

New Discoveries Montessori Academy

District No. 4161

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2010-2011 Annual Report Year 5

Submitted to: Audubon Center of the North Woods
Minnesota Department of Education
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INTRODUCTION

The purpose of this report is to inform our authorizer, Audubon Center of the North Woods (ACNW), of the progress and achievements of New Discoveries Montessori Academy during its fifth year of operation. This study includes information on the 2010-2011 school year, such as student demographics, governance, student accountability and finances. The report also includes additional data needed to provide a comprehensive description of New Discoveries and its educational programs and practices.

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



MISSION AND VISION

Mission: "Education for Life" To provide children with a quality education that prepares them intellectually, physically, socially, creatively, and emotionally for our changing world and all its joys and challenges.
An education for life.

Vision: Through nurturing the development of each child, children will be given the tools to grow into an independent, responsible, and compassionate life-long learner realizing their place in the world.

New Discoveries Montessori Academy will accomplish this with the Montessori philosophy as the core of our curriculum, highly-trained staff, stimulating classroom environments and exceptional manipulative materials where children explore and are free to master skills.

We are dedicated to maintaining a warm, nurturing and joyful environment where each child will...

- receive a quality education that supports his or her individual development.
- have the freedom to choose, balanced by the responsibility to be productive.
- not be afraid to make mistakes.
- learn according to his/her personal learning style and time line.
- reach his/her academic potential without grade level limits.
- learn how to handle situations with grace and courtesy.
- enjoy beautiful, orderly, harmonious surroundings.
- develop self-discipline and self-teaching abilities that will last a lifetime.
- learn how to live and work together with others in a peaceful and caring community.

This program fosters self-motivation, self-discipline, compassion, independence, critical thinking, social and personal responsibility, and respect for others and the environment. It is our vision that children gain a strong sense of self and realize a life-long satisfaction and joy in learning, working, and exploring life.

We believe this will enable our children to share and contribute their unique talents in the world.

GENERAL INFORMATION

SCHOOL DESCRIPTION

New Discoveries Montessori Academy

District #4161

Authorizer: Audubon Center of the North Woods (ACNW)

Authorizer Contact: Steve Dess

Authorizer Renewal Year: 2012

First Year of Operation: 2006-2007

Grades Served: Kindergarten – Grade 6

Enrollment: 184 students (EOY)



BACKGROUND

Every community, regardless of its size or location, should provide educational choices for students and families. Hutchinson, Minnesota is the community that would benefit from another elementary school option.



Newly Renovated Crow River Dam in Hutchinson

The Community of Hutchinson – Hutchinson is a community with a population of 14,800 (2010 Census). It is located approximately 60 miles west of the Twin Cities with three major Minnesota highways (MN-15, MN-7 and MN-22) running through the city. Ranking 41st among America's 50 Hottest Little Boomtowns in America, Hutchinson is a computer-aged company town featuring new age manufacturing jobs and high-tech businesses. The City is a wealth of resources for business and individuals and prides itself on its quality of life and global attitude. 87% of Hutchinson's population has progressed to education beyond high school graduation." (Hutchinson Area Chamber of Commerce, 2010)

"With friendly people, a variety of great schools, beautiful parks, a vibrant downtown, a terrific mix of shopping opportunities, good jobs, a quality health care system, well-maintained residential neighborhoods, and an outstanding community spirit, I think you will see why we like to call Hutchinson "Minnesota's Hometown. That same spirit of progressiveness lives on today as people from across the community work together to help Hutchinson continue to be a great place to live, work and play. Whether it is through participation in civic organizations, local government, community churches, various service organizations, local arts and recreation groups, or youth and senior organizations, people take pride in being involved for the betterment of the community." – Hutchinson Mayor, Steve Cook (Guide to Hutchinson, 2009)

New Discoveries Montessori Academy – Initially named Hutchinson Area Elementary Montessori School, the board renamed this school New Discoveries Montessori Academy where it is our hope that children will "Discover Something New" every day. NDMA is modeled after the philosophy and pedagogy of Dr. Maria Montessori. New Discoveries serves students in Kindergarten through Grade 6. Currently, there are two classrooms of Kindergarten, both of which are "Children's House" for ages 3-6 year olds, three multi-age classrooms of students in grades 1-3, and three multi-age classrooms of students in grades 4-6. Class size is limited to 27 children with a student/teacher ration of 1:14 as there is a certified elementary Montessori teacher and a paraprofessional in each classroom. We plan to grow to 200 students meeting our capacity.

PROGRAM

New Discoveries Montessori Academy **Educational Program** highlights:

- Montessori Method of Education
- Multi-age Grouping
- Environmental Education

Montessori Method of Education: Montessori is a teaching methodology based on the natural learning processes of children. Dr. Maria Montessori, an Italian physician, developed the method more than 100 years ago. Dr. Montessori used the term ‘the absorbent mind’ to describe how a young child learns in a comfortable and stimulating environment. Within such an environment, a child becomes absorbed in work, developing concentration, independence and self-discipline. (Lillard, Paula P. *Montessori Today*.) Dr. Montessori believed that children learn best through their senses. By working with concrete materials, the child begins to understand abstract concepts. With guidance by a trained Montessori teacher, the child gradually masters the different materials and concepts. As the child masters each task, it reinforces learning as a positive experience. Success develops the child’s self-confidence and self-esteem.

The approach has proven successful over the past 100 years to be effective in any culture and for all socioeconomic groups. As a result, the number of Montessori schools has expanded rapidly throughout the world in both public and private education. It is estimated that prior to 1985 approximately 750 private Montessori schools existed. No public schools had the Montessori program at that time. Since then, the number of private schools has expanded to 2,500 and 1,250 in public school systems throughout the U.S.

Multi-age Grouping: Educational theory and research indicate that learning is an individual process. In time frame, style and interests - and that children learn from one another. (Healy, Jane M. *Endangered Minds*. p.283; and Gardner, Howard. *The Unschooled Mind*. p. 11) Even though most schools are organized by single age grouping, research has not found this to be beneficial. On the other hand, grouping by ability and age avoids identification of slow students, improves relationships between students, and facilitates the use of common learning objectives and expectations. It improves peer culture, resulting in peer instruction, peer modeling, and peer reinforcing. (Brookover, W.B., L Beammer, H. Elthin - *Creating Effective Schools*. p. 11) Montessori education supports multi-age grouping, and Montessori teachers have implemented it for over 100 years. Montessori believed learning should occur in multi-age classrooms where children at various stages of development learn from and with each other. Her developmentally-appropriate approach was designed to fit each child instead of making each child fit the program. (Lillard, Paula P. *Montessori Today*.) Miller (1989) reviewed twenty-one studies of multi-grade classrooms. In terms of academic achievement, there were no significant differences between single-grade and multi-grade classes, but in terms of emotional factors, results favored the multi-grade classes. Students in multi-grade classes had more positive attitudes toward school and toward themselves, and more positive social relationships. (Miller, Bruce - *Teaching and Learning in the Multigrade Classroom: Student Performance and Instructional Routines* ERIC Digest.)





Environmental Education: The goal of environmental education is to develop a world population that is aware of, and concerned about, the environment and its problems, and which has the knowledge, skills, attitudes, motivations, and commitment to work individually and collectively toward solutions of current problems and the prevention of new ones. (The Belgrade Charter ERIC Digest. p.2) Environmental education is not limited only to developing environmental awareness and appreciation. Using the school's surroundings and community in which they live, local experiences help students learn within an environment that is personally meaningful, connecting place with self and community. (Woodhouse, Janice L. Place-Based Curriculum

and Instruction: Outdoor and Environmental Education Approaches. ERIC Digest.)

Researchers have provided numerous examples of situations where in-the-environment learning was, or could be, more effective than about-the-environment learning in the classroom.

"Those things which can best be taught outdoors should there be taught." - L.B. Sharp

Montessori Method of Education (Curriculum)

The Montessori curriculum is interdisciplinary-subjects are studied as together, not in isolation. This integrated curriculum offers the child learning opportunities which result in a strong foundation in the Core subject areas. Language Arts (reading, spelling, vocabulary, grammar, handwriting, and creative writing), Social Studies (history, geography and cultures), Science, and Math. It is worth noting that while the division of the world into these separate "subjects" is perhaps a convenient way to write about our work at school, it is not the way children experience it. The curriculum complies with all expectations regarding Minnesota's new Academic Standards.

The Montessori classroom allows children to take responsibility for their own education in a "prepared environment." Within a framework of order, children are free to choose the activities that will assist them in their process of self construction. The classroom contains self correcting, sequenced Montessori materials.

Classrooms

The Montessori classrooms are separated into three divisions. The Elementary I and Elementary II are constructed to allow the full curriculum to be completed over a 3 year period.

1. **Children's House** - The Children's House is for children ages 3-6 years and is the Preschool-Kindergarten grade equivalent. Children's House, is the special Montessori term for 3-6 year old classes because the carefully prepared environment for these children includes so much more than just school work. It is, in fact, a small version of the world, a world scaled down to the child's age and ability level. Work in the Children's House includes everything from taking care of the classroom environment and learning practical life skills to studies in Math and Reading.
2. **Elementary I** - Children, ages 6-9 (1st-3rd grade equivalent), are a part of the Elementary I (EI) classroom. The full curriculum is design to be completed over a 3 year period. In keeping with the

Montessori philosophy, subjects are offered in an integrated way and the children come to understand how everything they learn is interrelated. Children will work at their own pace. The learning environment continues to be based on the use of concrete Montessori materials and children learn through experience and discovery.

3. **The Elementary II** - (EII) curriculum is a continuation of the Montessori educational experience. Students attending the upper elementary program acquire a strong foundation in academic skills and a genuine love of learning. Students are placed in a multi-age grouping consisting of ages 9-12 (4th-6th grade equivalent). The goal of the Elementary II (EII) curriculum is to lead the students to abstract work. Montessori materials at this level are used to promote classification and organization of information. Students continue to learn through experience and discovery. They explore the wider community through visits, field trips, and community service. They are responsible for planning activities within and outside the school. They do their own research, analyze their information and reach their own conclusions. By the end of the Elementary II (EII) Montessori program, students are expected to be independent learners who have learned how to learn.

New Discoveries Montessori Academy...

- Offers a quality Montessori education that supports individual development.
- Uses Independent Learning Plans (ILP) to document personal learning styles and time lines.
- Allows students to reach their academic potential without grade level limits.
- Employs multi-age 2-3-year age group settings in a peaceful and caring community.
- Develops self-discipline and self-teaching abilities that will last a lifetime.
- Offers a staffing model that maximizes student/teacher interaction.
- Cultivates an appreciation for the beauty of the world they live in.
- Uses parents and community members as role models, mentors and resources.



AUTHORIZER

Audubon Center of the North Woods (ACNW) is the authorizer of New Discoveries. In the 1800's, the Audubon Center property was used by local Ojibwe families for hunting and gathering. Portions of the forest were logged prior to the Hinckley Fire (1894), and the land was farmed under the Schwyzer family ownership for the first half of the twentieth century. In 1968, this land was bequeathed to the National Audubon Society by Dr. Marguerite Schwyzer. The land was then transferred to the Audubon Center of the North Woods, a separate, private 501(c) non-profit organization. Since that time, the Audubon Center has served as a residential and day use education facility for small groups of international students, college students, adults and school groups.

The Audubon Center has committed itself to sponsorship of charter schools that have recognized the importance of project based and environmental education. ACNW offers their sponsored schools:

- An annual retreat to connect to other schools that have similar goals
- Connections to the state organizations that are committed to charter school success
- The option of graduate training and residential experiences that are tied to the schools mission
- A group of experts who can help the schools overcome obstacles and develop projects that will be successful and significant.

Audubon offers residential environmental education experiences for students in grades K-12. Groups can stay from one to several days in the dormitories and enjoy the great outdoors by participating in many outdoor and indoor activities at ACNW.

Audubon Center of the North Woods

Our Mission:
To instill a connection and commitment to the environment in people of all communities through experiential learning.

Our Vision:
A healthy planet where all people live in balance with the Earth.

Charter School Division Mission
To authorize and provide superior leadership and oversight to charter schools through continuous monitoring designed to achieve significant and measurable student growth for the benefit of the schools it authorizes. In addition, ACNW charter schools will provide opportunities to instill a connection and commitment to the environment through experiential learning.

Charter School Division Vision
To be highly successful as an Authorizer, to have all ACNW authorized charter schools make Adequate Yearly Progress and be recognized as highly successful Charters in Minnesota.

The intended length of the charter contract between New Discoveries Montessori Academy and Audubon Center of the North Woods is for three years. We entered into this sponsorship agreement during the summer of 2006 and went through the renewal process in spring 2009. We were granted the renewal and our current contract expires in spring 2012. ACNW requires progress reports throughout the school year to determine if the school is making adequate progress. In addition, a representative from ACNW attends board meetings and reviews meeting minutes and financials. Steve Dess is our authorizer liaison.

New Discoveries Montessori Academy feels fortunate to have Audubon as their authorizer and appreciates their assistance and oversight.

AUTHORIZER CONTACT INFORMATION

Audubon Center of the North Woods

(Located just 90 miles from Duluth, Twin Cities and St. Cloud)

PO Box 530

54265 Audubon Drive

Sandstone, MN 55072

888.404.7743

320.245.2648

www.audubon-center.org

ACNW Charter School Division

Field Office: Riverplace

43 Main Street SE

Minneapolis, MN 55414

651.260.3782 (Steve cell)

sdess@audubon-center.org

Steve Dess, Authorizer Liaison

Audubon Center Charter Schools



*Information for, and about,
the charter schools sponsored by
The Audubon Center of the North Woods*



GOVERNANCE



The 5th Annual Meeting was held in April 2011 with newly elected members starting in July of 2011. The election, and all subsequent elections, will be held in accordance with the adopted bylaws of New Discoveries Montessori Academy.

Elected members began serving their terms in July of 2011. The period between May and July was used for the transition from the interim board to the Permanent Board and for board development training. Members include: Karen Olson (Chair - Parent), Cynthia Vold (Secretary/ Treasurer – Teacher), Greg Robbins (Community Member), Derek Niemeyer (Parent), Rick Larson (Community Member), Aaron Stolp (Teacher) and Kirsten Kinzler (Community Member).

Per the law, the Permanent Board of Directors will consist of at least one (1) teacher, one (1) parent and one (1) community member. Ex-officio members will include the school director, administrative assistant and business manager. Teachers, non-teaching staff members, parents, and board members will be allowed to vote in Board elections.

The board meets the 3rd Monday of each month at 6:30 p.m. in the multi-purpose room (cafeteria) at New Discoveries Montessori Academy.

NDMA's local newspaper publication is the *Hutchinson Leader* and has been designated as our official newspaper. Citizen's Bank of Hutchinson serves as the school's depository. Policies are in constant review and adopted to meet the requirements of the law and the Department of Education.

School Leader Review Process

The Director Performance Review was distributed to board and staff members in the spring and the results were compiled. The board members meet to discuss the results and subsequently meet with the Director, Dave Conrad, with board feedback. A comment from the review sums up many of the comments from reviewers: "The Director is an exemplary administrator. I appreciate all that he has done to give children in the Hutchinson area a premium choice in education."

New Discoveries Montessori Academy Board of Directors

July 2011	Board Role	Committee	Teacher / Parent / Community
1 Karen Olson PO Box 305 Hutchinson, MN 55350 karen.olson@newdiscoveries.org 320.234.6713	Chair Began serving April 2007 Re-elected April 2009 Term expires 2012	Director Review Committee	NDMA Parent Community Member
2 Rick Larson PO Box 305 Hutchinson, MN 55350 rick.larson@newdiscoveries.org 952.594.4597	Vice Chair Elected May 2010 Term expires 2013	Facility Committee	Community Member
3 Cynthia Vold PO Box 305 Hutchinson, MN 55350 cynthia.vold@newdiscoveries.org 320.248.8835	Secretary Began serving September 2006 Re-elected 2008, 2011 Term expires 2014	Facility Committee	NDMA Teacher Community Member
4 Aaron Stopl PO Box 305 Hutchinson, MN 55350 aaron.stopl@newdiscoveries.org 320.234.6362	Treasurer Began serving November 2007 Re-elected May 2010 Term expires 2013	Finance Committee Policy Review Committee	NDMA Teacher Community Member
5 Derek Niemeyer PO Box 305 Hutchinson, MN 55350 derek.niemeyer@newdiscoveries.org 320.583.8500	Elected May 2010 Term expires 2013		NDMA Parent Community Member
6 Greg Robbins PO Box 305 Hutchinson, MN 55350 shari.colvin@newdiscoveries.org 320.587.7519	Elected May 2011 Term expires 2014		Community Member
7 Kirsten Kinzler PO Box 305 Hutchinson, MN 55350 kirsten.kinzler@newdiscoveries.org 320.583.1877	Began serving April 2006 Appointed December 2009 Term expires 2012	Policy Review Committee Director Review Committee	Community Member

NDMA 2010-2011 STAFF

	Employee Name	Gender	File Folder #	Job Assignment	Grade
1	Cynthia Vold	F	407753	Teacher	Kindergarten
2	Julie Puder	F	n/a	Paraprofessional	Kindergarten
3	Jennifer Lauinger	F	449788	Teacher	Kindergarten
4	Sandy Prieve	F	n/a	Paraprofessional	Kindergarten
5	Sarah Smith	F	440725	Teacher	1-3
6	Cindy Prior	F	n/a	Paraprofessional	1-3
7	Carol Wilson	F	456062	Teacher	1-3
8	Heather Vaillancourt	F	n/a	Paraprofessional	1-3
9	Betty Jodzio	F	433693	Teacher	1-3
10	Cheryl Myers	F	n/a	Paraprofessional	1-3
11	Aaron Stolp	M	399025	Teacher	4-6
12	Bernadette Scharpe	F	n/a	Paraprofessional	4-6
13	Jaclyn Gehrke	F	438984	Teacher	4-6
14	Tara Erickson	F	n/a	Paraprofessional	4-6
15	Theresa Larson	F	459177	Teacher	5-6
16	Scott Hanson	M	n/a	Paraprofessional	4-6
17	Donna Herdegen	F	255191	Title 1	1-3
18	Margaret Shimpa	F	309872	Title 1	4-6
19	Ramona Hjerpe	F	406770	Special Education	k-6
20	Tari Niemeyer	F	365533	Special Education	k-6
21	Diane Bruemmer	F	441972	Special Education	k-6
22	Sandy Kephart	F	n/a	Art Specialist	k-6
23	Cyndi Laurer	F	n/a	Music Specialist	k-6
24	Nicole Grack	F	n/a	Nurse	k-6
25	Joanne Bolland	F	n/a	RN	k-6
26	Dave Conrad	M	281232	Director	k-6
27	Judy Bipes	F	n/a	Admin. Assistant	k-6
28	Amy Brice	F	n/a	Front Desk	k-6
29	LuAnn Hoffmann	F	n/a	A/P, Payroll	n/a
30	Chuck Herdegen	M	n/a	Business Manager	n/a
31	Steve Noga	M	n/a	Tech Support	n/a
32	Nicolle Schwartz	F	n/a	Lunch Clerk	n/a
33	Sue Dahlke	F	n/a	Lunch Server	n/a
34	Robert Ecklund	M	n/a	Lunch Server	n/a
35	Tanya Theis	F	n/a	Lunch Server	n/a
36	Chuck Stenberg	M	n/a	Lunch Currier	n/a
37	Jill Corson	F	n/a	Paraprofessional	k-3
38	Meili Harris	F	n/a	Paraprofessional	k-3
39	Sheri Ellis	F	n/a	Paraprofessional	4-6
40	Robin Fortun	F	n/a	Paraprofessional	1-3
41	Mark Jensen	M	n/a	Paraprofessional	4-6
42	Michaleen Kalenberg	F	n/a	Paraprofessional	4-6
43	Kim Kuharski-Schmitz	F	n/a	Paraprofessional	4
44	Michelle Nadeau	F	n/a	Paraprofessional	4-6
45	Derek Niemeyer	M	n/a	Paraprofessional	1-3
46	Sue Stenberg	F	n/a	Paraprofessional	6
47	Bill Erickson	M	n/a	Custodial	n/a
48	Tim Kinzler	M	n/a	Maintenance	n/a

STUDENT DEMOGRAPHICS AND BACKGROUND

School Enrollment: NDMA's enrollment leveled off this year, at 184 students. We added our final section of students by converting our one and only transitional classroom into an official Elementary II classroom for fourth, fifth and sixth graders. This was the first year we had students who have been with us from kindergarten through fourth grade. We are grateful to follow them on this important journey, and look forward to seeing them complete fifth and sixth grade with us in the coming years.

NDMA Enrollment by Grade										
FY 2010-2011										
	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
HK	2	2	2	2	2	2	1	0	0	0
K	35	38	37	37	37	37	36	37	36	36
1	22	21	21	21	21	21	21	21	21	21
2	28	27	27	26	26	26	26	26	25	25
3	25	25	27	27	27	27	26	26	26	26
4	29	29	29	29	27	25	25	26	26	26
5	23	23	25	25	25	25	26	26	26	26
6	28	28	28	26	24	24	24	24	24	23
Totals	192	193	196	193	189	187	185	186	184	183

Average Daily Membership (ADM): For the 10-11 school year, the Average Daily Membership was 169.48.

Retention/Attrition: Of the original 192 students enrolled on the first day of school, 13% (26) left during the school year for the following reasons: left for another school district, moved out of the district, or left for reasons unknown. Fortunately, when students left NDMA, we filled the opening with a student from the waiting list. (20) students transferred into the district during the school year.

Projected Enrollment: We will grow to around 200 students with (2) sections of Children's House/ Kindergarten, (3) sections of EI, and (3) sections in EII.



"The teachers are great here, and nice, too!"
~NDMA Student

Demographics: Enrollment demographic data averages for FY10:

- ★ **82%** of the students were from the Hutchinson School District Area, **20%** from surrounding communities within a 30-mile radius. These communities include Litchfield, Dassel, Glencoe, Buffalo Lake, Brownston, Stewart and Silver Lake.
- ★ **44%** qualified for educational benefits – free and reduced lunch
- ★ **25%** have an active IEP and qualify for Special Education services
- ★ **5%** Diverse Population (1% American Indian, 2% Asian, 1% Hispanic, 1% Black)

“I FEEL THAT THE
MONTESSORI (HANDS-ON)
 LEARNING IS
BEST FOR MY CHILD!
 ~NDMA PARENT

NDMA Demographics			
FY 2010-2011			
	Date	06.03.11	%
Gender			
Male		90	54%
Female		77	46%
Ethnicity			
White		159	95%
American Indian		2	1%
Asian		3	2%
Hispanic		2	1%
Black		1	1%
Economic Indicator			
Free		58	35%
Reduced		16	10%
Total F/R		74	44%
Special Education			
ELL		0	0%
Geographic			
Hutchinson District #423		137	82%
Other		30	18%
#465 Litchfield		2	1%
#466 Dassel-Cokato		4	2%
#2159 Buffalo Lake-Hector		7	4%
#2130 Sibley East		0	0%
#2859 Glencoe-Silver Lake		17	10%
Total students		167	100%

NDMA Attendance											
FY 2010-2011											
	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	
# of days of school	18	18	20	16	20	19	14	20	21		
Total Enrolled	192	193	196	193	189	187	185	186	184	18	
Average Daily Attendance	190.5	186.28	184.45	177.69	175.07	176.5	175.18	172.75	172.29	176.7	
TOTAL % Average Monthly Attendance	99.22%	96.52%	94.11%	92.07%	92.63%	94.39%	94.69%	92.88%	93.64%	96.58%	

- ★ NDMA Average Monthly Attendance throughout the year was 94.73%.

**“Education is a natural process carried out by the child
 and is not acquired by listening to words but by experiences in the environment.”**
 ~Maria Montessori

PROGRAM SUCCESSES AND BEST PRACTICES

NDMA has identified several areas of strength within our academic program and our school community.

Children’s House – NDMA served children ages three through five in two early childhood classrooms during the 2010-11 school year. There were five three-year olds, five four-year olds and twelve kindergarten students in each classroom. The preschoolers were present Monday, Wednesday and Friday mornings from 9 a.m. to noon. The kindergarten students were present 9 a.m. to 3 p.m. Monday through Friday. The carefully prepared environment for these children includes so much more than just school work. It is, in fact, a small version of the world, a world scaled down to the child’s age and ability level. Work in the Children’s House includes everything from taking care of the classroom environment and learning practical life skills to studies in Math and Reading.

Enrollment: NDMA’s enrollment leveled off this year, at 184 students. We added our final section of students by converting our one and only transitional classroom into an official Elementary II classroom for fourth, fifth and sixth graders. This was the first year we had students who have been with us from kindergarten through fourth grade. We are grateful to follow them on this important journey, and look forward to seeing them complete fifth and sixth grade with us in the coming years.

Montessori Certification: We now have five teacher/guides who have completed all of the requirements for Montessori credentials through the Center for Contemporary Montessori Programs at St. Catherine’s University. Three more teacher/guides are nearing completion of this program.

Quality Compensation (Q-Comp): NDMA was selected as the first public Montessori school in the state of Minnesota to qualify for the MDE’s Quality Compensation program. The program allowed NDMA to do the following: select Lead and Mentor teachers; develop specific math goals; develop Professional Learning Clusters for staff development and data analysis; and implementation of a comprehensive teacher observation and evaluation process.

Partnerships: NDMA continued to be blessed with many opportunities to partner with quality organizations to serve our students and families. The following represent some examples:

- *McLeod County Public Health and McLeod County 4-H* – Through collaboration we have partnered with both groups to implement a variety of afterschool programming, including **Afterschooligans**, and **Healthy Discoveries**. Both programs provided exciting afterschool opportunities for healthy eating and healthy activities.
- *Lions Dictionaries for third graders, and Liberty Books for fifth graders* – the local Lions Club donated personal dictionaries to all of our third graders, and Liberty books for all of our fifth graders.
- *Energy Conservation and Natural Gas Safety Training* – Hutchinson Utilities provided training for second graders, including providing each of them with a resource kit.



- *Junior Achievement* – Local volunteers provided career exploration activities for students in our lower and upper elementary classrooms, including a first-time trip to BizTown in the Twin Cities.
- *The Ambassador Company, on behalf of Casper’s Chiropractic, Kiwanis International, State Farm Insurance, McLeod Cooperative Power, and Country Kitchen* – presented all first graders with a free My Favorite Book.
- *Reading Buddies and Math Buddies* – Ridgewater College sent fifty students to work one:one with first, second and third graders on developing reading and math skills. In addition, NDMA continued to support Ridgewater’s paraprofessional training program by placing several of their paras-in-training in practical experiences in our classrooms.
- *New Century Academy* – New Century high school students provided countless hours in tutoring, reading and mentoring to NDMA’s students through their service learning program.

After-school Mandarin Chinese Program: Once again, NDMA offered fee-based after-school opportunities for children to continue learning Mandarin Chinese. More than a dozen students participated.

PROGRAM CHALLENGES

NDMA staff has also identified some challenges and difficulties from the 2010-2011 school year.

Facility – Even though NDMA has settled in a beautiful, new, larger facility that is serving our students well, space limitations are still a challenge. Limited space impacts potential to serve students with extreme needs. NDMA continues to explore options with the space that they occupy independently and collectively with New Century Charter School.

Sharing Space – NDMA shares their building with New Century Charter School, a 7-12 charter school with an enrollment of 150 students. Sharing a facility with another school means compromising the needs of our students over the needs of our neighbors from time to time. We will continue to collaborate with the NCCS staff to be good neighbors and articulate our vision for how we can share the facility to benefit all of our students.



ACCOUNTABILITY DATA

NDMA GOALS – YEAR 5/2010-2011

STUDENT ACADEMIC GOALS – YEAR 5/2010-2011

READING/LANGUAGE/MATH STUDENT GOAL: By 2015, 85% of students tested and continuously enrolled at NDMA for at least one year will achieve at least one year's worth of growth in exchange for one year's worth of instruction in reading, language, and math as measured by the ITBS growth from the Spring test of one year to the Spring test the following year. The remaining 15% of students tested and continuously enrolled will show developmentally appropriate progress in reading, language and math.

As a school NDMA will rank in the top 25 % of all public elementary schools in MN as reported by the MDE proficiency statistics by 2016.

As a school NDMA will perform in the top 25% of Montessori Charter Schools in MN as reported by the MDE proficiency statistics by 2016.

Methods and measurement tools used for evaluation:

- * Using ITBS/MCA-II data, specific goals will be created at the beginning of the year for students.
- * Administer a Reading/Language/Math Assessment in the first months of school.
- * Develop a Calendar of Assessments
- * Classroom assessments completed at least 3x's/year
- * Schedule staff time to analyze the assessments
- * Intervention Strategies

Findings

The Iowa Test of Basic Skills (ITBS) was given in April 2011 to 3rd-6th graders. The results are summarized in the *Appendix A: Standardized Testing Analysis and Evaluation*. Overall results indicate that the percentage of New Discoveries students scoring at or above grade level was below 85%. We did not reach our goals in these academic areas.

The Minnesota Comprehensive Assessments – Series II were administered in April of 2011. The groups/subgroups that were large enough to be counted included all, white and free/reduced. This subgroup of students did not meet the AYP requirements in Reading; consequently, the school did not meet the Adequate Yearly Progress.

Further details can be found in the *Appendix H: School Report Card*.

Observations

Of the 81 students who took the MCA assessment in the spring, 25% received special education services and 44% qualified for free/reduced lunch. The assessment was given in the Spring of 2011. With a sample size less than 100, the overall results can be impacted by only a few scores.



Recommendations

Based on the results of the assessments, the staff should continue to implement identified successful Intervention Strategies for students that continue to struggle and seek appropriate Enrichment Opportunities for students who meet and exceed the standards. Gathering assessment data on a regular basis throughout the school year will be put into practice to inform staff of the ongoing needs of the students.

SCHOOL NON-ACADEMIC GOALS - YEAR 5/2010-2011

ENVIRONMENTAL EDUCATION GOAL: Students and staff of NDMA will demonstrate the importance of Reduce, Reuse, Recycle, Energy Conservation, and Environmental Stewardship.

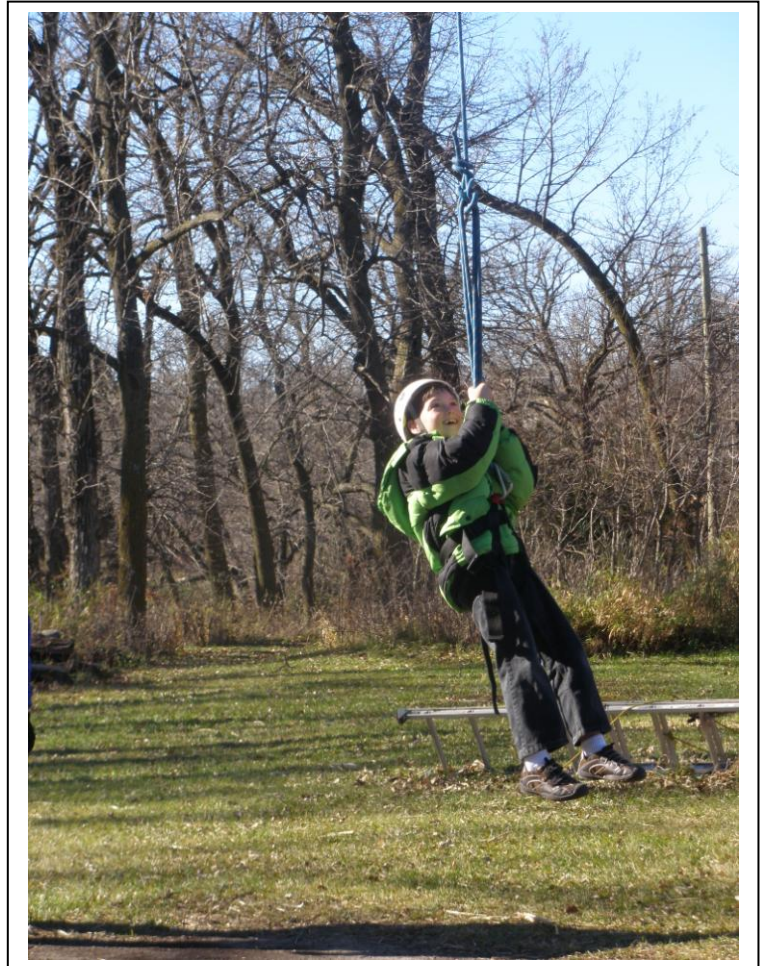
All Elementary II students will experience environmental education during the school year. All students at New Discoveries will experience at least one (1) environmental education activity during the year.

Methods and measurement tools used for evaluation:

Using the natural environment and available facilities, students will participate in an overnight environmental experience. Students will also explore and understand their local environment, and be involved in environmental-focused service learning projects which will foster the idea of stewardship for their environment. Ongoing documentation of the school's environmental experiences will be maintained by the staff. Journals will be kept by each student reflecting on their experiences.

Findings

Students in grades 5 and 6 went to Audubon Center of the North Woods for an environmental education experience. Adult chaperones (parents and teacher) went, as well. The group stayed for 3 days and 2 nights and thoroughly enjoyed their time. Highlights were the ropes course, climbing wall and hiking.



Environmental education - Most 5th and 6th graders participate in the residential program at ACNW every spring. 4th graders participate in annual nature field day with local DNR every spring. 2nd graders participate in annual energy conservation program with local utilities company every fall. All classrooms are actively involved in on-going recycling program. All classrooms follow conservation practices.

Staff of NDMA teach and model Reduce, Reuse, Recycle, Energy Conservation, and Environmental Stewardship. All students will practice and demonstrate these concepts.

All students participate in daily activities that involve environmental consciousness. Nature walks, sharing responsibility for sorting recyclables, delivering recyclables to reclamation center, practical life experiences within the classroom and school setting, are some examples of student exposure to environmental experiences that enhance their learning experience. Good stewardship is a part of our daily routine.

Recommendations

Continue this goal as it is part of our mission and philosophy. Make certain that staff are documenting their environmental experiences and that the students are creating reflections of the experiences.



STAKEHOLDER SATISFACTION SCHOOL GOAL: 85% of student, staff, parent, and community satisfaction surveys distributed and collected in the spring of the school year will “agree” with survey statements showing satisfaction with the NDMA program.

Methods and measurement tools used for evaluation:

- * Send out surveys in April
- * Have surveys available to fill out at various events
- * Mail out surveys with a self-addressed stamped envelope for easy return

Findings

Student, staff, family and community surveys were created to determine the level of satisfaction with the NDMA educational program. The survey questions included academic and life-skill statements and plenty of space for comments. The rating scale consisted of “Agree/Yes, Disagree/No, N/A/Don’t Know”. Surveys were distributed in May.

Student surveys were completed in the classroom indicating 80% of students are satisfied with the NDMA program. 94% of students stated that they are learning at this school. 80% agreed that their teacher makes sure that all students are learning. A few areas of concern include that an average of 62% of students don’t believe that the students in school help and respect one another. 92% of students indicated that they have improved their academic ability in all areas. Students indicated that they did not improve in Science or Social because they aren’t taught it. It is likely that this was answered this way because the teachers don’t state that they are specifically doing Social or Science – the curriculum is embedded with these subjects.

The Family Satisfaction survey was given to each child (185 students) to bring home to their parents and we also had multiple opportunities for families to fill out the survey at our Annual Meeting and Spring Program. Only 39 were completed. Of those, there were 94% of respondents that agreed with the statements on the survey. Families indicated that they valued the smaller class sizes, smaller school setting, the philosophy of the school, individualized instruction, Montessori philosophy and hands-on projects and materials. The main thing that families would like to see is more communication in the form of e-mail, website updates, newsletters and notes – from their child, from their child’s teacher and from the school in general.

Staff surveys indicate an overall satisfaction rate of 79% which is down 6% from the previous year. 96% agree that the building and grounds are well maintained, and like the multi-age classrooms. 93% agree that they understand the ‘at-will’ agreement, and feel valued by the director and parents. Areas of concern include not feeling valued by their colleagues or community, not feeling as if there’s adequate communication between the staff and board and among the staff.

There were only two Community Surveys returned and they were 90% in agreement with survey statements. The one comment that was noteworthy is that they would like to receive a school newsletter and website updates.

The average of overall responses is 86% indicating that most of our stakeholders are very satisfied with the NDMA program with the lowest satisfaction coming from the staff. Even though we met our goal of 85% with a combined satisfaction rate of our stakeholders groups, we will continue to use the satisfaction surveys to assess our program each year. We will look at the staff and student surveys closely to see where improvements can be made.



The complete results of these surveys are contained in *Appendix B: Student Survey Results, Appendix C: Staff Survey Results, Appendix D: Family Survey Results* and *Appendix E: Community Survey Results*.

Recommendations

More stakeholders need to fill out the survey. ALL staff needs to complete the survey. Although surveys were distributed earlier and we used various venues to get them to families, we may want to find another way to get completed surveys. The lowest number of surveys was returned from community members. We will have these surveys available at Spring events to complete. We can also send them out with a self-addressed stamped envelope for returning their surveys in order to receive maximum responses. For family surveys, it may work to include a small incentive for students to return each survey ensuring that the majority of the surveys are completed.

CHARACTER EDUCATION GOAL: Students and staff of NDMA will handle life situations with Grace and Courtesy.

Findings

There was no data available to assess this goal so therefore it is not reportable.

Recommendations

Staff needs to document ways in which the students and staff at NDMA handle life situations with Grace and Courtesy and make this a SMART goal so that results can be reported.

COMMUNITY CONNECTIONS SCHOOL GOAL: By the end of Year 5, the NDMA PTO group, PARENTS: Parent Advocates providing Resources to improve the learning Environment for New Discoveries Teachers, Students and staff, will successfully plan and implement at least 1 fundraising and 1 extra-curricular activity for the students. NDMA students and staff will sponsor (2) community-wide events that will encourage participation from the Hutchinson community.

Methods and measurement tools used for evaluation:

- Talk to families at Open House and other school events
- Talk to all parents about Volunteer group at parent/student/teacher conference
- Talk to/call key parents about being in charge of Volunteer group
- Plan a meeting with the sole purpose of introducing the Volunteer group and creating
- interest
- Number of parents involved in Volunteer group



Findings

PARENTS held a school carnival in the spring of the school year and raised money as one of their fundraisers. They also planned a number of restaurant fundraisers throughout the school year.

We have consistently realized remarkably high attendance in conferences, student programs and school-wide events. We always have more chaperones for special events than we need.

Recommendations

Because it is so important for NDMA to involve the parents and encourage volunteering, we will continue to support and promote PARENTS (PTO) and we will continue this goal for year 5.

NDMA PROGRAM GOAL: By 2012 all staff at NDMA will have Montessori Credentials or training at the appropriate level for their position.

NDMA BOARD FINANCIAL GOAL: Based on saving 3% of our total budget per year, NDMA will have a fund balance of \$120,000 by the end of the 2011-2012 school year.

NDMA GOALS – YEAR 6/2011-2012

STUDENT ACADEMIC GOALS – YEAR 6/2011-2012

READING/LANGUAGE/MATH STUDENT GOAL: By 2015, 85% of students tested and continuously enrolled at NDMA for at least one year will achieve at least one year’s worth of growth in exchange for one year’s worth of instruction in reading, language, and math as measured by the ITBS growth from the Spring test of one year to the Spring test the following year. The remaining 15% of students tested and continuously enrolled will show developmentally appropriate progress in reading, language and math.

As a school NDMA will rank in the top 25 % of all public elementary schools in MN as reported by the MDE proficiency statistics by 2016.

As a school NDMA will perform in the top 25% of Montessori Charter Schools in MN as reported by the MDE proficiency statistics by 2016.

- **Methods and measurement tools used for evaluation:**
- Using ITBS/MCA-II data, specific goals will be created at the beginning of the year for students.
- Administer a Reading/Language/Math Assessment in the first months of school.
- Develop a Calendar of Assessments
- Classroom assessments completed at least 3x’s/year
- Schedule staff time to analyze the assessments
- Intervention Strategies



Q-Comp Goal:

The percent of all students in grades 3-6 who will earn achievement levels of Meets the Standards or Exceeds the Standards on the Mathematics MCA/MTAS at NDMA will increase from 38.2 percent in 2010 to 53.6 percent in 2011.

SCHOOL NON-ACADEMIC GOALS - YEAR 6/2011-2012

ENVIRONMENTAL EDUCATION GOAL: All Elementary II students will experience environmental education during the school year. All students at New Discoveries will experience at least one (1) environmental education activity during the year. Students and staff of NDMA will demonstrate the importance of Reduce, Reuse, Recycle, Energy Conservation, and Environmental Stewardship.

Using the natural environment and available facilities, students will participate in an overnight environmental experience. Students will also explore and understand their local environment, and be involved in environmental-focused service learning projects which will foster the idea of stewardship for their environment. Ongoing documentation of the school’s environmental experiences will be maintained by the staff. Journals will be kept by each student reflecting on their experiences.

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Methods and measurement tools used for evaluation:

- * Send out surveys in April
- * Have surveys available to fill out at various events
- * Mail out surveys with a self-addressed stamped envelope for easy return

CHARACTER EDUCATION GOAL: Students and staff of NDMA will handle life situations with Grace and Courtesy. (need to refine into SMART goal)

COMMUNITY CONNECTIONS SCHOOL GOAL: By the end of Year 6, the NDMA PTO group, PARENTS: Parent Advocates providing Resources to improve the learning Environment for New Discoveries Teachers, Students and staff, will successfully plan and implement at least 1 fundraising and 1 extra-curricular activity for the students. NDMA students and staff will sponsor (2) community-wide events that will encourage participation from the Hutchinson community.

Methods and measurement tools used for evaluation:

- Talk to families at Open House and other school events
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- Talk to/call key parents about being in charge of Volunteer group
- Plan a meeting with the sole purpose of introducing the Volunteer group and creating interest
- Number of parents involved in Volunteer group

NDMA PROGRAM GOAL: By 2012 all staff at NDMA will have Montessori Credentials or training at the appropriate level for their position.

NDMA BOARD FINANCIAL GOAL: Based on saving 3% of our total budget per year, NDMA will have a fund balance of \$120,000 by the end of the 2011-2012 school year.



OTHER SCHOOL ACCOUNTABILITY INFORMATION

COMMUNITY CONNECTIONS

See “Partnerships” on page 13 under Program Successes and Best Practices.

STAFF TURNOVER

STAFF ABSENTEEISM

Staff missed a cumulative total of 235.50 days out of 170 student contact days. These days were either sick days or personal days unrelated to professional development activities. A total of 20 absences were due to attending staff development activities.

SCHOOL FINANCES

The FY09 audit was completed and was submitted to the MN Department of Education prior to December 30, 2010. New Discoveries Montessori Academy was one of 64 charter schools to receive the 2011 Finance Award (for FY10 data). The award goes to school districts that meet certain financial and legal criteria that signify schools as good stewards of public dollars. Since FY 2003, the Minnesota Department of Education (MDE) has recognized school organizations that exhibit sound fiscal health and financial management policies and procedures. MDE's School Finance Award is based on compliance with state statute on a number of finance issues and other means of demonstrating fiscal health. We are very proud to be a recipient of this award.



CONCLUSION

In conclusion, ACNW Authorizer Liaison, Steve Dess, had the following to say about NDMA:

New Discoveries Montessori Academy is fully engaged with its parents and its teachers through its many opportunities for participation and decision-making. In particular, the teachers have embrace Quality Compensation (Q-Comp) and continues to maintain its commitment to the Montessori curriculum. Moreover, the leadership of this school is providing leadership not only to NDMA but to other schools that need assistance in start-up and other operational details. The Director is also part of the ACNW re-licensure committee and actively assists the authorizer in its role of oversight. NDMA continues to meet and exceed the authorizer’s expectations in operating this charter school.

On behalf of the Audubon Center of the North Woods (ACNW) Charter School Division,

Steve Dess,
ACNW Charter School Division Coordinator and Authorizer Liaison

APPENDICES

Appendix A: Standardized Testing Analysis and Evaluation

Appendix B: Student Survey Results

Appendix C: Staff Survey Results

Appendix D: Family Survey Results

Appendix E: Community Survey Results

Appendix F: NDMA Student Application

Appendix G: NDMA Financial Statements

Appendix H: NDMA School Report Card



Best school ever!
~NDMA Student

The greatest sign of a success for a teacher...is to be able to say, "The children are now working as if I did not exist." -- Maria Montessori

APPENDIX A: Standardized Testing Analysis and Evaluation

Iowa Test of Basic Skills (ITBS) Assessment

In using this information, it is important to remember some cautions in drawing conclusions.

- Even though there are several testing points throughout the year, they only represent snapshots of students at a given moment.
- The school and program are only in their third year. The impact of the program is not likely to be fulfilled in just a few school years.
- Some comparisons between testing periods are impacted by turnover in enrollment. With the small class sizes this can affect the scores and the results.
- Though the test data is only one piece, it does have value in looking at program effectiveness. It can suggest program decisions in conjunction with other data and observations.
- Individual student plans can utilize their information to determine areas of needed concentration.
- A school must consider whether the items tested on a standardized test are consistent with their curriculum. If standardized testing is going to play a significant role in determining the success of the program, it is necessary to make certain that the curriculum is consistent with what is tested.
- If there are specific concerns with when or how the testing was done that might affect regression figures those concerns must be addressed.

General Conclusions:

- Of the 90 students who took the assessment in the spring, 20% received special education services and 52% qualified for free/reduced lunch.
- The assessments were given in September 2009 and April 2010.
- With a sample size of less than 100, the overall results can be impacted by just a few scores.

**2010-11 Growth in Reading, Language and Mathematics
at NDMA based on ITBS scores**

One-year growth of 4th – 6th grade students at NDMA is based on grade equivalent differences from Spring 2010 to Spring 2011 Iowa Tests of Basic Skills results.

Reading (62% achieved at least one year of growth in reading)

4th Grade: Test data is available for twenty-one 4th grade students who were continuously enrolled at NDMA by May of 2010. Three of the students qualified for special education services.

Seventeen of the twenty-one (81%) students demonstrated at least one full year of growth in reading. One student (who received special education services) demonstrated 0.8 of a year of growth, and two students demonstrated 0.3 of a year of growth in reading. One student demonstrated no growth in reading.

5th Grade: Test data is available for nineteen 5th grade students who were enrolled at NDMA by May of 2010. Three of the students qualified for special education services.

Eleven of the nineteen (58%) students demonstrated at least one full year of growth in reading. Two students demonstrated 0.8 and 0.9 of a year of growth, three students (one received special education services) demonstrated 0.6 of a year of growth, and one student (reading 3.5 years above grade level in the spring of 2010) demonstrated 0.1 of year of growth in reading. One student showed no growth in reading, one student (who received special education services) regressed 0.7 of a year in reading.

6th Grade: Test data is available for twenty-one 6th grade students who were enrolled at NDMA by May of 2010. Eight of the students qualified for special education services.

Ten of the twenty-one (48%) students demonstrated at least one full year of growth in reading. Two students demonstrated a 0.9 of a year of growth, two students demonstrated 0.5 – 0.6 of a year of growth, four students (three who received special education services) demonstrated 0.1 – 0.2 of a year of growth in reading. Two students (both received special education services) regressed 0.4 and 0.8 years in reading. One student regressed one full year in reading.

Language (47% achieved at least one year of growth in language usage)

4th Grade: Test data is available for twenty 4th grade students who were enrolled at NDMA by May of 2010. Three of the students qualified for special education services.

Ten of the twenty (50%) students demonstrated at least one full year of growth in language usage. Three students (one who received special education services) demonstrated 0.5 – 0.6 of a year of growth, and two students demonstrated 0.2 – 0.3 of a year of growth in language usage. Two students demonstrated no growth in language usage. One student regressed 0.2 of a year while one student (who was 4 years above grade level in language usage in the spring of 2010) regressed 0.4 of a year in language usage.

5th Grade: Test data is available for nineteen 5th grade students who were enrolled at NDMA by May of 2010. Three of the students qualified for special education services.

Nine of the nineteen (47%) students demonstrated at least one full year of growth in language usage. Three students demonstrated 0.7 – 0.8 of a year of growth, two students (both received special education services) demonstrated 0.5 of a year of growth, and one student (who received special education services) demonstrated 0.3 of a year of growth in language usage. Three students regressed 0.3 – 0.4 of a year and one student regressed 1.4 years in language usage. Three of the four students showing regression were more than 1.5 years above grade level in language usage in the spring of 2010.

6th Grade: Test data is available for twenty-one 6th grade students who were enrolled at NDMA by May of 2010. Eight of the students qualified for special education services.

Nine of the twenty-one (43%) students demonstrated at least one full year of growth in language usage. Six students (three received special education services) demonstrated 0.5 – 0.7 of a year of growth and two students (both received special education services) demonstrated 0.2 of a year of growth in language usage. Four students (one who received special education services) regressed 0.1 – 0.2 of year in language usage.

Mathematics (56% achieved at least one year's growth in mathematics)

4th Grade: Test data is available for twenty 4th grade students who were enrolled at NDMA by May of 2010. Three of the students qualified for special education services.

Fourteen of the twenty (70%) students demonstrated at least one full year of growth in mathematics. Two students demonstrated 0.7 – 0.8 of a year of growth, three students demonstrated 0.5 – 0.6 of a year of growth, and one student (who was in the top quartile in the spring of 2010) demonstrated 0.3 of a year of growth in mathematics.

5th Grade: Test data is available for eighteen 5th grade students who were enrolled at NDMA by May of 2010. Two of the students qualified for special education services.

Eight of the eighteen (44%) students demonstrated at least one full year of growth in mathematics. Three students demonstrated 0.7 – 0.8 of a year of growth, and one student demonstrated 0.2 of a year of growth in mathematics. Two students regressed 0.1 – 0.2 of a year and two students regressed 0.7 of a year in mathematics. All students who regressed had achievement levels in the bottom quartile for both 2010 and 2011.

6th Grade: Test data is available for twenty-one 6th grade students who were enrolled at NDMA by May of 2010. Eight of the students qualified for special education services.

Eleven of the twenty-one (52%) students demonstrated at least one full year of growth in mathematics. One student (who received special education services) demonstrated 0.9 of a year of growth, four students (one who received special education services) demonstrated 0.4 – 0.6 of a year of growth and one student demonstrated 0.1 of a year of growth in mathematics. One student (who was in the 98% in the spring of 2010) demonstrated no growth, and three students (two received special education services) regressed 0.1 – 0.3 of year in mathematics.

NDMA ITBS Results - Fall 2010

Reading			
Grade	# Students Within Grade Level Range or above on Fall 2010 ITBS		Total # tested Fall 2010
1	8	42%	19
2	8	32%	25
3	12	57%	21
4	16	57%	28
5	15	65%	23
6	9	33%	27
Total	68	48%	143

NDMA ITBS Results - Spring 2011

Reading			
Grade	# Students Within Grade Level Range or above on Spring 2011 ITBS		Total # tested Spring 2011
1	9	43%	21
2	10	40%	25
3	11	44%	25
4	14	61%	23
5	17	65%	26
6	9	39%	23
Total	70	49%	143

Language

Grade	# Students Within Grade Level Range or above on Fall 2010 ITBS		Total # tested Fall 2010
K	14	70%	20
1	10	48%	21
2	10	37%	27
3	12	52%	23
4	11	41%	27
5	13	59%	22
6	6	22%	27
Total	76	46%	167

Language

Grade	# Students Within Grade Level Range or above on Spring 2011 ITBS		Total # tested Spring 2011
K	11	58%	19
1	13	62%	21
2	6	24%	25
3	11	44%	25
4	11	48%	23
5	15	58%	26
6	9	39%	23
Total	76	47%	162

Math

Grade	# Students Within Grade Level Range or above on Fall 2010 ITBS		Total # tested Fall 2010
K	11	55%	20
1	14	67%	21
2	10	38%	26
3	10	43%	23
4	14	50%	28
5	12	52%	23
6	6	22%	27
Total	77	46%	168

Math

Grade	# Students Within Grade Level Range or above on Spring 2011 ITBS		Total # tested Spring 2011
K	8	42%	19
1	9	43%	21
2	4	16%	25
3	12	48%	25
4	12	52%	23
5	14	54%	26
6	5	22%	23
Total	64	66%	97

NDMA Student Satisfaction Survey 2010-2011

Grade <u> K-6 </u>
Teacher Initials <u> ALL </u>
124 surveys

As part of our charter agreement with our authorizer, Audubon Center of the North Woods (ACNW), and the Minnesota Department of Education (MDE), we need to determine the level of satisfaction among the stakeholders of New Discoveries Montessori Academy, in particular, the students of NDMA. Please check the box that reflects your opinion of the following statements about NDMA. (*Don't Know - please use this column only if you don't have enough information to respond.*)

	YES	NO	DON'T KNOW	Comments (Please be specific)
1) I am learning at this school.	116	3	5	*Best school ever!
2) I like learning using the Montessori materials.	111	5	7	*With new materials that are easy to use, its easier to learn. *They've really helped me learn.
3) I talk with my family about school.	91	26	7	*I talk to my family a lot about this school
4) I feel valued and respected by my teacher.	105	7	11	*sometimes *If there are problems then I do.
5) My teacher makes sure that all students are learning.	100	1	21	*yes, my teacher is nice. *Great teacher!
6) My teacher expects me to do well in school.	113	1	7	*yes.
7) My teacher tells me how I am doing in school.	79	24	20	*sometimes
8) I feel safe and comfortable in school.	100	11	13	*lock downs scare me.
9) I think the things we do at New Discoveries help to make our community better.	92	4	27	*This place is amazing! I learn so much better than I used to! *Food Shelf, Coat drive.
10) My teacher listens to me and respects me.	98	9	15	*Yes, they help me understand stuff and help.
11) The students in school help and respect one another.	77	15	30	*Sometimes.
12) I think that this school is preparing me for my future.	98	9	16	*This school is teaching me organization and many other things that I need in the future.
13) The director and staff take care of situations when students make poor choices/misbehave.	98	4	19	*We have fix-it plans.

	YES	NO	DON'T KNOW	Comments (Please be specific)
14) I know my academic strengths and weaknesses.	91	6	26	*I know what I need to work on!
15) I know the New Discoveries Montessori Academy rules.	107	4	11	*but I don't always listen!
16) I would recommend New Discoveries Montessori Academy to other kids.	95	11	17	*Yes, this school is awesome! I can't say enough! *I want my children to come to this school! (1 st)

Please rate your improvement in the following areas over the past school year:

I HAVE IMPROVED IN MY ABILITY TO:	BIG IMPROVEMENT	SOME IMPROVEMENT	NO IMPROVEMENT	Comments (Please be specific)
1) Read	73	45	5	*I love everything! *If I get into a book, I never want to stop! * I read chapter books!
2) Write	86	34	5	*I started writing a book! *I learned cursive.
3) Speak about something in front of a group	61	51	11	*I still get nervous, but I get over it.
4) Use math	77	39	8	*I think I made a big improvement because I think I take math serious.
5) Understand science	68	38	14	*I don't really know a lot about science.
6) Understand Social Studies	64	48	11	
7) Participate in Phy Ed	95	14	11	*I love it!
8) Participate in Art	93	21	9	*I love art!
9) Participate in Music activities	87	21	15	*Music is cool!

Other comments (*please be specific*):

- *Using Montessori materials really helps when paper sheets and flashcards don't.
- *I want to say: This school is great, I love going to school!
- * I think school is boring...
- *When I came to this school, I did not know my multiplication facts but now I'm doing above grade level math! What an improvement!
- *I love NDMA and I hope it will grow and more students will come to love it!!
- *All the stuff I learned here makes me feel like I'm ready for college. (2nd)
- *I love this school! *NDMA is nice because they say it how you can understand it. They give you more work than other school's to help you learn better. I Love this school!
- *I LOVE SCHOOL!

Thank you! :)

APPENDIX C:

**NDMA Staff Satisfaction Survey
2010-2011**

28 surveys completed

Each year, as part of our charter agreement with our authorizer, Audubon Center of the North Woods (ACNW), and the Minnesota Department of Education (MDE), we need to determine the level of satisfaction among the stakeholders of New Discoveries Montessori Academy, in particular, the staff of NDMA. **It is very important that we receive your input!** Please check the box that reflects your opinion of the following statements about NDMA. (N/A – please use this column only if not applicable or you do not have enough information to respond.)

	Agree	Disagree	N/A	Comments (Please be specific)
1) I understand that I am employed at New Discoveries under an 'at-will agreement' - I can leave or be let go at anytime.	26	2	0	*2 week notice.
2) NDMA offers me adequate facilities to create a positive learning environment.	24	2	2	*too many meetings!
3) I feel valued and appreciated in my work by my colleagues.	17	9	2	*I fell there is a lot of behind-the-back talk among colleagues. I don't care for "office politics" and I try to stay away from these situations. I realize it is unavoidable, but I think we could all use a session on respecting each other.
4) I feel valued and appreciated in my work by the director.	26	2	0	
5) I feel valued and appreciated in my work by parents of the children at NDMA.	26	0	2	
6) I feel valued and appreciated in my work by the students at NDMA.	23	3	2	*sometimes disrespectful attitudes make me feel unappreciated.
7) I feel valued and appreciated in my work by the community.	14	5	9	*still hear comments from former staff about what a poor school we are. Just tell them they are wrong. *Only in part. I think the community needs to be more informed about who we are.
8) I feel valued and appreciated in my work by the NDMA school board.	21	3	4	
9) I feel I am provided with sufficient opportunities to grow professionally.	22	4	2	*Q-Comp has been great. Observations have helped. *I wish we had an internal posting system so we can be made aware of opportunities at both NCCS and NDMA.
10) We are adequately meeting the needs of our students.	23	2	3	*Yes, but lets not stop there! *It depends on the classroom.
11) I am satisfied with the academic program at NDMA.	22	4	2	*there have been several instances of bullying amongst kids. Students disrespectful toward one another.
12) I think the overall atmosphere within NDMA is beneficial to student learning.	24	3	1	*very child-centered atmosphere.

	Agree	Disagree	N/A	Comments (Please be specific)
13) There is adequate communication between staff and the director.	20	6	2	*this is way better this year.
14) There is adequate communication between staff and parents.	20	4	4	
15) There is adequate communication between staff and the school board.	16	4	8	
16) There is adequate communication among the staff.	17	11	0	*lots of indirect (email) communication not as much face to face communication. *none at all. We used to have good communication but lots of staff are scared to talk – the only communication by staff is cutting other staff down. It's a mess.
17) The director and staff take care of situations when children misbehave or make poor choices.	23	3	2	*I've appreciated the assistance with this.
18) I like the multi-age classrooms.	27	0	1	*Can be challenging as a teacher but it is great for the students!
19) I feel that students are learning at NDMA.	24	3	1	
20) Resources are available to help me accomplish my job and I understand how to access them.	22	5	1	*It is wonderful to know if I need materials/supplies all I need to do is ask.
21) The school building and grounds are well maintained.	27	1	0	*Love the sidewalk out back. *Good job!
22) I would recommend New Discoveries Montessori Academy to other families.	25	2	1	

One thing I like about New Discoveries Montessori Academy:

*The kids help take care of building and classroom. *very child-centered. *The atmosphere. The hands-on learning. The smaller size. The staff really care about the students. *The attempts some staff are making to partner more with NCCS. *Very approachable Director – fair. *we think outside the box! *the staff are cooperative and friendly. They are invested in their jobs and care about their students academically and emotionally. *staff really cares about the students.

One thing I would like to change:

*Our room needs more lessons compared to most. *I would love to see NDMA grow to accommodate students up to 8th grade.*communications between staff could use improvement. *Some staff members are clearly anti-Montessori and should seek employment in a traditional school! *Would be great to have more space – expand to more grade levels. *Respect, cooperation, honesty, consequences for actions, more people discipline, less favoritism, fairness, confidentiality among staff, (they are too quick to run to others to share any bad thing they can, less power playing equality!!!, team work, offer everyone a chance to work on special events so all can share in the joy of school event. (ie book fairs, programs, fundraisers) equal recognition (not it is only for a few, others are over looked it seems while some are praised openly) being able to find joy in working again instead of walking on eggshells. Many feel as I do but are afraid to say.

Other comments (Please be specific):

*Great staff to work with. I enjoy coming to work. *I am so grateful to be working at NDMA! *the school is constantly improving. Each year brings its challenges but overall I am thankful to be a part of our school.

APPENDIX D:

***NDMA Family Satisfaction Survey
2010-2011***

39 surveys completed

Each year, as part of our charter agreement with our authorizer, Audubon Center of the North Woods (ACNW), and the Minnesota Department of Education (MDE), we need to determine the level of satisfaction among the stakeholders of New Discoveries Montessori Academy, in particular, the families of the NDMA students. **It is very important that we receive your completed survey!** Please check the box that reflects your opinion of the following statements about New Discoveries. (N/A – please use this column only if not applicable or you do not have enough information to respond.)

	Agree	Disagree	N/A	Comments (Please be specific)
1) Overall, my child seems to be satisfied at New Discoveries Montessori Academy.	36	3	0	*Your efforts with the kids make such a huge impact!
2) My child has made friends at New Discoveries Montessori Academy.	39	0	0	*
3) My child feels safe at New Discoveries Montessori Academy.	38	1	0	
4) My child feels safe on the way to and from school.	38	0	1	*
5) My child appreciates his/her teacher.	37	2	0	*Has bonded more over the year and the Audubon trip cemented it! *Has nothing but great things to say – and my youngest is now thinking he wants to be a teacher!
6) My child feels valued and respected by his/her teacher.	37	2	0	*Awesome!
7) My child appears to be progressing academically.	39	0	0	*Both of my children are doing exceptionally well. *He has had such incredible opportunities with the staff to advance at his own pace.* leaps and bounds!
8) My child feels valued and respected by the adults at NDMA.	38	1	0	

	Agree	Disagree	N/A	Comments
9) My child's teacher knows and responds to my child's individual needs.	36	2	1	*Everybody that works with my child on a regular basis has really tried to do things at my child's pace and I really appreciate it. *We were able to work through a problem.
10) My child's teacher supports and encourages my child's attempts to gain new skills.	36	2	1	My child's teachers have done an awesome job of keeping me informed of the progress both academically and self-esteem of my child. And they are always available off hours.
11) My child's teacher helps to build my child's self-esteem.	36	2	1	
12) My child's teacher listens to me, respects me as a parent (or guardian) and supports us as a family.	36	2	1	*His teacher is very good at continuing to communicate my child's progress.
13) School guidelines are stated in a positive way.	37	1	1	
14) The atmosphere at New Discoveries Montessori Academy is warm and nurturing.	35	3	1	*It is a very friendly and comfortable setting.
15) The school staff interacts respectfully with each other.	34	3	2	
16) The director and staff intervene effectively when children misbehave.	33	3	3	*The director is amazing! He understands children very well!
17) Families are informed frequently about school happenings through newsletters, notes and phone calls.	36	2	1	*Would like to see more of the upcoming schedule for lessons before they happen.
18) I have received information on the school's philosophy and goals for children.	36	2	1	*I would appreciate more communication – website updates would be helpful.
19) I feel welcome to visit my child's school at any time.	38	0	1	*I always feel welcome!

	Agree	Disagree	N/A	Comments
20) I know whom to go to with my concerns and feel confident that my concerns will be addressed respectfully and promptly.	36	3	0	
21) I have been made aware of my child's academic strengths and weaknesses.	39	0	0	
22) My child tells me what is happening at school.	36	3	0	*Sometimes
23) I am aware of opportunities and feel welcome to volunteer in my child's school.	39	0	0	
24) I feel my child is receiving a well-rounded education at New Discoveries Montessori Academy.	36	3	0	*I love the balance that NDMA provides. *We especially love that our child's learning Chinese.
25) I would recommend New Discoveries Montessori Academy to other families.	36	2	1	*I have! *I think that the school is great for my children. *very much!

Needs Assessment:

1) Which of the following sources are you MOST likely to rely on for information about New Discoveries Montessori Academy?

(Choose one.)

- School Newsletter (13)
- Local Newspaper – Hutch Leader
- Friends/Neighbors/Other People (4)
- e-mail/website (10)
- Other _____

- Classroom Newsletter (14)
- Material brought home by children (16)
- NDMA Staff/Teachers (6)
- Mailings (2)
- Don't know (1)

2) What kind of school information would you be most interested in?

- How students are doing/Student Progress (29)
- Volunteer opportunities (7)
- Teachers/Teaching methods (9)
- School Board information

- Curriculum information (9)
- Special Events (16)
- Charter Schools (1)
- Montessori Philosophy/Method (6)

O Other _____ all of the above (1)

O Don't know (2)

3) Why did you enroll your child(ren) at New Discoveries Montessori Academy?

*Class combine grades. *Public school was not working for us and came highly recommended. *Heard excellent things about the school and the teaching style. *Alternative to public school, more personal classroom help. *Looking for a small, supportive setting where our son could learn in a creative environment. *size and philosophy. *Because she was getting "left behind" in public school. *We wanted our child to feel like a part of a community and not just a number. *Honestly, the director – he's superb as a leader, role model and a person in general. His personality is why I chose NDMA for my 4 children! *location/size, but primarily curriculum. *Because it was a better alternative to homeschooling.* for a structured atmosphere that promotes challenging material to my child and allows him a good chance to advance academically. *Heard a lot of great things about the school out in the community. *We were happy with District 423 – thought this might be even better.

4) In what ways would you like to be involved at New Discoveries Montessori Academy?

*Always willing to help (volunteer) or donate if able to.*PTO. *Already am.

5) One thing I like about New Discoveries:

Everyone is very friendly. Multi age classrooms and class sizes. *I like how they talk to parents about how the children are doing and call at the time when something is not right. * Access to our teacher. *small groups more like a family atmosphere. *Great staff! *The staff: the foundation and everyday functions of NDMA! *multi-age classrooms *My child loves coming to school. Multiple learning opportunities. *The kids learn to work with older and younger kids in their class.

6) One thing I would like to change:

*Allowing enough time or making sure each student has everything in their folders to take home.*Better phy-ed classes, more computer time for students. *Negativity.*Nothing! It's great the way it is! *More family night activities! They are such a joy! *Rotation of teachers. *I would like more e-mail on news. *Would love to have the foreign languages back. * I wish the school calendar was on the website. *getting report cards. *more art classes.

Comments (Please be specific):

*Thank you for your service to our kids! *everyone is very helpful and friendly.

Thank you for taking the time to complete this survey! We appreciate your comments and your opinion matters!

Please return by Wednesday, May 11th.

APPENDIX E:

2 surveys completed

***NDMA Community Satisfaction Survey
2010-2011***

Each year, as part of our charter agreement with our authorizer, Audubon Center of the North Woods (ACNW), and the Minnesota Department of Education (MDE), we need to determine the level of satisfaction among the stakeholders of New Discoveries Montessori Academy, in particular, the members of our community. **It is important that we receive your input!** Please check the box that reflects your opinion of the following statements about NDMA. (*N/A – please use this column only if not applicable or you do not have enough information to respond.*)

	Agree	Disagree	N/A	Comments (Please be specific)
1) New Discoveries Montessori Academy is an asset to the Hutchinson area.	2	0	0	*Absolutely!
2) I would send my child or tell others to send their child to New Discoveries.	2	0	0	
3) I feel welcome to visit New Discoveries.	2	0	0	
4) The staff members of New Discoveries are friendly and helpful.	2	0	0	
5) New Discoveries communicates effectively with the community.	1	1	0	*Could do more Maybe update website more frequently.*It would be great to see more coverage in the newspaper.
6) NDMA is providing a quality education for children.	2	0	0	
7) The NDMA students that I meet are well-mannered, respectful and behave appropriately.	2	0	0	
8) I am informed about what is going on at New Discoveries Montessori Academy.	1	1	0	*only when I physically visit the school. *Mostly.

	Agree	Disagree	N/A	Comments (Please be specific)
9) My most recent experience with NDMA was positive.	2	0	0	
10) I support the Mission/Vision of New Discoveries Montessori Academy.	2	0	0	

New Discoveries Montessori Academy

Mission: "Education for Life" To provide children with a quality education that prepares them intellectually, physically, socially, creatively, and emotionally for our changing world and all its joys and challenges. An education for life.

Vision: Through nurturing the development of each child, children will be given the tools to grow into an independent, responsible, and compassionate life-long learner realizing their place in the world.

We will accomplish this with Montessori philosophy as the core of our curriculum, highly-trained staff, stimulating classroom environments and exceptional manipulative materials where children explore and are free to master skills.

This program fosters self-motivation, self-discipline, compassion, independence, critical thinking, social and personal responsibility, and respect for others and the environment. It is our vision that children gain a strong sense of self and realize a life-long satisfaction and joy in learning, working, and exploring life.

We believe this will enable our children to share and contribute their unique talents in the world.

Needs Assessment:

1) Which of the following sources are you MOST likely to rely on for information about New Discoveries Montessori Academy?

(Choose one.)

School Newsletter

Local Newspaper – Hutch Leader (1)

Friends/Neighbors/Other People

e-mail/website (2)

Other _____

Classroom Newsletter

Material brought home by children

NDMA Staff/Teachers

Mailings

Don't know

2) What kind of school information would you be most interested in?

- How students are doing/Student Progress
- Volunteer opportunities (1)
- Teachers/Teaching methods
- School Board information
- Other _____

- Curriculum information
- Special Events (1)
- Charter Schools
- Montessori Philosophy/Method (1)
- Don't know

3) What types of activities are you aware of that New Discoveries Montessori Academy has been involved in?

4) What types of needs or activities in community service do you think would be valuable for NDMA to explore in the future?

*Reading with/to seniors in school and at Senior Living/Recreation Facilities

Comments:

Please circle your age category: 18-24 25-34 35-44 (1) 45-54 (1) 55-64 65-74 75+

If you would like more information, please list your name, address, phone and e-mail address. _____

Thank you for taking the time to complete this survey! Please mail completed survey in enclosed envelope and return by **June 15th**. The results will be used to help us better serve the students, Hutchinson and the surrounding community. We appreciate your comments! :)

New Discoveries Montessori Academy

816 Century Avenue SW
P.O. Box 305
Hutchinson, MN 55350
320.234.6362 (NDMA)

info@newdiscoveries.org * www.newdiscoveries.org



STUDENT APPLICATION

Student Information

Date _____ Enrolled
Grade _____ Waiting List
Contacted _____ Initials _____
For Office Use

Student Name _____
Last First Middle

Date of Birth _____ Male Female Social Security # _____ -- ____ -- ____
MM/DD/YY

Address _____
Street City State Zip Code

SCHOOL most recently attended (date) & **GRADE** _____

Name(s) of previous school(s) attended _____

Parent/Guardian Information

I. Name _____ Phone _____
Last First

Address _____
Street City State Zip Code

Email Address _____ Other Contact Numbers _____

Occupation _____ Location _____ Work Phone _____

I. Name _____ Phone _____
Last First

Address _____
Street City State Zip Code

Email Address _____ Other Contact Numbers _____

Occupation _____ Location _____ Work Phone _____

Sibling(s)

_____ School Attending _____ DOB _____ Grade _____

_____ School Attending _____ DOB _____ Grade _____

_____ School Attending _____ DOB _____ Grade _____

Other:

Parent/Guardian Signature _____

Date

**New Discoveries Montessori Academy
Hutchinson, Minnesota**

**Balance Sheet
As of June 30, 2011**

	General Fund	Food Service Fund	Community Service Fund	Total All Funds
<u>Assets</u>				
Current Assets				
Main Checking-Citizens Bank	54,001	9,963	3,522	67,486
Accounts Receivable	6,836			6,836
Payments due from New Century Charter School	8,081			8,081
State Aids Receivable	506,701			506,701
Federal Aids Receivable	35,339			35,339
Prepaid Expenses and Deposits	4,621			4,621
Total All Assets	615,580	9,963	3,522	629,065
<u>Liabilities and Fund Balance</u>				
Current Liabilities				
Salaries and Wages Payable	61,209		1,732	62,940
Citizens Bank Line of Credit Advances	455,000			455,000
Accounts Payable	63,299	9,296		72,596
Due to Other Governmental Units	4,044	154		4,198
Payroll Deductions and Contributions	21,882		550	22,432
Deferred Revenue	1,708	512	725	2,945
Total Current Liabilities	607,141	9,963	3,007	620,111
Fund Balance				
Fund Balance 7-1-2010	35,705	0	7,397	43,102
Net Income To Date	(27,267)	0	(6,882)	(34,149)
Total Fund Balance	8,439	0	515	8,954
Total Liabilities and Fund Balance	615,580	9,963	3,522	629,064

**New Discoveries Montessori Academy
Hutchinson, Minnesota**

**Summary Revenue and Expense Statement
As of June 30, 2011**

	FY 2011 Original Budget	FY 2011 Revised Budget	Audited Totals	Percent of Budget
Estimated Student Enrollment (K - 6)	187	175	169.48	
General Fund - 01				
Revenues				
State Revenues				
211 General Education Aid	1,186,573	1,129,713	1,101,473	
348-300 Charter School Lease Aid	212,771	216,720	210,408	
740-360 Special Education Aid	414,625	412,713	412,214	
Total State Revenues	1,813,969	1,759,146	1,724,095	98.01%
Federal Revenues				
XXX-400 Title Programs	46,786	45,462	44,130	
XXX-400 Special Education Aid REAP Grant	34,498	35,915	35,220 24,717	
152 Education Jobs Fund		37,183	37,183	
Total Federal Revenues	81,284	118,560	141,251	119.14%
Local Revenues				
050 Student Fees	8,450	6,500	4,924	
011-050 Student Field Trip Fees	4,800	10,500	8,378	
810-080 Facility Usage Fees	150	150	640	
092 Interest Earnings	100	100	79	
096 Donations and Gifts	500	500	1,895	
099 Miscellaneous Revenues	3,898	5,000	7,339	
099 Microsoft Cy Pres Funds		10,000		
023 NCCS Reimbursements	15,000	38,000	37,024	
020 Miscellaneous Revenues - Fundraising	8,500	8,500	2,495	
621 Sale of Merchandise	5,000	5,000	2,022	
Total Local Revenues	46,398	84,250	64,794	76.91%
Total Revenues	1,941,651	1,961,956	1,930,140	98.38%
Expenditures				
100 Salaries and Wages	999,178	1,023,438	991,233	
200 Employee Benefits	193,865	214,795	227,050	
303 Contracted Services - Special Education	10,676	9,845	9,350	
305 Contracted Services	28,339	56,890	55,198	
306 Contracted Grounds Services	3,924	3,924	3,789	
308 Advertising Fees	688	1,342	1,490	
309 Website Hosting Fees	1,788	2,290	2,081	
320 Communications Services	4,469	3,690	3,643	
329 Postage	1,417	1,025	1,003	
330,331 Utilities/Refuse Removal Fees	25,009	28,850	30,812	
340 Property and Liability Insurance	8,823	8,823	11,103	

	FY 2011 Original Budget	FY 2011 Revised Budget	Audited Totals	Percent of Budget
350 Repairs and Maintenance Services	5,504	3,000	2,494	
351 Copier Usage Fees	7,874	7,600	6,461	
360 Contracted Transportation	5,995	16,000	11,572	
366 Travel, Conferences, and Staff Training	4,360	4,360	3,835	
370 Building Lease	277,312	277,312	279,151	
370 Other Rentals and Operating Leases	22,637	20,555	20,799	
371 Physical Therapy Services	5,406	2,666		
372 Occupational Therapy Services	16,349	18,166		
373 Speech/Language Services	54,497	51,000	19,350	
376 Licensed Nursing Services	8,240	4,000	5,625	
378 Psychologist Services	7,357	7,500		
389 Staff Tuition Reimbursements	10,899	15,000	15,298	
390 Educational Payments to MN School District			1,826	
392 Reimbursements to New Century Charter School	30,293	6,204	6,204	
011-394 Field Trip Registration Fees	18,703	8,500	8,879	
394 Special Education Fees for Services		13,270	82,409	
396 Reimb. Salaries from Another School District		1,265	1,265	
397 Reimb. Benefits from Another School District		466	466	
401 Supplies - Non Instructional	19,617	25,000	25,143	
430,433 Instructional Supplies	58,598	43,206	29,668	
450 Items Purchased for Resale	8,011	8,011	2,007	
460 Textbooks and Workbooks	2,180	500		
461 Standardized Tests	1,635	11,644	11,644	
490 Food (not for Food Service)	3,815	3,815	3,322	
510 Site Improvements	6,087	3,836	3,836	
520 Building Improvements	9,601	5,500	839	
530,533 Equipment Purchased	14,630	19,892	19,193	
555 Technology Equipment	4,963	4,963	4,329	
740 Interest Expense	24,802	24,802	18,744	
820 Dues and Memberships; Fees	13,757	14,285	14,298	
Subtotal Expenditures	1,921,298	1,977,230	1,935,410	97.88%
Transfer to Food Service Fund	0	7,485	21,996	
Total Expenditures	1,921,298	1,984,715	1,957,406	98.62%
General Fund Net Income (Loss)	20,353	(22,759)	(27,267)	

	FY 2011 Original Budget	FY 2011 Revised Budget	Audited Totals	Percent of Budget
Food Services Fund - 02				
Revenues				
State Revenues	3,940	11,605	11,193	
Federal Revenues	42,260	54,890	52,451	
Sale of Lunches and Other Local Revenues	30,725	26,225	25,704	
NCCS Reimbursements	14,633	346	346	
Transfer from General Fund		7,485	21,996	
Total Revenues	91,558	100,551	111,691	111.08%
Expenditures				
Salaries and Wages	27,453	34,306	36,062	
Employee Benefits	4,163	5,145	5,673	
Purchased Services	500	1,100	1,190	
Supplies and Materials	59,442	60,000	68,766	
Total Expenditures	91,558	100,551	111,691	111.08%
Food Services Fund Net Income (Loss)	0	0	0	
Community Services Fund - 04				
Revenues				
Other Local Revenues	6,014	1,000	330	
Children's House Fees and Donations	9,000	17,878	14,876	
Total Revenues	15,014	18,878	15,206	80.55%
Expenditures				
Salaries and Wages	12,240	21,980	18,086	
Employee Benefits	2,774	4,220	3,933	
Supplies and Materials		75	69	
Total Expenditures	15,014	26,275	22,088	84.07%
Community Services Fund Net Income (Loss)	0	(7,397)	(6,882)	

	FY 2011 Original Budget	FY 2011 Revised Budget	Audited Totals	Percent of Budget
Total All Funds				
Revenues				
State Revenues	1,817,909	1,770,751	1,735,288	
Federal Revenues	123,544	173,450	193,702	
Local Revenues	106,770	137,184	128,046	
Total Revenues	2,048,223	2,081,385	2,057,036	98.83%
Expenditures				
Salaries and Wages	1,038,871	1,079,724	1,045,382	
Employee Benefits	200,802	224,160	236,656	
Purchased Services	561,059	574,643	585,294	
Supplies and Materials	153,298	152,251	140,618	
Equipment	35,281	34,191	28,197	
Short Term Financing Costs	24,802	24,802	18,744	
Dues and Memberships; Fees; Other Expenses	13,757	21,770	36,294	
Total Expenditures	2,027,870	2,111,541	2,091,185	99.04%
Total Revenues All Funds	2,048,223	2,081,385	2,057,036	98.83%
Total Expenditures All Funds	2,027,870	2,111,541	2,091,185	99.04%
Net Income (Loss) - All Funds	20,353	(30,156)	(34,149)	



District Name: NEW DISCOVERIES MONTESSORI ACADEMY DISTRICT
 School Name: NEW DISCOVERIES MONTESSORI ACADEMY

Selected Analysis Options

School Year: 2011

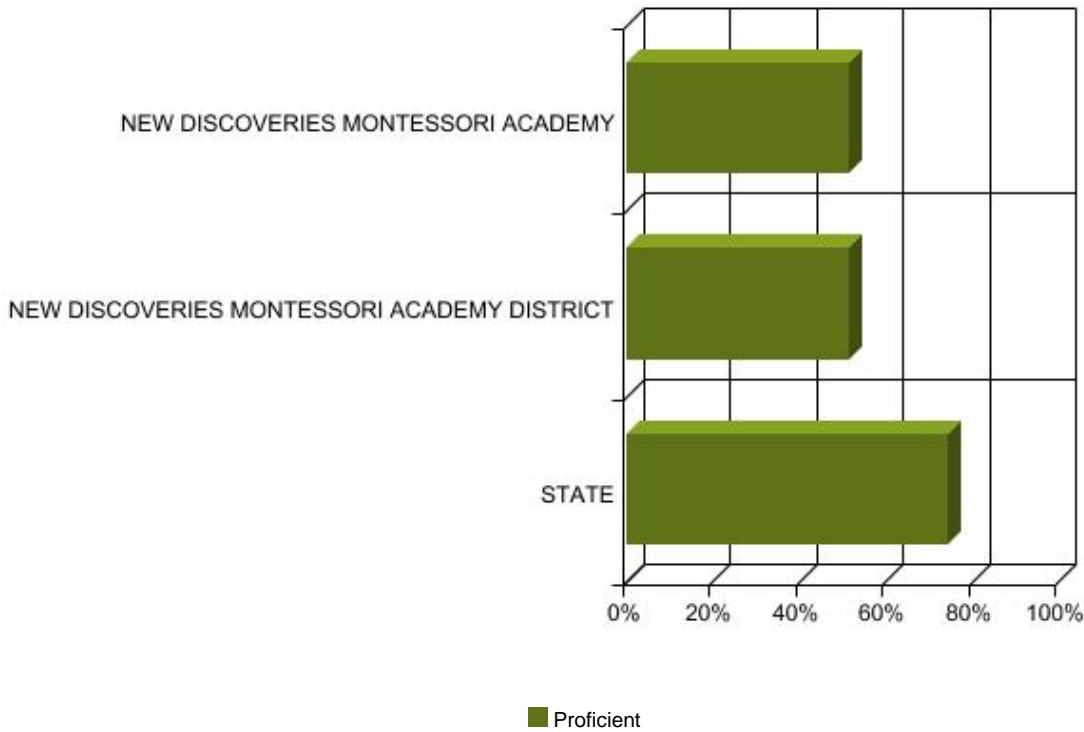
Test Name: MCA-II

Subject: Reading

Grade: All Tested Grades

Score Type: Proficiency

Analysis Results*



Proficiency

	Not Proficient	Proficient	Number Tested
NEW DISCOVERIES MONTESSORI ACADEMY	48.45 %	51.54 %	97
NEW DISCOVERIES MONTESSORI ACADEMY DISTRICT	48.45 %	51.54 %	97
STATE (MN)	25.42 %	74.57 %	415554

* Due to unknown status of some test takers, student group totals may not match with state totals.



District Name: NEW DISCOVERIES MONTESSORI ACADEMY
DISTRICT

School Name: NEW DISCOVERIES MONTESSORI ACADEMY

Selected Analysis Options

School Year: 2011

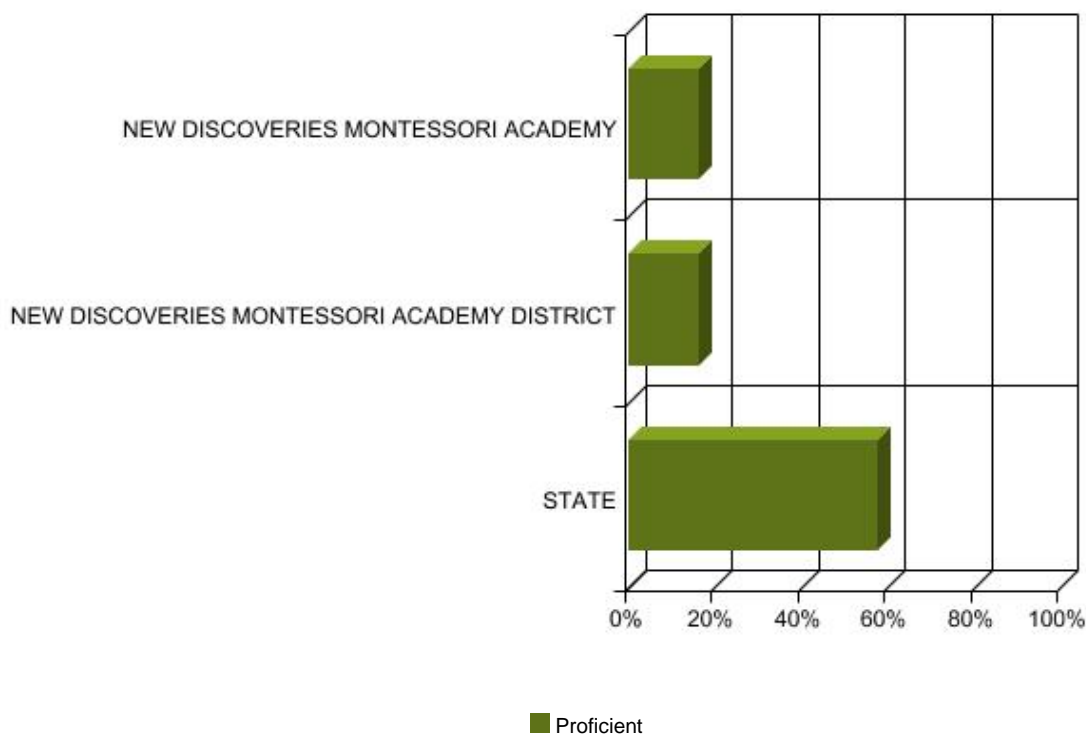
Test Name: MCA-III

Subject: Mathematics

Grade: All Tested Grades

Score Type: Proficiency

Analysis Results*



Proficiency

	Not Proficient	Proficient	Number Tested
NEW DISCOVERIES MONTESSORI ACADEMY	83.50 %	16.49 %	97
NEW DISCOVERIES MONTESSORI ACADEMY DISTRICT	83.50 %	16.49 %	97
STATE (MN)	42.22 %	57.77 %	355634

* Due to unknown status of some test takers, student group totals may not match with state totals.



District Name: NEW DISCOVERIES MONTESSORI ACADEMY DISTRICT
 School Name: NEW DISCOVERIES MONTESSORI ACADEMY

Selected Analysis Options

School Year: 2011

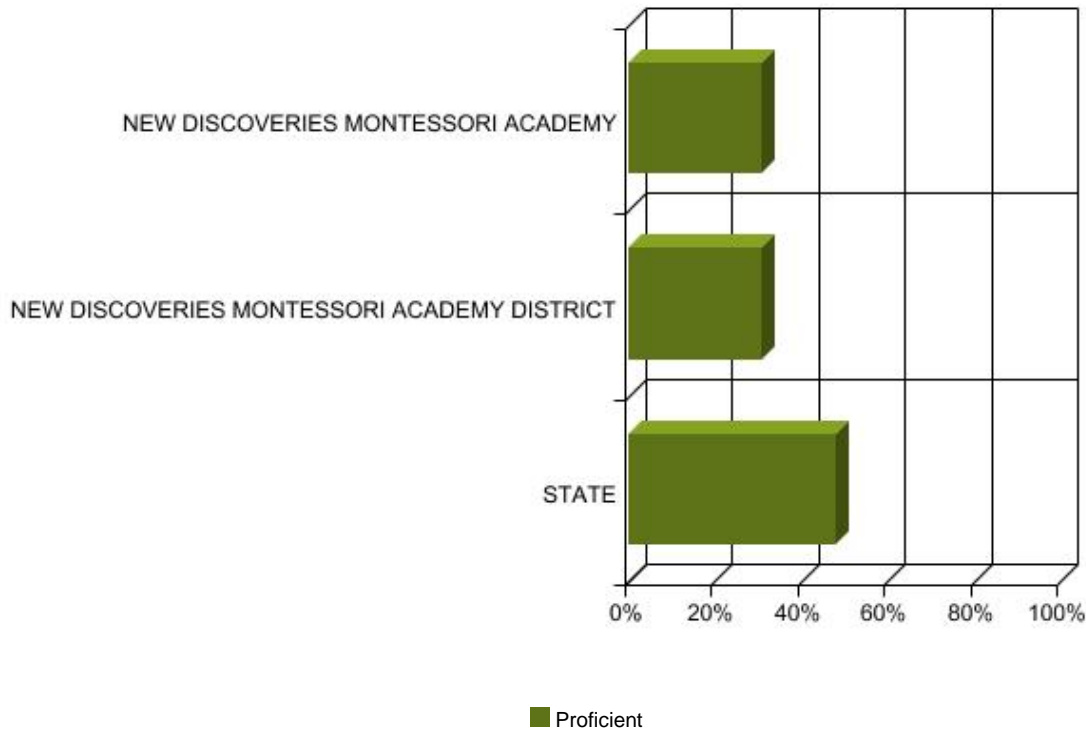
Test Name: MCA-II

Subject: Science

Grade: All Tested Grades

Score Type: Proficiency

Analysis Results*



Proficiency

	Not Proficient	Proficient	Number Tested
NEW DISCOVERIES MONTESSORI ACADEMY	69.23 %	30.76 %	26
NEW DISCOVERIES MONTESSORI ACADEMY DISTRICT	69.23 %	30.76 %	26
STATE (MN)	51.92 %	48.07 %	179219

* Due to unknown status of some test takers, student group totals may not match with state totals.



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BUSINESS ORGANIZATIONS INQUIRY - VIEW ENTITY

Filing Number:	1671871-2	Entity Type:	Non-Profit Corporation
Original Date of Filing:	1/20/2006	Entity Status:	Active
Duration:	Perpetual	Good Standing:	2010
		(date of last annual filing)	
Name:	New Discoveries Montessori Academy		
Registered Office Address:	1000 SE Fifth Avenue Hutchinson, MN, 55350-0305		
Agent Name:	No Agent Filed		

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Things I like about NDMA...

- 0 Everyone is very friendly.
- 0 Multi age classrooms and class sizes.
- 0 I like how they talk to parents about how the children are doing.
- 0 Access to our teacher.
- 0 Small groups - more like a family atmosphere.
- 0 Great staff! The foundation and everyday functions of NDMA!
- 0 The kids learn to work with older and younger kids in their class.
- 0 My child loves coming to school.

~ NDMA Parents