more than 20 students work with the same advisor during their academic careers at NCA. The advisor is responsible for forming relationships with their students and their families in order to better understand each student's academic and non-academic needs and goals. Advisors, students, and families form an effective team that is intended to create the best possible learning environment for each student at NCA.

In its twenty-second year of operation, New Century continued to strive towards meeting the goals as outlined in the original charter and as expanded upon in the past twenty-one annual reports. New Century has benefitted from the assistance of NEO as our official authorizer. They have provided us with general oversight, on-site visits during the school year, and timely responses to varied requests for assistance. Staff, board members, students, and families are all committed to continuing the journey as we move into our 23RD year.

STUDENT DEMOGRAPHICS AND BACKGROUND

Student Enrollment

NUMBER OF STUDENTS ENROLLED

Grade	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
7	24	26	26	18	18	16	23	25	16	25	21	17	17	14
8	25	26	27	25	19	18	23	23	18	18	33	23	17	15
9	25	27	27	27	29	22	24	29	20	22	21	34	25	13
10	26	25	27	28	26	38	23	23	30	20	26	22	30	31
11		23	26	29	28	25	33	20	24	33	20	27	21	27
12			19	26	34	27	27	25	27	29	24	24	8	19
Total:	100	127	152	153	154	146	153	145	135	147	145	150	118	122

Grade	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
6	NA	NA	NA	6	4	5	2	6
7	25	19	11	10	7	9	5	6
8	19	27	26	13	15	11	9	9
9	17	27	35	35	16	22	18	22
10	13	23	26	26	38	20	17	18
11	32	18	24	24	27	40	18	17
12	23	28	18	18	27	23	32	22

Total:	129	142	140	140	134	130	110	100*
								*Est



New Century Academy #4093

2023-2024 School Calendar

School Day 8:00 am - 3:00 pm

Board Approved: April 19, 2023

Start/Early Out/End
No School
E-Terms
School Events
Conferences/Work Day/Prof. Dev.
Board Mtg. - 5:30 PM

- 1-3 or 8-10: Teacher Flex Workshop
10: Open House 6:00-8:00pm
15-17 ALL STAFF Workshop
16: SCHOOL BOARD MEETING
21: Teacher Wkdy
22: First Day of School

- 1, 4: NO SCHOOL - LABOR DAY
20: SCHOOL BOARD MEETING
29: Family Night 6:00-8:00pm

6: Mid-Trimester 1

- 6: Early Release 12:00 pm
17: Evening Conferences 4 pm-8 pm
17: SEAC Mtg 6 pm/WBWF Mtg 7 pm
18: NO SCHOOL - Conferences 8 am-4 pm
18: SCHOOL BOARD MEETING
19-20: NO SCHOOL Professional Org Mtgs
23: Eterm Teacher Forms Due
30: Eterm Student Sign-up

- 3: Early Release 12:00 pm
10: NO SCHOOL - Teacher Wkdy
13-17: Fall E-term
15: SCHOOL BOARD MEETING
17: End of Trimester 1
20: Start of Trimester 2
22-24: Thanksgiving Break
27: NO SCHOOL - Teacher Wkdy

- 1: Early Release 12:00 pm
15: Family Night 6:00-8:00pm
13: SCHOOL BOARD MEETING
18-29: NO SCHOOL - Holiday Break

July 2023						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

August 2023						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

September 2023						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

October 2023						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

November 2023						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

December 2023						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

January 2024						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

February 2024						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		

March 2024						
S	M	T	W	T	F	S
						2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

April 2024						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

May 2024						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

June 2024						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

- 21.00
22.00 1: NO SCHOOL - NEW YEARS DAY
2: NO SCHOOL - Teacher Wkdy
19: Mid-Trimester 2
18: SCHOOL BOARD MEETING
29: Eterm Teacher Forms Due

- 18.00 1: Conferences 4 pm - 8 pm (SEAC Mtg 6 pm)
20.50 2: NO SCHOOL - Conferences 8 am - 4 pm
5: Eterm Student Sign-up
9: Early Release 12:00 pm
21: SCHOOL BOARD MEETING
23: NO SCHOOL - Teacher Wkdy
26: March 1: Winter E-term

- 14.00
16.00 1: End of Trimester 2
4: NO SCHOOL - Teacher Wkdy
5: Start of Trimester 3
8: Early Release 12:00 pm
20: SCHOOL BOARD MEETING
25-29: NO SCHOOL - Spring Break

- 21.00 26: Family Night 6:00 - 8:00 pm
22.25 1: NO SCHOOL - Teacher Wkdy
5: Early Release 12:00 pm
12: Mid-Trimester 3
17: Annual Meeting 7:00 - 8:00 pm
22: Eterm Teacher Forms Due
26: Family Night 6:00 - 8:00 pm
29: Eterm Student Sign-up
2, 9, 16: Senior Presentations

- 17.00
19.75 3: Early Release 12:00 pm
15: SCHOOL BOARD MEETING
17: NO SCHOOL - Teacher Wkdy
20 - 23: Spring E-Term
23: Last Day School/Olympics/Talent Show
24: Teacher Workday/Sr. Picnic - Noon
24: Graduation 7:00 pm
29: Teacher Workday

*** Term Dates ***

August 22 - Trimester 1 Begins (58 days)
October 6 - Mid-Trimester 1 (32 days)
November 17 - Trimester 1 Ends (26 days)
November 20 - Trimester 2 Begins (57 days)
January 19 - Mid-Trimester 2 (29 days)
March 5 - Trimester 2 Ends (28 days)
March 12 - Trimester 3 Begins (51 days)
April 12 - Mid-Trimester 3 (23 days)
May 23 - Trimester 3 Ends (28 days)

Snow Recovery Days if Needed: 2/23; 3/4; 4/1; 5/17

Total Minutes/Day 395
Total Student Days 164.00

Total Minutes/Year 64,780
Total Teacher Days 184.50

Total Hrs/Year 1,079
Required Hrs/Year 1,020

Student Background/Demographics

	02/03	03/04	04/05	05/06	06/07	07/08	08/09	09/10	10/11	11/12	12/13	13/14	14/15	15/16
Male	68%	57%	58%	59%	52%	49%	55%	54.3%	50.5%	49.94%	53.1%	43%	48%	
Female	32%	43%	42%	41%	48%	51%	45%	45.7%	49.5%	50.06%	46.9%	57%	52%	
Special Education	12%	11%	14%	12.5%	12%	16%	16.3%	20%	21%	22.22%	34%	30%	31%	32%
African American	1%	0.8%	0.7%	0.7%	1.3%	2%	3.2%	3.4%	3.6%	2%	.6%	2%	1%	1%
Hispanic	5%	3.9%	3.3%	2.7%	1.9%	2%	5.2%	7.4%	6.3%	4.6%	6.8%	9%	5%	6%
Asian/Pacific Islander	1%	1.6%	1.3%	1.3%	1.3%	.6%	3.2%	1.7%	1.0%	2.3%	.6%	1%	1%	0%
White	93%	93.7%	94.7%	94%	94.2%	94.5%	87.8%	86.8%	88.4%	89.7%	90.3%	89%	91%	86%
American Indian	0%	0%	0%	1.3%	1.3%	.6%	.6%	.6%	.5%	1.4%	1.3%	1%	3%	3%
F/R Lunch	20%	22.1%	19.3%	23.8%	22%	32%	52%	42.3%	44%	54.3%	57.9%	56%	52%	50.8%
LEP	0%	0%	0%	0%	0%*	0%	0%	0%	0%	0%	0%	0%	0%	0%

	16/17	17/18	18/19	19/20	20/21	21/22	22/23	23/24
Male	39.6%	45.07%	44.28%	41.91%	41.54%	44.61%	46.0%	44%
Female	60.4%	54.9%	55.71%	58.08%	58.46%	55.39%	54.0%	56%
Special Education	37%	36%	33.3%	36.1%	33.6%	34.9%	37.6%	37.8%
African American	2%	1.4%	2.2%	0%	0%	.8%	0.9%	0%
Hispanic	7%	12%	6.5%	6.9%	11.8%	11.1%	6.8%	10%
Asian/Pacific Islander	0%	0%	0%	0%	0%	0%	1.7%	0%
White	86%	85%	86.2%	88.7%	84.9%	84.1%	85.5%	86.7%
Ind. American	1%	0.7%	1.4%	0%	0%	0%	0%	0%

F/R Lunch	62%	66.9%	69.6%	53.4%	50.4%	49.2%	56.4%	66.3%
LEP	0%	0%	0%	0%	0%	0%	0%	0%

Key Demographic Trends

***We had one LEP student who transferred out during the 2006-07 school year.**

The number of students with IEP's stayed consistent from last year, and the number of students receiving free or reduced lunch increased by 10% . In 2023-2024 there is a growing disparity between male and female students served. The percentage of students of color decreased to 13.4%. Students qualifying for free and reduced lunch increased to 66.7%.

Student Attendance: The Average Daily Attendance percentage for 2023-2023 was 91% which was slightly higher than previous years. We have looked at having students take part of internships off campus and many of these absences would be due to off-campus work, excused project days, and other reasons that tie to academics. NCA also followed the recommendations that anyone who tests positive for COVID-19 should stay home for at least 5 days. We strive to focus on building relationships, and meeting each student where they are at, in the hopes that each student will truly WANT to be at school every day. Our Director and Student Services Professional met individually with families and students who had an undesirable amount of absences for the year, and this seemed to yield good results. We determined that an incentive based program would be much more effective. However, given that COVID-19 is still very much a part of our community and society, until those numbers drop, we will expect to see students out due to illness. The school also took a conservative approach to students displaying symptoms erred on the side of having students that showed symptoms be sent home. Like many schools across the country, we saw an increase in student absences due to mental health and we have been working as a team to find the best way to support students who are coping with mental health issues.

Retention/Attrition: Of the 110 total students served during the 2023-2024 school year, NCA experienced its lowest level of attrition. This has been an odd year in the history of NCA as no year in record has had an attrition rate greater than 4%. There are many reasons for this. However, a large on is trying to counter the narrative that we are an ALC or an ALP type school. We had several students who attended the school without a desire to engage in project-based curriculum and struggled with the smaller environment with more flexibility. However, we also brought in students that were excited and desiring to be in the environment we were offering.

Twenty-three students participated in graduation on May 24th 2024. This is one of the largest classes of seniors in the school's history of 20+ years of operation. They were an amazing group of students who inspired all of us as educators with their resilience of being the 8th graders of the COVID era. We anticipate a bit of a hit on our enrollment to try and replace them. However, there are many moving pieces occurring to try and rebuild this group. We have seen a massive increase over summers particularly with students who are 8th grade, going into 9th grade as this is the natural transition point.

Expulsion/Suspension: Unfortunately, we felt it was in the best interest of the school to recommended several suspensions throughout the year, for various reasons, mostly due to non-compliance and/or verbal fighting among students. Parent participation was always solicited, and we tried to use restorative justice practices as much as possible. Administrators have favored in school suspension (ISS) whenever possible.

However, some of the absence rates come from parents who elected for OSS as opposed to their student serving ISS.

NCA 2023-2024 STAFF

STAFF ROSTER

Name	Assignment	File Folder Number
Jason Becker	Director	404894
Kelsey Dolge	Social Studies Educator / Advisor	480243
Maria Nuthak	Science Educator / Advisor	323893
Michael Tellez-Zamora	Math Educator/Advisor	1032253
Maggie Schroeder	Student Services Professional	439215
Jessamine Julian	Language Arts Educator / Advisor	485409
Christopher Smith	Social Studies Educator/Advisor	452003
Marcus Rothstein	ShopTeacher/Advisor	1021647
Mark Wigern	Physical Education and Health Teacher	368846
Stacy Miller	Special Educator/ Advisor	513921
Elisabeth Mumford	Special Educator / Advisor	515412
Anne LeClaire	EL/Spanish/Advisor	412645
Marci Collette	Art Teacher/Advisor	1012296
Michael Tellez-Zamora	Paraprofessional	N/A
Mona Theisen	Food Services	N / A
Talitha Thuringer	Nurse	N / A
Dawn Villianueva	Admin Asst / Student Data Management	N / A
Stephanie Falling	Paraprofessional	N / A
Talia Stark	Paraprofessional	N / A
Julie Puder	Paraprofessional	N / A
Marci Collette	Paraprofessional	N / A

Heather Sickmann	Paraprofessional	N / A
Talitha Thuringer	Paraprofessional	N / A
Izaiah Mueller	Paraprofessional	N/A
Jenny Benfield	Paraprofessional	N/A

STAFF TURNOVER RATE:

New Century Academy is very proud of our ability to retain staff. By June 30 of FY 23, we had 1 resignation. 1 staff member resigned with the desire to join the United States Marine Corp. We recognize the desire of this staff member and we support them in their endeavors. However, our loss is the US Military’s gain.

INNOVATIVE PRACTICES AND IMPLEMENTATIONS

NCA has identified several areas of strength within our academic programs, our school community, and our involvement within the larger community.

SUCSESSES:

RECRUITMENT AND PUBLIC RELATIONS: The school has continued to receive generous coverage of school events and activities in the local paper, the *Hutchinson Leader*. We also had many parents and community members in attendance at our *Family Nights*, and our *Senior Project Nights*. Throughout the summer, administration was intentional about creating spreads in the local newspaper marketing the new opportunities and programming that occurs at NCA. Administration also put up billboards, added a section to the newspaper for teacher publications for the upcoming year. Teachers also were able to contribute columns about what they are working on in their classrooms at the school. There was quite a great deal of praise over the articles that were published.

COMMUNITY/SERVICE/OFF SITE EDUCATIONAL EXPERIENCES: NCA has identified community and service learning as important components of its learning program, and was creative in providing ample opportunities for students to become involved in a variety of projects.

Throughout the 2023-2024 school year, small groups of students were involved in reading to students at Equul Access, volunteering at local nursing homes and hospitals, providing musical accompaniment around the community, Office, various churches, McLeod County Food Shelf, Aveyron Homes, and various other groups within and around Hutchinson.

This is part of a **Service Learning** component of our graduation requirements. As such, all of our seniors were involved in providing a minimum of 25 hours of service at these agencies. We have added in an opportunity to grow this area. Students have the potential to earn their white cord at graduation if they complete double the number of service hours that are required for graduation. We have found including a cord for achievement is something that has motivated quite a few students to go above and beyond.

One new community piece of service learning that was introduced was our community projects course. Students learned about themselves, and their strengths, weaknesses, and areas of growth. Following this, they learned about non-profits and were able to meet with several non-profit professionals. Then the final portion of the course was to design a project that would be completed with non-profits in our community. It could be a fundraiser, a service session, or any combination of the two.

The teachers and families of NCA students have often expressed the importance of out of the classroom, or experiential learning time for their students. Time in which students can reach out and impact our community in many different ways.

We had several **Off-Site experiences** for students during the school year. Some of the major ones came in the form of travel opportunities. All students at NCA had a trip offered. Eterm allowed for many field trips and unique experiences within our walls and outside of our walls. This is why these weeks add such an enriching experience to the students and staff within our building.

We also had several guest speakers in our school, including several local veterans on Veterans Day that was a ceremony at NCA. We also welcomed guest speakers in several classes that included but not was limited to military history enthusiasts, local business owners, non-profit directors and starters, job skills coaches, representatives from various faiths for a world religions discussion, and many more.

E-TERM: New Century staff created over 40 hands-on experiences for students to participate in during the three E-Terms that were held this year. Students could select from half-day to full-day experiences.

The experiences this year included **Knitting and crocheting, MN History based, construction based, touring state parks in the outdoors, drivers education, stained glass creation, paranormal studies, Pokemon go, the yearbook creation eterm, a Military based eterm, and more.**

Each experience involved connecting students with experts in various fields and disciplines to learn about, to touch, to feel and even to taste something new for them. The effort involved coordinating numerous schedules and a myriad of community volunteers to provide rich, meaningful opportunities for students to develop projects in the area or areas they selected. We have noticed that during these eterm weeks there is a spike in attendance that can average around 94% which is really awesome to see for our students.

INTENTIONAL COMMUNITY BUILDING: NCA continued to expand the work that was begun in our very first school year, and continued to instill teamwork, communication, love of learning, respect, and responsibility as core themes and values. We continued an **After School Sports** program that was well-attended by our students. *We developed a basketball program along with archery to gauge student interest. We had volleyball, basketball, wrestling, archery, track and field, trap shooting, and drama club for students to participate in.*

During the year, the staff was able to come together within specific days to learn from one another and see what is working and what is not with various students. We also began working with the Resource Centers of Excellence to start improving our graduation rate and start laying the ground work for designing interventions for our younger students to help keep them on track and making progress toward graduation early on.

Charlotte Danielson's Framework for Teaching was used to evaluate teachers. Peer Partner groups were established and met monthly to discuss peer observations on teaching and learning using the framework. Teachers were formally evaluated 2 times during the school year and met with an administrator that observed their lessons. Needs were addressed to improve instructional quality and

areas of focus for teachers. Key indicators included peer and administrator observations to assess performance and progress as Unsatisfactory, Basic, Proficient, or Exemplary.

The creation of the leadership team has helped move things forward. The leadership team includes the school director and two educators who have long standing history with the school. They also were noted to show strong leadership potential. Additionally, all three members have very unique ways of looking at various problems and opportunities that are presented to the school. This means that in the best way, they will be working to move the school forward in various different ways.

Our long term plan is to build shared knowledge, continue conduct book studies, continue to travel to other schools, complete learning targets, and build scope and sequence with an understanding of K-6 education standards to build from, develop formative and summative assessments, and invest in social / emotional development through our SPED department, advisories, and our Student Services official

Students led “**Town Meetings**” throughout the school year where the entire school was present for announcements and other community building experiences. Our student council was also quite active this year, implementing ideas to involve our school and also assisting with various fund-raising opportunities.

We awarded “Student of the Trimester,” award to 2 students per class taught at New Century, REACH awards for students that showed improvement during their time at NCA. We also awarded 2 students with the Spirit of NCA award and the Leadership Award at the completion of the year. We also added in cords for graduation that students could earn through accomplishments. The NCA regalia currently looks like this:

Stole: NHS Student

Gold Cord: Academic Accomplishment (GPA over 3.25).

Light Blue Cord: Completed the Youth Leadership Program

Red, White and Blue Cord: Student is enlisting in the military

Orange Cord: Student has partaken in the drama club and school theater productions or has submitted fine arts pieces to art shows.

Green Cord: Student has participated in a season of high school sports

White Cord: Student has completed double the number of required service hours (completes 50 as opposed 25).

There is a proposal to add in 2 additional cords that will be added in the next school year

Red: School Leadership. This cord is awarded to Sports Team Captains, Drama Club Directors, and members of the Executive branch of Student Congress (as well as head judge and Speaker of the Legislature).

Purple: Student Congress. This cord is awarded to students who serve at least 1 year in the student congress and do so while staying in good standing.

Relationships were established through the advisor/student interaction as well as through family conferences, family nights, advisory day, field trips and school open houses.

Surveys administered to parents in the fall and spring continue to show general satisfaction with NCA as an educational institution. We had 27 parents complete the parent satisfaction survey. Of these, 25 of them strongly agreed that NCA was meeting their expectations. We continued our conference format this year from an advisor conference to an open conference in which teachers were available to talk to parents throughout the conference meeting. This meant that parents needed to take the initiative to attend conferences and seek out their child's teacher. This resulted in the lowest attendance rate at conferences that NCA has ever experienced. Areas of strong satisfaction include questions about their child(ren) feeling safe at school, if the staff is caring/respectful, and if they are seeing academic growth within their child(ren).

FAMILY INVOLVEMENT AND VOLUNTEERISM: NCA continues to have great parental involvement, with many family members volunteering at the school in various capacities. Our conference attendance and communication expectation is for every advisor to nail down 100% contact. Conferences can be done over the phone, in person, or via email. Even though we realize that most middle school and high schools struggle to bring a high percentage of parents in for conferences, it is NCA's goal to ensure every student and family understands their student(s) progress and areas of growth. We are encouraging teachers to call to set up conference and make the connection, otherwise teachers can utilize online sign ups as well.

This increase in attendance by parents we believe can be attributed to the change in conference format. When advisors are taking the initiative to call parents and set up a conference it helps the parents feel important and that we want them involved. It also increases the chance that the parents will attend a conference.

Parents continued their group to support and encourage the school this year. Parents continue to be involved in more teaching and learning based capacities. Parents serve on the school board, family night volunteerism, chaperoning lock-ins and events, teach e-terms and are welcomed as guest career lecturers in different capacities.

This year, we also maintained the Spartans Parents Organization (SPO). SPO serves to help address fundraising needs for the school as well as the starting of different programs within the school. This also doubles as our Special Education Advisory Committee (SEAC) with one Special Education teacher and General Education teacher present to address any concerns that parents may have about curriculum and meeting student needs. There is also a formal SEAC meeting on our fall conference night as well.

PRESENTATION NIGHTS: This was our sixteenth year of "senior projects" and we hosted three presentation nights for 12th grade students to showcase what they had learned for staff, friends, family, and community members. Each senior also selects a junior or sophomore student to shadow them during the year and introduce them on presentation night. This is usually one of the highlights of the year for staff and students alike!

STUDENT ACTIVITIES AND PHYSICAL EDUCATION OPPORTUNITIES: Our Physical Education teacher offered a middle school course focused on cooperative skills and motor skill development. The students had many different types of PE they could partake in. Including lifetime sports, international sports, a traditional PE class, and others. Students at the high school level participated in a Lifetime Fitness course and Community Fitness course in which they were transported to local fitness clubs to explore fitness opportunities in the community. Students continue to utilize our beautiful gym every single chance they could get, coming in early to school to "shoot hoops," playing basketball (with staff members!) and hanging out after school to toss footballs around. Weekly dodgeball games during advisory have also become tradition. We continued to offer programs such as Archery, basketball, volleyball, wrestling, trap shooting, music, and more. We also started advisory challenges. These tournaments had an equal split of physical basis (flag football, basketball) and mental (trivia, chess). Trophies were awarded at the end of the year to the highest scoring advisories.

One major addition to the school Physical Education program was Archery. Students in all grades participated.

We were often able to utilize our large outdoor space at NCA for organized games such as soccer, basketball, volleyball and football, as well as introducing the students to many yard games such as bocce ball, croquet, and horseshoes. We also took advantage of local facilities, and utilized the community Recreation Center and various area parks for volleyball, basketball, softball, ice skating, and floor hockey. Students went bowling and made use of America's Fitness Center and Anytime Fitness for weightlifting. We continue to focus on providing our students with physical education activities with an emphasis on life-long fitness goals. The fall Lifetime Fitness class also took a strong interest in outdoor trips and activities such as kayaking, biking, and walking.

DISTRICT #423 RELATIONSHIP: NCA continued its 23rd year of a cooperative agreement with the local school district in order to provide additional opportunities for our students. The New Century Academy School Board decided to discontinue our co-curricular cooperative as well as many of the extra-curricular activities due to high costs for the agreement. In addition to this arrangement, NCA students can participate in extracurricular activities such as music, theatre and a limited number of sports. We have a staff member that continues their employment as the District #423's Cross Country Coach. Our director also met with District #423's superintendent several times during the school year to build on the relationship that has been established thus far. Because of the continued success of NCA's Lacrosse program started 4 years ago, District #423 decided to start a Lacrosse program at their high school and compete in the Minnesota State High School League. While NCA and District #423 continued their cooperative agreement in Lacrosse, the students at NCA no longer identified with the team after the switch and many chose not to participate. District #423 also decided to begin charging NCA for their participation in the cooperative at the rate of \$3,000 per gender activity. Despite this unfortunate arrangement, NCA will continue to strive to build a healthy relationship with the home district.

PROFESSIONAL DEVELOPMENT: Great teachers help create great students. Research shows that an inspiring and informed teacher is the most important school-related factor influencing student achievement, so it is critical to pay close attention to how we train and support both new and experienced educators. NCA has always valued relevant learning opportunities for its staff and faculty. Overall the 2023-2024 school year, was rich with professional development opportunities. Administration was very strongly in favor of PD for teachers and paras.

Teacher-Induction Programs

Support for beginning teachers is critical to the successful development of a new teacher. NCA has created opportunities for novice teachers to learn from best practices and offers time to analyze and reflect on their teaching in a formally organized procedure.

- Ongoing mentoring from peer partner teachers has helped support staff in completing authorizer model inspired learning walks.
- Formal and informal coaching from a veteran teacher was implemented during this school year. Novice teachers were given access to the coaching and expertise made available with time each day assigned to support this program.
- Peer coaching was implemented through information obtained at an MDE workshop. Teachers were paired with directions to observe twice during the year. The Charlotte Danielson platforms of teaching rubric was utilized as a tool to evaluate practice. All teachers participated in the peer coaching program and new teachers were the specific beneficiary of this coaching relationship.

Ongoing Professional Development

NCA believes that it is critical for veteran teachers to have ongoing and regular opportunities to learn from each other and from professional seminars outside our school building. NCA has supported ongoing professional development that keeps teachers up-to-date on new research on how children learn, emerging technology tools for the classroom, new curriculum resources, and more. We believe that professional development should be ongoing, experiential, collaborative, and connected to and derived from working with students and understanding their culture. In addition to individual school visits to that gathered innovative teaching strategies and a building of collaboration, the following seminars, workshops, conferences and in-school professional learning opportunities were experienced this past year:

- PBL Professional Development
- Technology support conferences
- Prevention of Bullying
- Health Services Review, including Bloodborne Pathogens, Right to Know, General Nursing Office Functions, AED and First Aid Overview
- NWEA Analysis
- Crisis Management
- Effective Strategies for Working Successfully with Difficult & Disruptive Students
- Special Education Procedures
- Technology in Our Classrooms
- Critical Thinking
- Social Studies Curriculum Development
- Instructional Collaboration
- MCA Test Proctor Training
- English Language Learners Trainings
- Cultural Competency
- Reading and the Brain Course
- Suicide Prevention
- Content area workshops
- Top20 conferences
- Special Education Law Conferences
- K-12 Science Workshop
- Content days with professors at Ridgewater Community college
- PBIS conferences
- What's new in adolescent literature

GRADUATION: At the close of our twenty-first year, we celebrated by honoring our class of 2024 seniors in our beautiful school gym. 23 magnificent seniors participated in graduation. Notable speakers were Steve Gasser (Local business owner and serves in several groups in the community), Mr. Jason Becker, director of NCA and a student that was voted by her classmates to receive the honor of giving closing remarks. Half of our graduates plan to attend either a 2 year or 4-year college this fall. A handful of students not pursuing higher education successfully acquired employment. 1 has enlisted in the military. 2 seniors are returning to NCA to finish their plan of study. The ceremony was a beautiful celebration of all of these students' hard work, effort, and perseverance.

We have also added in additional recognitions of cords for graduation. A gold cord denotes academic honors. A light blue cord denotes a youth leadership graduate. An orange cord denotes involvement in the fine arts: participating in the play, set crew, and/or an art show in town. A green cord denotes a student-athlete. A red, white, and blue cord is given to students enlisting in military service. Finally, a

white cord denotes a student who completes double the number of required hours of service learning, 50 hours.

NATIONAL HONOR SOCIETY: National Honor Society invitations are offered to students who excel in the areas of leadership, scholarship, service and character. Our induction each year will be planned for each spring. We inducted our seventeenth group of students in May of this year. Five new, deserving members are now a part of one of the oldest honor societies in our nation's history. National Honor Society invitations are offered to students who excel in the areas of leadership, scholarship, service and character. Our induction each year will be planned for each spring.



2023–24 World's Best Workforce (WBWF) Annual Summary Report

Please use this template as an internal tool to gather information. Responses should be submitted electronically in the **Minnesota Education Grant System (MEGS)**. You can copy your responses from this template into MEGS.

If your district or charter does not utilize ESEA funds and complete ESEA reporting within MEGS, please submit an electronic copy of this form to MDE.WorldsBestWorkForce@state.mn.us.

District or Charter Name: New Century Academy

WBWF Contact: Jason Becker

Title: School Director

Phone: 320-234-3660

Email: Jason.Becker@newcenturyacademy.com

Annual Report

WBWF Requirement: For each school year, the school board must publish a report in the local newspaper, by mail or by electronic means on the district website.

Provide the direct website link to the district's CACR annual report. If a link is not available, describe how the district disseminates the report to stakeholders: <https://www.newcenturyacademy.com/wp-content/uploads/2024/03/22-23-Annual-Report.pdf>

Annual Public Meeting

These annual public meetings were to be held in the fall of each school year. Report on this measure for the 2023–24 SY.

WBWF Requirement: School boards are to hold an annual public meeting to communicate plans for the upcoming school year based on a review of goals, outcomes and strategies from the previous year. Stakeholders should be meaningfully involved, and this meeting is to occur separately from a regularly scheduled school board meeting.

Provide the date of the school board annual public meeting to review progress on the CACR plan for the 2023-24 SY: May 22nd 2024

Goals and Results

All Students Ready for School

Does your district/charter enroll students in kindergarten? If no, you do not need to set a school readiness goal.

Goal	Result	Goal Status
Provide the established SMART goal for the 2023–24 SY. NA	Provide the result for the 2023–24 SY that directly ties back to the established goal. NA	Check one of the following: <input type="checkbox"/> On Track (multi-year goal) <input type="checkbox"/> Not On Track (multi-year goal) <input type="checkbox"/> Goal Met (one-year goal) <input type="checkbox"/> Goal Not Met (one-year goal)

Repeat table for additional school readiness goals as appropriate.

Close the Achievement Gap(s) Between Student Groups

Goal	Result	Goal Status
<p>The percentage of Free and Reduced Lunch students enrolled October 1 in grades 6-12 in New Century Academy who earn an achievement level of Meets the Standards or Exceeds the Standards on the Math MCA III will increase from 9.5% in 2022-2023 to 14.5% in 2023-2024.</p> <p>The percentage of Free and Reduced Lunch students enrolled October 1 in grades 6-12 in New Century Academy who earn an achievement level of Meets the Standards or Exceeds the Standards on the Reading MCA III will increase from 36% in 2022-2023 to 41% in 2023-2024.</p> <p>The percentage of Free and Reduced Lunch students enrolled October 1 in grades 6-12 in New Century Academy who earn an achievement level of Meets the Standards or Exceeds the Standards on the Science MCA III will increase from 20.1% in 2022-2023 to 25.1% in 2023-2024.</p> <p>The percentage of all students in grades 6-12 at New Century Academy enrolled by October 1 who are proficient on the Math MCA III will increase from 10.3% in 2022-2023 to 15.3% in 2023-2024.</p> <p>The percentage of all students in grades 6-12 at New Century Academy enrolled by October 1 who are proficient on the Reading MCA III will increase from 36.4% in 2022-2023 to 41.4% in 2023-2024.</p> <p>The percentage of all students in grades 6-12 at New Century Academy enrolled by October 1 who are proficient on the Science MCA will increase from 31.8% in 2022-2023 to 36.8% in 2023-2024.</p>	<p>New Century did not achieve this goal. As the same number of students who were FR scored proficient on the math MCA in 2023-2024. This goal was stagnant.</p> <p>New Century did not achieve this goal and saw a decline in reading proficiency amongst FR.</p> <p>New Century Academy did not see an increase in this area. We saw a decrease in science proficiency, despite matching the state rate the year prior.</p> <p>Similar to the earlier math goal, this goal was stagnant with the same number of students achieving proficiency as the previous year.</p> <p>New Century Academy saw a decrease in reading proficiency by 7%. It is important to note this was 1 student moving from proficient to not proficient. This goal is stagnant.</p> <p>Science saw a decrease of students achieving proficiency in science. However, Science has been a the biggest swing from year to year.</p>	<p>Check one of the following:</p> <p>Math Goals</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> <u> x </u> Goal Not Met (one-year goal)</p> <p>Science Goals</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> <u> x </u> Goal Not Met (one-year goal)</p> <p>English Goals</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> <u> x </u> Goal Not Met (one-year goal)</p>

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Repeat table for additional achievement gap goals as appropriate.

All Students Career and College-Ready by Graduation

Goal	Result	Goal Status
Provide the established SMART goal for the 2023–24 SY. 90% of seniors will either have completed an OJT (on the job training) credit, be enrolled in a transition service, have been accepted to post-secondary education, have been enlisted in the military, or have completed a Work Skills course in HS.	Provide the result for the 2023–24 SY that directly ties back to the established goal. New Century Academy is steadily rising from over 10 percent from the previous year to 80%, we are on track to meet the 90% in the next year.	Check one of the following: <input checked="" type="checkbox"/> On Track (multi-year goal) <input type="checkbox"/> Not On Track (multi-year goal) <input type="checkbox"/> Goal Met (one-year goal) <input type="checkbox"/> Goal Not Met (one-year goal)

Repeat table for additional career and college readiness goals as appropriate.

All Students Graduate

Does your district/charter enroll students in grade 12? If no, you do not need to set a graduation goal.

Goal	Result	Goal Status
Provide the established SMART goal for the 2023–24 SY. The goal established by administration in 2018-2019 was to graduate 70% of the students who were enrolled with New Century Academy on October 1 st of their 9 th grade year.	Provide the result for the 2023–24 SY that directly ties back to the established goal. This goal was met with 77% of students who were enrolled October 1 of freshman year graduated on time.	Check one of the following: <input type="checkbox"/> On Track (multi-year goal) <input type="checkbox"/> Not On Track (multi-year goal) <input checked="" type="checkbox"/> Goal Met (one-year goal) <input type="checkbox"/> Goal Not Met (one-year goal)

Repeat table for additional graduation goals as appropriate.

STUDENT PERFORMANCE

District Advisory Committee

The District Advisory Committee was made up of six teachers, two administrators, and one community member. There were no parents on the committee. Members of the committee included Jason Becker (Director), Elisbeth Mumford (SPED), Jessamine Julian(LA), Micahel Tellez-Zamora(MA), Maria Nuthak(SC), Kelsey Dolge(SS),

Teachers and Principals

- Describe the support offered to teachers and principals during the 2023-2024 school year to meet the goals.
 - Charlotte Danielson's Framework for Teaching was used to evaluate teachers. Peer Partner groups were established and met monthly to discuss peer observations on teaching and learning using the framework. The informal

meetings and observations were much more common and. Teachers reported becoming more and more comfortable with administrators being in their rooms and even though observations are more informal, they offer a truer sense of what is truly happening within a classroom. Teachers also have rubrics developed as a part of their practice profile to help them direct what their look for would be.

- Our staff demographic also changed as we only had experienced teachers on our staff during the 2023-2024 school year. Even though we have experience on the staff, teachers still met consistently to ensure that they are developing as professionals and getting the support they need.

District

- *Describe the support offered at the district level during the 2023-2024 school year to meet the goals.*
 - Teachers and administrators met to work out cross curricular plans to further enrich student learning. These meetings allowed collaborative efforts to create thematic units that aligned with each department's academic standards. Students presented classroom projects at our annual meeting along with giving testimonies about what NCA has helped in developing them.
 - Advisors met to discuss the most effective way to present their curriculum within advisories and get students excited about PBL.
 - Technology efforts included the implementation of 1:1 devices and classroom sets of Chromebooks that students could utilize effectively. The devices would stay in the same room, but the students would log into the device that belongs to their instructor that hour.
 - The MIERS Team met once every two weeks to identify at-risk students and plan for interventions. These interventions included attendance, behavioral, and academic strategies as well as the identification of potential disabilities. This allowed the district to implement strategies specific to a student's needs before it would impact their graduation potential.

PROGRAM CHALLENGES

- NCA staff has also identified some challenges and difficulties from the 2023-2024 school year.
- **STAFF RETENTION:** Although we started the year with many new staff members we were able to curb the rate of turnover. The majority of staff who did leave during the year did so for career opportunities that were part of personal goals for those staff members. The members who left were to pursue new jobs closer to family members or to change careers altogether. We lost 2 staff members at the end of the year, one to take on a classroom teaching position in a middle school only classroom and the other went to join the marines.
- **EXTRACURRICULARS:** Over the course of the 2023-2024 school year, there were a few extracurricular programs that were put into the rotation. Students participated in Basketball, Volleyball, Trap Shooting, Wrestling, and we continued with our Archery program. There were opportunities to be involved in drama club and a gaming club. These groups met consistently to develop their skills in both arts and athletics.
- **REPUTATION IN THE COMMUNITY:** Many in the community still see NCA as an "Alternative Learning School" and also may not realize that we are a free public school. This year, we had a teacher attend the Hutchinson Leadership Institute that is put on by the Chamber of Commerce in town. This program is partially a leadership workshop

and partially a networking workshop. The teacher that attended this year was able to make connections on behalf of our students all around the community. One major piece that added into the project based learning or the shift of positivity was the community projects course that had students partner with a non-profit in our area and either set up volunteerism times or completed a fundraiser for the group.

- **PROJECT-BASED LEARNING:** Every year, as we try to meet the state standards and prepare students to succeed in the state tests, we struggle to find a nice balance with incorporating meaningful project work into the daily schedule. This school year allowed for advisors to develop autonomy to see what works with their individual advisory groups, but upcoming curriculum development will be around uniformity. Staff has started with assigning advisory time that is completely devoted to PBL and helping students create projects that will challenge them and make them feel more confident in projects by the time their senior year rolls around to complete their senior project and portfolio. Staff are currently using PLC's, late starts, and professional development days in order to encourage the growth and reestablishment of project based learning within our school.
- **STUDENT ACHIEVEMENT AND COMMITMENT:** NCA has placed a relentless effort on increasing student achievement, and based upon our recent MMR and FR percentage ratings, we need to continue to improve in this arena. All staff members are working effectively in establishing learning targets, assessments, and using data together to increase learning within an inclusive education model. We will redouble our efforts to analyze test data and present it in a way that will help teachers better understand the areas in which our students are struggling. We continue to build shared knowledge within our staff through monthly PLC's, and also have continued to bring experts in from other school districts, as well as having our staff travel to various school districts for observations

ACCOUNTABILITY DATA

2023/2024 GOAL RESULTS

ADOPTED BY NCA BOARD OF DIRECTORS IN 2022

School Board Goals – 5 year Plan: Spring 2023- Spring 2026

- 1) MCA math scores improve by over 10 percentage points or meet state proficiency levels.

Results: NCA did not meet state proficiency levels and did not improve by ten points. Math is an area that we are looking to work on over the next year.

- 2) MCA reading scores improve by 10 percentage points or meet state proficiency levels.

Results: NCA was able to improve by ten percentage points but we did not meet state level.

- 3) Surpass resident district in math and reading MCAs.

Results: NCA did not surpass the resident district in MCA scores during the '22-23 school year.

- 4) MCA's in Math or Reading meet standards or are improved by 10 percentage points from the baseline year.

Results: We did not improve by 10 percentage points over the last year.

- 5) NCA outperforms Hutchinson Public Schools in Math and Reading MCAs amongst FR lunch populations.

Results: NCA did not improve over 10 percentage points within this group.

- 6) NCA outperforms Hutchinson Public Schools in SPED population on the MCAs

Results: NCA did not outperform the resident district in math or reading, but we saw noted improvement in science.

- 7) NCA outperforms State in SPED population on the MCA's.

Results: NCA did not outperform the state

- 8) NCA will have more than 50% of students make their growth targets on NWEA tests.

Results: This goal was not met this previous year.

- 9) Students below grade level experience over 1 grade level of growth in Math and Reading will make 150% growth.

Results: Students made at least 150% growth if they were below grade level in both Math and Reading per NWEA scores.

- 10) NCA will have 50% of its students who are at or above grade level meet growth targets.

Results: NCA did not have 60% of their students who are at or above grade level meet their growth targets.

- 11) Graduation rate improves by 10-20 percentage points from the baseline year.

Results: NCA's graduation rate for students retained from 9th grade to graduation was 77% which is over 20% improvement from the baseline year.

- 12) NCA will maintain a 95% attendance rate.

Results: NCA did not maintain a 95% attendance rate and is looking into alternatives to measure attendance.

- 13) NCA parent's satisfaction surveys had a 90% or above favorable response.

Results: This previous year came in at 92% satisfaction but overall is hanging at 91%

- 14) NCA will keep their mobility rate under 10%

Results: NCA has a mobility rate of under 10%.

- 15) NCA has no board compliance issues.

Results: NCA had no cited board compliance issues.

- 16) NCA have at least enough money to cover one full payroll as measured by end of year reserves.

Results: NCA has a fund balance that is over 20% and meets both our fund balance goal and covers a full payroll.

- 17) There were no findings on the financial audit that were material.

Results: There were no findings in this past year's audit.

- 18) NCA received the MDE finance award and/or the NEO stewardship award.

Results: NCA received the MDE finance award.

Test Scores: 2023-2024 NWEA.

Data:

Grade level/subject	Fall 2023 RIT Mean	Winter 2023/24 RIT Mean	Spring 2024 RIT Mean	2020 National Normative Study RIT Mean
6 Reading	216	217	211	210
6 Math	216	215	213	215
7 Math	205	209	215	220
7 Reading	201	206	214	214
8 Math	217	218	219	225
8 Reading	212	213	209	218
9 Math	219	220	221	226
9 Reading	213	212	214	219
10 Math	217	219	221	229
10 Reading	213	212	212	221
11 Math	228	226	228	232
11 Reading	221	217	217	224
12 th				Seniors do not take the NWEA.

***This data was found in the schoolwide grade report from NWEA.**

Section II: PLAN Test Results: NCA did not partake in the PLAN or EXPLORE last year.

PLAN		
	Mean NCA	Mean Nation
Reading	NA	NA
Math	NA	NA
English	NA	NA
Science	NA	NA
Composite	NA	NA

Explore		
	Mean NCA	Mean Nation
Reading	NA	NA
Math	NA	NA
English	NA	NA
Science	NA	NA
Composite	NA	NA

ACT scores:

NCA offered the ACT assessment during the 2023-2024 school year. Below is a table which shows the average scores of NCA students compared with state and national averages:

	English average	Math average	Reading average	Science average	Composite
NCA	Sample size under 10	Sample size under 10	Sample size under 10	Sample size under 10	Sample size under 10
State average	Section Scores not found	Section Scores not found	Section Scores not found	Section Scores not found	20.5
National average	Section Scores not found	Section Scores not found	Section Scores not found	Section Scores not found	19.5

Assessment	State Proficiency 2022	State Proficiency 2023	State Proficiency 2024	NCA Proficiency 2022	NCA Proficiency 2023	NCA Proficiency 2024
Reading	59.5%	49.7%	52.2%	41.9%	34.4%	29.7%
Math	60.2%	46.0%	35%	34.0%	10.7%	7.7%
Science	53.4%	38.8%	43.5%	21.3%	31.8%	18.2%

Section III: Student Progress on the Minnesota Comprehensive Assessments

GOVERNANCE

2023-2024 Board Membership

Name	Position in 2023-2024	Affiliation	End of Term
Kathy Prellwitz (Chair) 83872 County Rd 24 Buffalo Lake, MN 55314 kathy.prellwitz@newcenturyacademy.com 320-359-0063 (C)	Chair	Community Member	6/2025
Kelsey Dolge 824 Hilltop Dr. NE Hutchinson, MN, 55350 Kelsey.dolge@newcenturyacademy.com 612-616-0799	Vice Chair	Teacher Member	6/2025
Tina Myllakangas 639 Milwaukee Ave SW Hutchinson, MN 55350	Treasurer	Parent Member	6/2026
Traci Schutz 515 Franklin St SW Hutchinson, MN 55350	Secretary	Community Member	6/2024
Heather Finnell 45 Northwoods Ave NE Hutchinson MN, 55350	Member	Community Member	6/2024
Jason Becker (Ex-Officio) 48994 196 th ST Glencoe, MN 55336 Jason.Becker@newcenturyacademy.com 320-510-0155 (C)	Ex-Officio	Director	N/A

The 2023-2024 school year saw a five-member board in place during the year. Director Jason Becker served as an ex-officio member. The board has created a multi-year plan of rotating three-year board member positions. The board no longer continues to function as a teacher majority board. We continued to operate with a board appointed Finance Committee, Policy Review Committee, Director Review Committee, Strategic Planning Committee, and Public Relations and Marketing during 2023-2024. All of these committees served in advisory capacities for the NCA board.

All board members sign conflict of interest statements each year, and new board members participate in the required board training.

		Training Type	Presenter	Date
Dolge	Kelsey	Governance: Abide by the Bylaws	Director/MNcharterboard	9/2023
		Strategic Planning	Board Vice-Chair	11/2021
		Governance: Open Mtg Law Remote Meetings		
		MN Charterboard	Director	12/2021
Prellwitz	Kathy	Governance: Abide by the Bylaws	Director/MNcharterboard	9/2024
		Governance: Remote Meetings	Director/MNcharterboard	10/2024
Schutz	Traci	Governance: Abide by the bylaws	Director/MNCharterboard	9/2024
		Strategic Planning	Board Vice-Chair	11/2021
		Governance: Open Mtg Law	Director	12/2021
		Remote Meetings	Director/MNCharterboard	10/2024
Myllakangas	Tina	Governance: Abide by bylaws	Director	10/2023
		Strategic Planning	Board Chair	10/2023
		Finance	Auditors- CLA	12/2023
		Remote Meetings	Director/MNcharterboard	10/2023
Finnell, Heather		Governance: Roberts Rules	MNCharterBord	2/2024
		Employment	MN CharterBoard	2/2024
		Finance	MN CharterBoard	2/2024
		Abide by the Bylaws	Director/MNcharterboard	9/2024
		Remote Meetings	Director/MNcharterboard	10/2023

NCA hosted its Annual Meeting in May 22nd 2024. At this meeting, Traci Schutz and Heather Finnell (both community members) were elected to the school board. The event was attended by students, family, and community members, in addition to staff and board members. We added the addition of student testimonies and projects which got strong reviews from families and community members.

Board attendance is as follows:

BOARD MEMBER	MEETINGS REQUIRED *	MEETINGS ATTENDED
Kathy Prellwitz	12	9
Kelsey Dolge	12	11
Traci Schutz	12	12
Tina Myllakangas	12	10
Heather Finnell	12	9
Jason Becker	12	7

The board met the 3rd Wednesday of each month at 5:30 p.m. at NCA at 950 School RD SW. Hutchinson's local newspaper publication, ***The Hutchinson Station***, was designated as the source to use for our Open Meeting public notices and was notified in a timely manner. ***Citizen's Bank of Hutchinson*** served as the school's depository. We continue to pay service fees to ***Minnesota School Board Association*** (MSBA) and the ***Minnesota Association of Charter Schools (MACS)***.

MANAGEMENT AND OPERATIONAL PERFORMANCE

The licensed staff represents all the major content areas, and has a broad base of knowledge and experience that translates into meaningful learning opportunities for students. The paraprofessional staff working with students within the Title I program meet the state of Minnesota requirements for “highly qualified” paraprofessional. NEO, in its annual review, and currently we have no compliance issues that were cited by NEO. We are encouraged by the progress that was made in just a few years’ time and continue to strive to ever improve all that we can.

SCHOOL FINANCES

New Century Academy made great improvements to the financial health of the school over the 2023-2024 school year. We recalculated our budgeted ADM to be conservative at 107.5 even though we anticipated more students. We committed as a school board and administration to not increase our budgeted ADM. Our goal was to increase our fund balance as high as possible. This was in response to our FY15 fund balance ending around 2%. Our authorizer and MDE have advised recommended a 20% fund balance. We revised and implemented a new fund balance policy that would keep us in check and always making decisions based on the effect on the fund balance. We finished the fiscal year at a 25% fund balance. We recognize it is super important to keep it above that 20%. However, at this point, the board will follow its fund balance policy to decide when it is appropriate to dip into that fund to provide the top programming we can for our students. We have established some excellent protocol regarding school finance between in-house personnel and our contracted services with Charter School Accounting and Aaron Leisen, Finance Coordinator. He can be contacted for more information at 763-259-5715.

	Activity
General Fund	
Revenue	\$2,135,882
Expenditure	\$2,436,135
Food Service Fund	
Revenue	\$15,951
Expenditure	\$53,866
Total Revenue	\$2,270,260
Total Expenditures	\$2,526,261
Total Beginning Fund Balance July 1 2023	\$624,225
Total Ending Fund Balance June 30 2024	\$563,001
Fund Balance Pct June 30 2023	24%

Future Goals/Strategic Plans

School-wide, Authorizer approved goals for 2023-2026: Please see the appendix. Additionally, the goals that NCA holds and our authorizer have approved of are located on page

Meeting needs of all student sub-groups:

Throughout the 2023-2024 school year the staff and New Century Academy implemented a handful of effective, best-practice informed interventions to meet the needs of students. One of the first interventions that we would engage with is the utilization of smaller sections of classes that would be taught by special education teachers. This was commonly done using the iLit program in English-Language Arts as well as curriculums in math developed around student goals. Within the classroom we made sure that there was always a paraprofessional assigned to any room with a special education need. Some classrooms had multiple paras but that was determined by the needs of students and on the basis of IEPs and data that teachers and paras tracked. To meet the needs of some of our FR students (as SPED and FR are our largest subgroups) the director saw that a Title I need was something our school had. The director decided to hire a Title I coordinator who began pulling students for individualized meetings to help cover ground. In addition to this, there were co-taught core subjects in order to provide smaller class sizes and additional support for all students.

Process of Equitable Distribution of Teachers:

All students regardless of race or income status have access to the same teachers that all other students have access to. Presently NCA has 1-person content departments for teachers with the exception of social studies. This means regardless of a student's status, they will have the same English, Math, Science, Art, Music, and PE/Health teacher. The only reason a student would not have access to these same teachers is if there is a need that is addressed by an IEP goal that we must abide by. Even in these cases, we make conscious efforts to not pull students during core content classes when at all possible. In addition to this, we have also hired a Title I coordinator to help reinforce math instruction throughout the days and weeks that students who qualify for services have access to. We have implemented co-taught classes in areas where it is applicable so SPED students can receive instruction from general education teachers, but then reinforce skills with added supports.

In cases where we have a non-licensed teacher in charge of the classroom, NCA has gone through the process of posting hiring notices for licensed teachers. We only utilize a Tier 1 or Tier 2 if a licensed instructor cannot be found. We have noted, in those cases, the teacher holds a degree in a field related to what they would be instructing in the classroom. During this time, NCA also makes tuition agreements so these professionals can obtain teaching licenses. We help financially support teachers pursuing their license in their field to support a "grow your own" type of program. This has been quite successful as all but one of the Tier 1/Tier 2 teachers had made commitments of either applying to graduate schools within the next year, or already have begun a teaching program.

Process to identify Gifted and Talented Students to Accelerate Learning:

We are able to identify Gifted and Talented students through in class performance and through evaluation and record reviews in addition to teacher recommendation. During their time with us at NCA, Gifted and Talented students can be moved up into higher grade level classes with parent approval. They can also create bigger, more intensive projects as supervised by their advisor and/or classroom teacher.

System to Review the Effectiveness of the Curriculum:

We are able to review the effectiveness of our curriculum through both formative and summative assessments as well as culminating projects throughout various courses. In which teachers are able to develop rubrics to help support our goals to become the most effective project-based learning school that we are able to be. We also encourage our staff to engage in consistent and often given formative assessments to ensure teachers are able to monitor progress. These are done on paper, google forms or uploading to a spread sheet. Overall this makes it so teachers are able to track growth of students and are able to best address needs as they arise.

Practices That Integrate High Quality Instruction, Rigorous Curriculum, Technology and a Collaborative Professional Culture:

High Quality Instruction- Teachers are able to develop high quality instruction through our formative assessments and check-ins with students to determine understanding of a concept. Given that makes it that a teacher can build their lessons and objectives around the goals and results of what the students are doing, instruction is consistently appropriate and fluid based on the needs of a specific grade and group of students

Rigorous Curriculum- Similar to the instruction, due to teachers constantly formatively assessing where students are at, teachers can modify to fit the student. Whether this means giving a student a specific area of focus on a project or letting them explore general concepts more openly but both perspectives being presented and taught benefits every student. There is also the ability for a teacher to add challenging layers to a student who has shown mastery and wants to go deeper with material. If a student has consistently shown mastery of a concept and the additional layers' teachers can give, then there is the ability to open conversations about grade promotion or other services that can be added for the student.

Technology- Every year, administration is working to ensure that teachers are receiving required training in which they can meet technology requirements and working to see if there are pieces we can add to enrich the experience. A prime example of this during FY19 is that teachers completely moved to a google classroom format We have also added additional Chromebooks to our supply. This means that NCA is now a 1:1 device school with the school providing the devices, not the families. The chromebooks are kept in techtubs in teachers rooms so students moving from room to room have access to chromebooks that stay in the same place.

Collaborative culture- New Century's Academy staff is quite small meaning that consistently on both professional development days and also on workdays, you will find 4-5 or more teachers working together. In our case, that is half of the teaching staff. Things that we are looking to incorporate into the next school year are partnerships with community members and developing also problem-based projects.

Long-Term Strategic Plan

1. Meet school readiness goals.

- a. For our school readiness goals, we have clearly defined our benchmarks and instruction for all student groups within our Performance Framework, which our authorizer, NEO, and MDE approved. Within this framework, we have SMART goals that address student success and achievement for all students, those who qualify for free and reduced lunch, and special education students. These are the two focus groups represented in our student body. This framework lays out percentage points for unsatisfactory, satisfactory, and exemplary progress.
- b. We have both official and unofficial means of assessing progress towards our achievement goals. Regarding the official means, we consistently meet with our authorizer, update progress, and strategize to create interventions for students who are showing a need. Unofficial evaluations occur between teaching staff when a student has an atypical result or shows insufficient progress. We have a MEIRS team that meets to design interventions for students flagged in the areas of academic achievement, behavior, and/or attendance.
- c. Using these evaluation processes, we can also identify gifted and talented students. Using our board policy #513, we can meet with parents, the student's teachers, advisors, and administration to determine the appropriateness of accelerated coursework.
- d. There are fair points to address on both sides regarding NCA's strengths and weaknesses regarding education instruction. In regards to strengths, we have small class sizes (the average is about one adult for every ten students in middle school and 1:8 for high school courses). We also have licensed teachers in every area within our building. NCA also has a small staff, which makes communicating about student needs and progress very easy. Students know all staff members, so finding assistance and support is easy. Additionally, with our small student size, there are a lot of opportunities to individualize education plans and instruction to meet learner needs.
- e. Regarding weaknesses, having only 1.0 FTE in each department (except for special education) has drawbacks. This means students receive one instructor's instructional style. However, this can also lead to consistency and investment in outcomes.

2. Close achievement gap for Students of color and impoverished students

Free and reduced lunch students have the same access and opportunities as their non-qualifying peers. This is because NCA only has 1.0 FTE instructors in each department. So, students, regardless of economic status, see the same instructors. The only thing that may impact this is if a student has an IEP, in which case the IEP minutes would supersede all other aspects if a need is determined to be present by the IEP team.

a. The same can be said for students of color, except that students would not be excluded due to race/ethnicity. There is still only 1.0 FTE per department, so regardless of student race/ethnicity, they will see the same instructors as their peers who are not students of color or indigenous.

3. Have all students attain career and college readiness before graduation

Regarding career and college readiness, NCA has been at the forefront of developing strong programming in this area. First and foremost, we have career and college readiness goals within our framework. This includes students either obtaining an on-the-job training credit, enrolling in PSEO, college acceptance, military enrollment, apprenticeship acquisition, or completing work skills coursework in their high school years. Additionally, NCA wants to return

to its charter of doing half-day projects. This change will give students more work and internship opportunities in high school.

4. Have all students graduate.

. In looking at curriculum effectiveness, we are working with advocates from resource education training and solutions to track student progress, developing early intervention spreadsheets, and referring students for additional support if the need is identified. We track progress and course fail rates to help indicate if there is a more effective way to work with students so that we see higher pass rates or if we need to alter the curriculum.

a. NCA has not had an EL student within the last ten years. However, we have policies and procedures in place to ensure that the needs of our EL students are met. Our authorizer and MDE have approved these policies and procedures for working with EL students.

5. Prepare students to be lifelong learners.

. A part of developing lifelong learners is helping them engage in rigorous learning and a curriculum that causes them to ask questions. This is done by presenting educational materials through anti-racist lenses that are culturally sustaining. Students are exposed to various perspectives on commonly taught topics but come to their own conclusions regarding the best action to address such issues. As a result, we have a large group of students who would consider themselves activists for underrepresented or marginalized groups.

a. Regarding resources to help students understand Minnesota's cultural diversity, NCA students have had the Northern Lights coursework and TpT's Minnesota history curriculum and traveled to Indigenous reservations to learn about Indigenous history. Students have also welcomed speakers regarding LGBTQIA+ issues and speakers with disabilities. Students have also analyzed work from diverse authors within Minnesota and diverse authors from other states.

6. Budget

. The budget sustainability is attached. However, there have been updates and revisions as needed throughout the FY.

CONCLUSION

Based on the results of our twenty-first year of operation, staff recognizes that we have made a tremendous effort to provide a quality educational alternative to students in our region. Although we have not met all of our goals as outlined in our charter, we are continuing to develop and implement effective policies and procedures in order to meet and or exceed those goals during our twenty-first year of operation. We will also focus on more feasible ways to collect the data needed to support our assessment of achievements. Students and families have recognized the value of the educational program offered at New Century, and are continuing to make the commitment to be informed and involved in school activities. It is clear that New Century Academy has come a long way in the past few years. Through strong management and governance: we have grown our enrollment, fund balance, curriculum offerings, and extracurricular programming. This is something we are going to continue to do for many more years. We have a commitment to making life-long learners of our students. Students and families come to our school expecting what is laid out in any brochure or marketing piece. However, it is abundantly clear that they leave our school with so much more. They will leave with tools and skills that will not just enrich their lives, but they will enrich the lives of everyone with the great fortune of working with them.

Go Spartans!