

LIGHTHOUSE ACADEMY OF NATIONS

**Charter School No. 4131
2600 26th Ave S # 100
Minneapolis, MN 55406
<http://www.lighthouse.charter.k12.mn.us>**

ANNUAL REPORT

For the 2011-12 Academic School Year



Submitted to

the Minnesota Department of Education

and

Audubon Center of the Northwoods, Authorizer

October 1, 2012

Table of Contents

Page

ANNUAL REPORT	1
For the 2011-12 Academic School Year	1
Lighthouse Academy of Nations: Introduction	3
School Enrollment and Student Attrition	4
Governance, Management, and Director’s PDP	5
Governance.....	5
Management	6
Staffing.....	7
Finances	7
Academic Performance.....	10
Program Summary.....	10
Academic Goals and Indicators, 2011-12	12
Academic Goals and Indicators, 2012-13	15
Operational Performance	16
Non-Academic Goals and Indicators, 2011-12	16
Non-Academic Goals and Indicators, 2012-13	18
Program Successes	19
Program Challenges	21
Authorizer.....	22
Non-profit status.....	23
Innovative Practices and Implementation	23
Future Plans	24
Board Training	25

Lighthouse Academy of Nations: Introduction

The Lighthouse Academy of Nations, Charter School District #4131, has now completed its seventh year of operation and is pleased to present this Annual Report. Lighthouse Academy is a high school located in south Minneapolis focused on creating a caring learning community for students from all over the world. This report is intended to inform Lighthouse Academy's supporters, partners and the general public about the school, particularly regarding the 2011-12 school year. This report addresses the required elements for charter school annual reports as defined in Minnesota Statute 124D.10, Subd. 14; all ten required elements are listed in the Table of Contents.

Mission: Lighthouse Academy of Nations is committed to academic excellence and closing the achievement gap by establishing rigorous goals for students, parents, teachers and the school. Lighthouse Academy of Nations values cultural, religious, ethnic, and socioeconomic diversity as central elements of a college preparatory education and provides a caring learning community that prepares students and staff to be responsible world citizens.

Vision: The vision of Lighthouse Academy of Nations is that our students will have a steadfast belief in their worth as human beings and will be prepared socially and academically to fulfill their aspirations in a changing, challenging world community. , We aim to be widely recognized as the most effective model for closing the achievement gap and preparing students for careers in the 21st century.

Lighthouse Academy of Nations is a college preparatory high school in Minneapolis, Minnesota. We offer small class sizes, less than 15 to 20 students, allowing us to focus on the individual and strengthen his/her skills needed for college. School staff utilizes an extended day schedule to help bridge the educational gap and improve a student's chance to attend the college or university of their choice. Another important factor for our success is our dedication to providing an environment that is safe and conducive to learning.

The diversity in our staff provides further support to our students; we are able to help them understand the path to college and how to succeed once accepted. We also help them understand and work with the issues facing today's youth by reaching beyond the classroom. We bring in guest speakers, visit universities, join competitions, participate in team-building activities, and encourage students to take leadership roles. These opportunities give our students the confidence to focus on their studies and develop a solid work ethic both in class and through extracurricular activities.

Lighthouse Academy of Nations is committed to helping our students pursue secondary education and/or success in today's workforce. We facilitate academic decision-making, curriculum information, interpretation of policies and procedures, and assessment of student interests and needs. We also help with financial aid applications and scholarships using the latest

resources to aid in career exploration. Resources include online services, software programs, workshops, guest speakers, and college visits.

Details on Lighthouse Academy’s program are included in the Academic Performance section of this report, below.

School Enrollment and Student Attrition

Student Enrollment and Attrition Rates

This table identifies the number of students enrolled at the school during the past three school years, and projected numbers for 2012-13. Data reported is based on October 1 Average Daily Membership (ADM).

School Year	9	10	11	12	Total	Growth Rate ¹
2009-10	40	37	79	99	255	4%
2010-11	23	38	27	70	158	-38%
2011-12	23	22	28	52	125	-21%
Estimated 2012-13 (grades 5-12)					200	60%

Lighthouse Academy’s enrollment declined substantially from 2009-10 to 2010-11, as reflected in the above table. Reasons for the drop in numbers include fewer immigrants (the major constituency served by the Academy), more competition from other charter schools, and a reduction of the geographic area for which the school was able to provide busing. The school has sought to stabilize its program with smaller numbers over the past two school years. In 2011-12 students continued enrolling after October 1, and final Average Daily Membership was approximately 140. A similar number of high school students are projected for 2012-13, and 60 middle-school students (as of early September, 2012, there were 140 high school students in attendance, and 80 middle school students).

Lighthouse Academy applied for permission early in 2012 to expand the program to include middle school; this request was made in response to demand from parents, especially families with younger students who wanted to send them to Lighthouse Academy. The grade-expansion

¹ Calculated based on change from 10/1 of the previous school year to 10/1 of the reported school year, divided by the previous year’s figure.

request was approved by the Authorizer and by MDE, just in time for the school to initiate its middle school program in the fall of 2012.

Lighthouse Academy of Nations complies with state-mandated policies, enrolling any student who submits a timely application, subject to limitations of program capacity. Enrollment forms are available at the school, and students can also enroll online, at <http://www.lighthouse.charter.k12.mn.us/enroll.php>.

Governance, Management, and Director's PDP

Governance

2011-2012 School Year Charter Public School Board

This table contains information for ALL board members.

2011-12 Election Date: January, 2012

2012-13 Anticipated Election Month: January 2013

Lighthouse Academy of Nations Board, 2011-12						
Name	Board Position, Group Affiliation	Date Elected	Date Seated	Term Expiration	Phone; email	Meeting Attendance Rate
Abdulkadir Abdulla	Chair; Community	Jan. 2012	Jan. 2012	Dec. 2013	A_abdalla2000@yahoo.com	4/4
Jean Beauvogui	Director; Parent	Dec. 2010	Jan. 2011	Jan. 2012 (left Board)		0/5
Ahmed Elmi	Chair; parent	Dec. 2010	Jan. 2011	Dec. 2012 (left Board)	612-722-2555; ahelmi@lighthouse.charter.k12.mn.us	5/5
Abraham Gadalla	Treasurer; Teacher (#353655)	Jan. 2012 (re-elected)	Jan. 2012	Dec. 2013	612-722-2555	9/9
Teresa Gloppen	Secretary; Teacher (#455759)	May '11	May '11	Dec. 2012	612-722-2555	8/9
Zakiyyah Islam	Parent	Jan. 2012	Jan. 2012	Dec. 2013		0/4
Abdiweli Mohamud	Community	May '11	May '11	Dec. 2012	aamohamud@lighthouse.charter.k12.mn.us	5/8
Mohamed Hassan Mohamoud	Director; community member	Aug. '11	Aug. '11	Dec. 2013		8/9

Note: Teresa Gloppen, Abdiweli Mohamud, and Mohamed Hassan Mohamoud were appointed to serve out the terms of former members who left the Board.

Management

Lighthouse Academy of Nations is led by its Executive Director, Farhan Hussein, with input from teaching staff, the Assistant Principal, Dean of Students and community supporters. There is also an instructional leader, Katie Holmers-Colon, who provides coaching for teachers, and a Special Education Coordinator who teaches part time. The director of Lighthouse Academy, Farhan Ali Hussein, is licensed as a principal and District Superintendent; hence the requirement for documentation of the director's professional development plan in the annual report does not apply.

All staff except licensed teachers are listed in the table below

This table contains information for ALL members of the school management/administrative team and also includes faculty employed by the school that did not serve as a classroom teacher (e.g. curriculum coordinators, social workers, counselors, administrative assistance, paraprofessionals, custodial, technology, librarians, etc.)

Lighthouse Academy of Nations Management and Faculty, 2011-12					
Name	File Folder Number	Assignment	Years Employed by the School	Left During 11/12	Not Returning 12/13
Farhan Ali Hussein	429052	Director (0.8 FTE)	4	<input type="checkbox"/>	<input type="checkbox"/>
Ahmed Elmi	N/A	Assistant Principal, Technology Coordinator	6	<input type="checkbox"/>	<input type="checkbox"/>
Abdiweli Mohamud	N/A	Dean of Students	7	<input type="checkbox"/>	<input type="checkbox"/>
Katie Holmers-Colon	N/A	Instructional Leader / coach	1	<input type="checkbox"/>	<input type="checkbox"/>
Constance Bruner	298686	Special Ed. Coordinator	3	<input type="checkbox"/>	<input type="checkbox"/>
Leydi Marquez Millan	N/A	Secretary	3	<input type="checkbox"/>	<input type="checkbox"/>
A. Xiong	N/A	Educational Communications Coord.	6	<input type="checkbox"/>	<input type="checkbox"/>
Trudy Suleiman	N/A	DAC, Cultural Counselor	2	<input type="checkbox"/>	<input type="checkbox"/>
Rukia Herzi	N/A	Paraprofessional	2	<input type="checkbox"/>	<input type="checkbox"/>
Zainab Said	N/A	Paraprofessional	3	<input type="checkbox"/>	<input type="checkbox"/>
Agba Ayawa	N/A	Supervisor of Food Service, Custodian	7	<input type="checkbox"/>	<input type="checkbox"/>
Abdurahman Hussein	N/A	Bus driver	1	<input type="checkbox"/>	<input type="checkbox"/>

Staffing

This table contains information for ALL teachers employed by the school or providing services contractually (e.g., special education teacher, reading specialist, speech therapist).

Lighthouse Academy of Nations Teaching Staff, 2011-12					
Name	File Folder Number	Assignment	Years Employed by the School	Left During 2011-12	Not Returning 2012-13
Mairead Beane	455593	ESL	2	<input type="checkbox"/>	x
Tyler Biwan	455640	Math	2	<input type="checkbox"/>	x
Constance Bruner	298686	Special Education	3	<input type="checkbox"/>	<input type="checkbox"/>
Joseph Covert	363345	Social Studies	2	<input type="checkbox"/>	<input type="checkbox"/>
Joshua Espinosa	463840	Communication Arts	1	<input type="checkbox"/>	<input type="checkbox"/>
Caitlin Fisher	455815	Science	2	<input type="checkbox"/>	x
Abraham Gadalla	353655	Math	4	<input type="checkbox"/>	x
Teresa Gloppen	455759	Language Arts	2	<input type="checkbox"/>	x
Kelly Rhodes	456174	ESL	2	<input type="checkbox"/>	<input type="checkbox"/>
Jenna Rossiter	450150	ESL	2	<input type="checkbox"/>	<input type="checkbox"/>
Amanda Sati	455830	Life Sciences	2	<input type="checkbox"/>	x
Summer Scharringhausen	414540	Art / P.E.	5	<input type="checkbox"/>	<input type="checkbox"/>
Jennifer Smith	455785	Math	1	<input type="checkbox"/>	<input type="checkbox"/>
Treacy Weldon	455889	Communication Arts	2	<input type="checkbox"/>	<input type="checkbox"/>

Finances

Lighthouse Academy had another strong year financially in 2011-12, with projected Net Income of \$22,178 in Fund 1 (Fund 2, i.e. Food Service, had Net Income of 0). The 2011-12 audit has not been completed and final Fiscal 2012 budget figures are not available as of September 2012. However, the original and final revised budgets for the year are listed below.

Lighthouse Academy of Nations FY 2012 Budgets		
Fund 01		
Code Description	FY 12 Original Budget	FY 12 Revised Budget
Fees From Patrons	7,300	-
Interest	-	255
Gifts And Bequests	5,000	42
Misc Local Revenue	(10,000)	47,708
Endowment Fund	0	2020

**Lighthouse Academy of Nations
FY 2012 Budgets**

Fund 01

Code Description	FY 12 Original Budget	FY 12 Revised Budget
General Education Aid	1,162,393	1,570,573
State Aids & Grants Building Lease Aid	230,880	218,400
Special Ed	100,000	141,175
Federal Aids & Grant	155,920	118,218
Refund of Fed Grants	-	(5,116)
Total Revenue	2,101,493	2,093,275
Sal-Adm/Supervision	180,000	90,000
Lic Classroom Tchr	393,000	452,306
N-Lic Classroom Pers	56,000	7,000
Lic Instr Sup Pers	-	21,595
Para	9,080	66,761
N-Instr Support	163,000	181,000
Sal-Other	-	30,000
Salary Adjustment	-	24,000
Fica/Medicare	64,268	70,375
Pera	19,193	19,985
Tra	37,484	37,085
Health Insurance	59,354	8,409
Life Insurance	354	1,000
Dental Insurance	2,314	1,100
Long Term Disability Insurance	280	127
Workers Compensation	10,000	5,000
Reemployment Insur.	25,000	25,000
Contracted Services	26,389	21,000
Consult/Fees For Svc	129,370	140,860
Communications Svcs	13,000	13,000
Postage & Parcel Svc	1,000	200
Utility Services	20,000.00	15,000
Insurance	10,000	10,689
Repair & Maint Svc	20,000	6,700
Tran-Contract/Pub Pupil Transportation	280,000	280,000
Trav/Conv/Conference	22,500	690
Op. Rentals & Leases	322,000	323,800
Occupational Therapist	-	800
Speech Pathologist	15,000	15,000
School Social Worker	-	19,000
School Psychologist	4,000	-
To Non-Ed Agency	29,850	23,300
Sup/Mat Non-Instr.	17,500	16,315
Sup/Mat N-Indiv Inst	20,000	24,000
Sup/Mat Indiv Instr	4,500	1,000

**Lighthouse Academy of Nations
FY 2012 Budgets**

Fund 01

Code Description	FY 12 Original Budget	FY 12 Revised Budget
Fuels	-	6,000
Textbooks/Workbooks	28,000	29,100
Standardized Tests	2,700	2,500
Building Repair	11,150	-
Equipment Purchased	6,000	61,400
Technology Equipment	15,000	3,000
Technology Equipment SPED	14,995	-
Dues & Memberships	16,000	17,000
Transfer out	5,000	-
Total Expenditures	2,053,281	2,071,097
Net Income	48,212	22,178

Fund 02

Code Description	FY 12 Original Budget	FY 12 Revised Budget
State Aids & Grants	2,800	3,200
School Lunc-Fed	5,600	8,500
Free/Reduced Lunch	50,000	35,000
School Breakfast	20,000	15,000
Transfer In	72,915	46,062
Total Revenue	151,315	107,862
Catering Service	140,000	95,301
Supplies	4,800	300
Food	4,900	10,000
Milk	1,000	2,000
Dues	-	261
Total Expenditures	151,315	107,862
Net Income	-	-

Academic Performance

Program Summary

The Lighthouse Academy of Nations academic program is organized around four factors:

- Students take classes on their proficiency level so that they can be challenged and find success.
- Lighthouse Academy offers an extended school day with more instructional time than most schools in the
- Lighthouse Academy offers extra instruction in English.
- Lighthouse Academy staff have deep personal experience and extensive professional training to help them meet the needs of immigrant students.

Lighthouse Academy provides a diverse, caring learning environment, through:

- Individual attention from highly experienced, certified teachers
- Teachers from all over the world share life experiences with the students they teach
- A Cultural Counselor helps students adjust to their new environment (new feature first established in 2010-11)
- Lighthouse Academy offers a strong group of community partners who support students and their families.

Lighthouse Academy strives to meet the highest expectations of our students and families with:

- Good attendance and excellent student behavior and effort
- A culture of discipline and respect for each students cultural background
- Excellent communication with parents and families
- Small class sizes and a safe, secure school environment

Because Lighthouse Academy serves such a diverse student population with such a wide range of educational backgrounds, we work very hard to ensure that all students have class schedules that meet their needs. Upon arrival to Lighthouse, students take a placement exam in English and math. Based on their performance on that exam, students are then placed in classes according to their proficiency level. This ensures that students are able to learn in collaboration with peers who are similar stages in their academic development.

We offer an extended school day, with more instructional time per day than most schools in the area. We have 55 minutes for each class for eight periods a day, with a 30-minute lunch and a 30-minute Advisory period every day. This enables students to take eight different credit-bearing courses at one time (including Advisory). Each course is worth 0.5 credits per semester. We require 26.5 credits to graduate. This includes 4 credits of English, 3 credits each in Math

and Science, 3.5 credits in Social Studies, 11.5 Elective credits, 1 credit in Art, and 0.5 credit of Physical Education.

Because almost all of our students are immigrants, we meet their language acquisition needs by offering extra instruction in English. Of their eight classes, three are aligned with the state English/Language Arts academic standards. Students also take math, social studies, and science. Lighthouse Academy offers electives in physical education, fine arts, and computer literacy, among others. Our course offerings are aligned with the state academic and graduation standards.

Because our students are experiencing the challenge of adapting to a new culture, new language, and new educational system, we believe it is very important for our staff to be highly sensitive to their needs. This is a key component of our academic program. Many members of our staff are from the same areas of the world that our students are from. The staff members who are not from a foreign country have all lived for extended periods of time abroad. Our teachers also receive on-going training in how to meet the needs of immigrant youth, as well as training in best teaching practices for teaching English Language Learners.

Lighthouse Academy was identified for not reaching the state's Adequate Yearly Progress targets for multiple consecutive years prior to 2010-11, but did meet AYP targets in 2011-12, and has not been designated as a Priority, Focus or Reward school under the state's new Multiple Measures Rating system.

The following are some of the strategies in place at Lighthouse Academy to improve education for our students:

- Lighthouse Academy provides a longer-than-usual school day. The school day runs from 7:40 to 4:00 Monday through Thursday. On Friday, school runs from 7:40 to 12:00 pm. Some studies show that that an extended school-day – when combined with high quality instruction – can increase the gains that students make in areas such as: percentage of high school graduates, post-secondary attendance, and student test scores.
- During 2010-11 the school curriculum and instructional focus was standardized to support student achievement in the Minnesota state standards and most explicitly the benchmarks that guide learning toward mastery of academic standards. Continuing in 2011-12, professional development is provided to new staff in areas such as Response to Intervention (RTI), sheltered instruction, backward design, curriculum mapping, thematic instruction, collaborative planning, homework help, MCA test preparation, and the interpretation of student scores to inform instruction. Lighthouse Academy is putting in place a culture of using common assessments that measure student growth and achievement on the standards and benchmarks, as the instructional norm evident in lessons and units in each content area. These are some of the ways the school supports Lighthouse teaching staff to ensure they are helping the school make adequate progress.

- Lighthouse Academy of Nations’ internal organization was restructured in 2010 to include an instructional leader, the Cultural Counselor, and Dean of Students, with roles restructured to support the Minnesota standards-based curriculum and the alignment of associated and supporting instructional model. For 2011-12 an assistant director and Special Education coordinator were added to the leadership team. Lighthouse Academy utilizes a decentralized site-based management model where all the staff members participate the school leadership. For example, we have department lead teachers, instructional leader, dean of students, and graduation and college programs.

Academic Goals and Indicators, 2011-12

Lighthouse Academy of Nations began revising its school goals and indicators for 2011-12, to meet the updated requirements of its authorizer, Audubon Center of the North Woods. Lighthouse Academy had five academic goals for 2011-12. The goals, indicators, and data from the year are summarized in turn below.

1a. The proportion of Lighthouse Academy students with pre-post test results who achieve or exceed individual RIT score growth targets on the Reading NWEA MAP test from fall 2011 to spring 2012 will increase from 49% in 2010-11 to at least 54% in 2011-12.

There were 122 students at Lighthouse Academy who took the Reading Measures of Academic Progress (MAP) assessment in the fall; 130 students took the test in the spring. Of these students, a total of 101 took this test in both fall and spring. Of these 101 students, 56 or 55% met or exceeded the RIT score Growth Targets², so Lighthouse Academy did meet this goal.

1b. The proportion of Lighthouse Academy students with pre-post test results who achieve or exceed individual RIT score growth targets on the Mathematics NWEA MAP test from fall 2011 to spring 2012 will increase from 52% in 2010-11 to at least 57% in 2011-12.

² A student chosen at random would have an even 50% chance of meeting or exceeding their expected growth. NWEA offered the following caveat regarding comparisons of pre-post test scores, when new norms were released in the fall of 2011: “The new norms emphasize projected student growth, as opposed to growth targets... The term “projected growth” more accurately reflects what the norms represent, which is the average progress made by students in the norming group. This data in itself is not sufficient to establish growth targets, but it is an important starting point: Knowing the average growth of a group of students provides useful context when setting targets because it lets you know what kind of growth would be considered typical or normal.” It is also important to note that grade 10 growth projections were used as an approximation for grades 11 and 12, since growth norms for the top two grades have not been publicized, but growth expectations on this assessment would likely be similar to those for grade 10.

There were 121 students at Lighthouse Academy who took the Mathematics MAP in the fall; 125 students took the test in the spring. Of these students, a total of 95 took this test in both fall and spring. Of these 95 students, 51 or 54% met or exceeded the RIT score Growth Targets, so Lighthouse Academy narrowly missed this goal. We note that Lighthouse Academy serves many students who are new to the country. Some students stay in the country less than a year while most of the students we serve have been in the country less than three years. Lighthouse Academy provides more time for English and math instruction, to help students who are behind get up to speed and close achievement gaps.

2a. Proportion of Lighthouse Academy 10th graders testing proficient on the MCA-II in Reading in the spring of 2012 will increase from 2011 at least as much as the proportion proficient at comparison schools in Minneapolis with similar student demographics³.

MCA-II Reading Results, 2011 vs. 2012 (Students enrolled Oct. 1 only)				
School	# Students tested, 2011	Percent Proficient, 2011	# Students tested, 2012	Percent Proficient, 2012
Lighthouse Academy	26	35%	17	29%
Lincoln International	12	25%	22	0%
Roosevelt HS (LEP students)	74	16%	65	14%
South HS (LEP students)	40	23%	44	18%

The proportion of Lighthouse Academy students testing proficient on this measure declined somewhat from 2011 to 2012 which was not surprising considering the increase in numbers of new-to-the-country students (noted in Program Challenges). However, Lighthouse continued to outperform the three comparison programs.

2b. Proportion of Lighthouse Academy 11th graders testing proficient on the MCA-III in Mathematics in the spring of 2012 will increase from 2011 at least as much as the proportion proficient at comparison schools in Minneapolis with similar student demographics.

³ Comparison schools are Lincoln International High School, a charter school with similar demographics to Lighthouse Academy; and the two Minneapolis district high schools located closest to Lighthouse Academy, both of which have significant populations of LEP students.

MCA-II Mathematics Results, 2011 vs. 2012 (Students enrolled Oct. 1 only)				
School	# Students tested, 2011	Percent Proficient, 2011	# Students tested, 2012	Percent Proficient, 2012
Lighthouse Academy	18	72%	21	24%
Lincoln International	16	25%	13	0%
Roosevelt HS (LEP students)	76	7%	48	6%
South HS (LEP students)	45	13%	33	9%

As with the results in Reading, the proportion of students score Proficient on the Math MCA declined from 2011 to 2012, which is attributable to the large increase in the proportion of students new to the country and with minimal English language skills.

3. A growth measure for English as a second language students (over 90% of Lighthouse Academy’s population) will be created by summer 2012, based on the new ACCESS for ELLs assessment which is being adopted by Minnesota effective spring 2012. Lighthouse Academy ESL students will be expected to at least attain recommended growth per World-Class Instructional Design and Assessment (WIDA) Consortium standards.

Lighthouse Academy students took the ACCESS in February. One hundred twenty-eight students tested, of whom 110 recorded valid scores. Of the 110 students with valid scores, 81 were enrolled at Lighthouse Academy October 1. For future years, students’ growth on the ACCESS assessment will be compared with comparison schools in Minneapolis with similar student demographics.

4. All Lighthouse Academy students will continue taking the ACT each fall; by Fall 2013, the average score of seniors who have been enrolled since 9th grade will be at least equal to the national average score.

This measure was discontinued in 2011-12; the new all-school assessment is the ACCESS whereas only students who are college-bound take the ACT.

5. Lighthouse Academy students will continue to maintain at least a 95% rate of attendance.

Per close-to-final 2011-12 attendance figures available late August, Lighthouse Academy's overall percent-of-attendance for the year was 98%.

Academic Goals and Indicators, 2012-13

Lighthouse Academy's school goals were further revised for the next three years, 2012-15. Per Authorizer expectations, there are goals relating to academic proficiency, growth, an "other academic goal" which is specific to the individual school's program, and "academic-related" goals.

Lighthouse Academy's academic and academic-related goals are as follows:

Academic Proficiency Goals

- Proportion of Lighthouse Academy 10th graders testing proficient on the MCA-II in Reading will increase at least as much as the proportion proficient at three comparison schools in Minneapolis with similar student demographics⁴ for 2012-2013, 2013-2014, and 2014-2015 school years.
- Proportion of Lighthouse Academy 11th graders testing proficient on the MCA-III in Mathematics will increase at least as much as the proportion proficient at three comparison schools in Minneapolis with similar student demographics⁵ for 2012-2013, 2013-2014, and 2014-2015 school years.

Academic Growth Goals

- The proportion of Lighthouse Academy students with pre-post test results who achieve or exceed individual RIT score growth targets on the Reading NWEA MAP test from fall 2012 to spring 2013 will increase from 55% in 2011-12 to at least 60% in 2012-13, and to at least 63% by 2014-15.
- The proportion of Lighthouse Academy students with pre-post test results who achieve or exceed individual RIT score growth targets on the Mathematics NWEA MAP test from fall 2012 to spring 2013 will increase from 54% in 2011-12 to at least 59% in 2012-13, and to at least 62% by 2014-15.

⁴ The comparison schools are Lincoln International High School, a charter school with similar demographics to Lighthouse Academy; Roosevelt High School (Minneapolis district, LEP students only); and South High School (Minneapolis, LEP students).

⁵ The comparison schools are Lincoln International High School, a charter school with similar demographics to Lighthouse Academy; Roosevelt High School (Minneapolis district, LEP students only); and South High School (Minneapolis, LEP students).

Other Academic Goals

- Growth in English-language proficiency will be gauged by Lighthouse Academy students' progress on the ACCESS for ELLs assessment⁶ which was administered in Minnesota for the first time in the spring of 2012. English as a second language students (over 90% of Lighthouse Academy's population) will be expected to improve at least as much as students at comparison schools in Minneapolis with similar student demographics, based on year-to-year comparison of students who remain at the school from one spring to the next.

Academic-Related Goals

- Lighthouse Academy students will continue to maintain at least a 95% rate of attendance.
- Annual parent survey results will show at least 80% of parents satisfied with the learning environment at Lighthouse Academy.
- Annual parent survey results will show at least 80% of parents satisfied that Lighthouse Academy provides a safe school environment for all students.
- Annual student survey results will show at least 80% of students satisfied with the learning environment at Lighthouse Academy.
- Annual student survey results will show at least 80% of students satisfied that Lighthouse Academy provides a safe school environment for all students

Operational Performance

Non-Academic Goals and Indicators, 2011-12

Lighthouse Academy of Nations had five Non-Academic or School Climate and Satisfaction performance indicators for 2011-12:

1. Retention rate measure – proportion of students re-enrolling will increase for spring 2012 to fall 2012, compared to spring 2011 to fall 2011

There were 140 students enrolled at Lighthouse Academy at the end of the 2011-12 school year. Thirty of these students were seniors who graduated; of the remaining 110, 100 had re-enrolled as of Sept. 12, 2012; the proportion of re-enrolling students was 91%. Data pertaining to this measure was not collected in 2011; the 2012 data will serve as a baseline for future comparison.

⁶ Assessing Comprehension and Communication in English State-to-State for English Language Learners; this assessment will address the English language proficiency standards of the WIDA Consortium, which Minnesota joined effective July 2011.

2. Parent survey results will show at least 80% of parents satisfied with the learning environment at Lighthouse Academy.

Parents were surveyed early in 2012, as Lighthouse Academy prepared its Grade Level Expansion Request to the authorizer. About 40 parents responded to the survey, approximately half of the total. Parent Survey results showed:

- When asked how satisfied they are with the quality of the education at Lighthouse Academy, 100% of parents indicated they are satisfied.
- When asked how satisfied they are with the education that their children are receiving, 100% of parents indicated they are satisfied.
- When asked if they support grade expansion, 100% of parents strongly supported this.

3. Parent survey results will show at least 80% of parents satisfied that Lighthouse Academy provides a safe school environment for all students.

In the 2012 Parent Survey, when asked how satisfied parents are with school safety, 100% indicated they are satisfied.

4. Student survey results will show at least 80% of students satisfied with the learning environment at Lighthouse Academy.

5. Student survey results will show at least 80% of students satisfied that Lighthouse Academy provides a safe school environment for all students

Toward the end of the 2011-12 school year, Lighthouse Academy students were given a survey asking their opinions of various aspects of the school. The surveys were done in home-room and almost all students responded. At least 80% of students agreed or strongly agreed with each of the statements on the survey. Questions 7-13 address various elements of the learning environment at Lighthouse Academy; question 6 addresses the school-safety issue in particular. Results on the student survey were as noted below:

I. School Culture and Safety

1. Students in my school respect one another – 80% agree⁷
2. Teachers in my school respect students and I am treated fairly – 90% agree
3. Students in my school respect teachers – 91% agree

⁷ There were four response options – Strongly disagree; Somewhat disagree; Somewhat agree; Strongly agree. Here, totals for “somewhat agree” and “strongly agree” are combined.

4. I feel comfortable asking for help with academics – 95% agree
 5. If I have a question, I feel comfortable going to my teacher for help – 90% agree
- How safe do you feel at your school in the following situations?
6. In your classrooms, in the hallways, bathrooms, on the bus, and YMCA during the day – 96% agree

II. Academics and Support

How well does your school provide academic assistance?

7. Availability of academic help outside of class – 90% agree
8. My teachers make their academic expectations clear to students – 95% agree
9. My school makes behavioral expectations clear to students – 85% agree
10. I believe that my teachers teach their classes in a way that I learn best – 93% agree
11. I see how what I am learning connects to life outside of school – 85% agree
12. I believe that the knowledge I am acquiring in my classes will be important later in life – 90% agree
13. My teachers spend one on one time with me if I need it – 85% agree

Non-Academic Goals and Indicators, 2012-13

Per Authorizer expectations, Lighthouse Academy has established goals and indicators in Environmental Education, Governance, Finance, and Operations. The goals and indicators for 2012-15 in these non-academic areas are as follows:

Environmental Education Goal

Lighthouse Academy ensures its mission match with ACNW through three environmental education opportunities for its students:

Trend Area	Action	Date to be completed
<i>Field trip to a natural area-2 per school year</i>	Each year, Lighthouse students will visit St. Croix Camp in order to expose environmental <i>education</i> .	<i>Fall, of 2012, 2013, and 2014</i>
	Lighthouse students will visit ACNW each fall for three days	<i>Fall of 2012, 2013, and 2014</i>
<i>Pass forward EE commitment-2 per school year</i>	Parent newsletter earth-friendly shopping tips	<i>Fall, 2012, 2013, and 2014</i>
	Host an Earth Day celebration and send parent newsletter to home about earth day	<i>Spring 2012, 2013, and 2014</i>

<i>Teacher-led Earth-Friendly Outdoor Recreation</i>	Seniors will go each year Minnehaha falls to learn outdoor environmental recreation	Spring of 2012, 2013, and 2014
<i>EE-trained teachers/experts used</i>	Three teachers will attend ACNW EE training	Fall 2012, 2013, and 2014

Governance Goal

Lighthouse will create board development plan with ACNW’s guidance by February, 2013 and will implement Fall of 2013. Board development plan at a minimum will include: training for all members in financial, governance, and policy responsibilities; identification of criteria for Board members’ competencies; and self-assessment of their capacities by Board members.

Finance Goals

- Lighthouse Academy will have a financial policies and procedures manual in place by June 2013 and will implement right away.
- By FY 15 Lighthouse Academy will have a fund balance that is within 5% of the state of Minnesota General Education Aid holdback amount

Operations Goals

- Lighthouse Academy will be independent of transportation service providers by 2013-14 (will transport all students via own vehicles).
- Lighthouse Academy will implement a comprehensive online high school curriculum for credit recovery and supplementing classroom instruction⁸ for fall of 2012. Lighthouse Academy will develop a system to measure effectiveness of the online curriculum, and set measureable goals in summer 2013.

Program Successes

Notable successes of Lighthouse Academy during 2011-12 included:

- Lighthouse Academy had an instructional leader during 2011-12, who organized scheduling and activities at the school, helped teachers to carry out formative and summative assessments, and to understand and set students’ individual goals. A cultural counselor position was in place as well, who also acted as test coordinator (for the

⁸ The online curriculum is offered by Advanced Learning Systems and is aligned with Minnesota state standards. Ninth graders will be encouraged to take online writing courses; tenth graders will be encouraged to take online reading courses; juniors will be encouraged to take online math courses; and seniors who have not passed the GRAD will be encouraged to take online courses in areas of deficiency and to earn needed credits for graduation. To encourage the use of Advanced Learning Systems curriculum for enhancement of reading and math skills, Lighthouse Academy will offer MCA reading and math prep classes six Saturdays a year.

ACCESS as well as NWEA MAP tests, MCA/GRAD, ACT's / SAT's, and tracking students' credits toward graduation). In addition to helping Lighthouse Academy's population of mainly immigrant student adjust to schooling in Minnesota, the cultural counselor helps students apply to college. College placements for the graduating class of 2012 included one student placed at Carleton College in Northfield, with a major scholarship commitment for the full four years.

- Lighthouse Academy offered four Advanced Placement courses during 2011-12: English, Statistics, Social Studies, Calculus, and Chemistry.
- Lighthouse Academy adopted a new student discipline system in 2010-11, which is used by Noble Street Charter School in Chicago. This system is based on demerits, for infractions of rules including arriving late. The school also created a new position of Dean of Students, who enforced the discipline system. This improved the orderliness of the school, as did the implementation of a system of bells, providing students with three minutes between classes. We continued to use this system during 2011-12, with good results.
- Lighthouse Academy continued to employ two AmeriCorps members during 2011-12. One worked on assessments, e.g. helping the test coordinator and helping students with college-prep activities such as field trips to local colleges. The other was in the classroom, providing classroom assistance to teachers and coordinating volunteers.
- Lighthouse Academy continued to employ a part time social worker (practice begun in 2010-11), as a consultant. The social worker was on site part of the day, three days per week.
- Lighthouse Academy established a relationship with Teach for America, and has obtained many of its teachers from TFA. During 2011-12 the school got one new teacher from TFA; most staff were retained as shown as shown in the Teaching Staff and Management and Faculty tables above.
- Lighthouse Academy gained control of its own transportation in 2012-13, leasing three of its four buses (the school owns one bus). The school-owned bus is used for field trips, extra-curricular activities and after-school activities. Running our own buses allows Lighthouse Academy to save money by reducing the fee for transportation services, provides more flexibility for the school in transporting students, and allows the school to control its own schedule. Beginning in 2012-13, we were able to eliminate the need to contract for bus services.
- Every Friday is a half-day at Lighthouse Academy – there are early-morning assessments, then sports. Most students go to the YMCA where they can participate in various sports; students who need additional academic help stay at the school for assistance. The assessments are an important checkpoint for teachers, by which they determine whether re-teaching is needed, of any of the material covered that week (subjects covered in the Friday assessments alternate, but with Math and English

addressed every week). Students are motivated to meet the expectations as they want to go to the YMCA; but those who need additional assistance are able to get it.

- Finally, Lighthouse Academy continued using the Pinnacle program during 2011-12, as its comprehensive student information system. Pinnacle includes components addressing student placement, assessments, lesson plans linked to standards (teachers input lessons), and homework. Pinnacle is fully linked to Minnesota academic standards, and is proving to be a valuable tool to track student assessment data. Also, students and parents are able to access this system in order to see actual lessons and print out homework if they miss school or lose the homework.

Program Challenges

The following challenges to Lighthouse Academy's success, which the school worked on during 2011-12, included:

- Parent involvement continued to be a challenge. The staff and school seek to engage students' families and the communities served by the school to systematically form sustainable partnerships that enhance the education of the students. Lighthouse Academy continues to seek to get parents more involved. There were two parent nights during the year in 2011-12, with cultural events, and parent-teacher conferences are held twice a year. At the parent nights school staff discuss the school, explaining how Lighthouse Academy operates, what it is seeking to accomplish, and how parents can support the program.
- Lower-than expected enrollment was a challenge in 2011-12; Lighthouse Academy began the school year with just only approximately 110 students. While this number gradually increased, the school needed to continue accepting students throughout the year, and this higher mobility resulted in challenges in the classroom.
- The long hours required by Lighthouse Academy's school day is another challenge; with the early start (students arrive 7:10 am; instruction starts at 7:40) and late dismissal time, both staff and students are tired by the end of the school day. We serve students from all over the Twin Cities Metro area; some ride the bus more than an hour before and after school, further lengthening a day which is already longer than at most high schools. In response to these challenges, Lighthouse Academy has decided to shorten the school day somewhat for 2012-13: the day will end at 3:20 rather than 4:00. The school will seek to continue to support accelerated learning, in part through the A+ comprehensive online program which students can access anywhere, anytime, and use to supplement the regular program and recover needed credits.
- During 2011-12 Lighthouse Academy had many recent immigrants among its students. There were approximately 60 recent immigrants, mainly students with very low skills in English, and some with minimal educational experience in their home countries.

Effectively serving pre-literate students (recent immigrants) is much more challenging than serving non-English speakers who are literate in another language and have had schooling in another country. The challenges of serving this population were reflected in the school's test scores. In response to this challenge, Lighthouse Academy retained the paraprofessional who was hired the previous year to work with these students, and increased its focus on English as a Second Language (ESL) instruction. Lighthouse Academy now has three full time ESL teachers.

- Aligning Lighthouse Academy's curriculum with state standards continues to be a challenge which staff work on, for instance by doing backward planning to create curriculum maps that show where standards are addressed.
- It continues to be a challenge to have the open communication necessary to having conversations about student data gathered from NWEA, MCA, and classroom formative assessments. These conversations, which Lighthouse Academy seeks to provide through our Professional Learning Community (PLC) of teachers, are important for guiding instructional decision-making to address students' areas of weakness in an instructionally responsive and systematic way.
- Another challenge Lighthouse Academy has faced is that its parent population want to send younger students to the school, especially younger siblings of students attending Lighthouse. This has presented a challenge in terms of student recruitment/enrollment, as families may have children of differing ages, and most families prefer sending all their children to the same school. The school has faced this challenge by making a Grade Level Expansion request, submitted to the Authorizer in February 2012 and approved by the Authorizer and then by MDE in the spring. Lighthouse Academy created a middle school serving grades 5-8, which opened September 4, 2012. As of September 12, the middle school was fully subscribed with 80 students enrolled!

Authorizer

Lighthouse Academy's Authorizer is the Audubon Center of the Northwoods (ACNW). The ACNW supports Lighthouse Academy of Nations in terms of understanding the school's academic goals and how the school establishes a sustainable system. The authorizer has provided valuable teaching experience for teachers and helps our students to learn more about the environment and its protection. Lighthouse students attended an environmental education training offered by ACNW again during 2011-12. The authorizer liaison comes to Board meetings, provides advice and monitors operations. ACNW is very involved and supportive as our sponsor. The Authorizer contact is David Greenberg (greenberg@auduboncharterschools.org; 612 331-4181).

Lighthouse Academy's contract with ACNW was replaced by a one-year contract running July 2011 through June 2012, in order to provide time to prepare for a three-year contract to be implemented beginning July 2012. Lighthouse Academy was approved by ACNW for a three-year contract, by the spring of 2012, and this contract is now in place.

Non-profit status

Lighthouse Academy is a nonprofit corporation registered as a Charity with the Minnesota Attorney General's office. Its current status is active; see <http://www.ag.state.mn.us/Charities/CharitySearch.asp>.

Innovative Practices and Implementation

Lighthouse Academy of Nations strives for academic excellence. Lighthouse Academy's teachers and staff have proven experience helping students graduate to higher education and better employment opportunities. The school:

- Provides intensive English language instruction
- Advisories for all students in math or English provide enhanced support and motivation. Minnesota Comprehensive Assessments prep support is provided through the advisories as well, for students who need to take the MCA's.
- Uses a half-day schedules on Fridays. Having the option of participating in sports on Friday motivates students to work hard during the week; and the assessment data and planning time are helpful for the teachers.
- Recognizes unique language, cultural, religious needs of immigrant and refugee students and their families. The Friday half-days are in part a religious accommodation, as many of Lighthouse Academy's students are committed to religious activities on Fridays. By mandating more instructional hours Monday through Thursday, the school maintains its academic focus while avoiding conflicts with religious commitments.
- Offers staff who speak many languages, from countries like those of our students.
- Sends students from the city to outdoor science and environmental training (supported by our Authorizer, Audubon Society of the North Woods).
- Prepares students for successful post-high school learning options. In addition to providing a strong academic program, Lighthouse Academy addresses its students' needs for college preparedness by explaining the expectations and requirements to be admitted to a college or university. There is a college-prep class which most seniors take, to learn about how to choose a college, available scholarships, financial aid options, and the application process.

- Identifies goals for every student, informed by NWEA MAP test results. Every class has targets as well. This helps ensure accountability of both students and teachers
- Uses a computer based assessment program; assessments are given in advisory each month for each student. Assessment results are used to set growth goals for students and teachers.
- Uses a comprehensive online program, Advanced Learning Systems or A+, that has many features such as a gradebook, assessments, curriculum that is aligned Minnesota Standards, and a tool that manages instruction and lesson plan. A+ supplements in-school instruction to allow for a full high school curriculum, and provides an option for credit recovery which many students need. The cultural counselor explains courses students need, the director assigns students to the program as needed, and their teacher-advisor monitors their progress. Students can access A+ twenty-four hours a day, seven days a week.

Finally, an important innovative aspect of the Lighthouse Academy program is its ability to attract students from multiple different communities. Communities served include Latino, East African, West African, and Hmong. Lighthouse Academy continues to reach out to various immigrant communities.

Future Plans

Lighthouse Academy plans to continue most aspects of the program, as the existing program is working well in most respects. We will continue to utilize successful practices from other successful schools, for example the Noble Street Charter School in Chicago. Several staff members visited Noble Street during 2010-11, to see their practices in use; implementation of this model continued during 2011-12, with new staff trained in-house. Lighthouse Academy will continue to focus the college-prep model, seeking to become more and more successful at sending graduates to college.

The academic program will be enhanced in 2011-12 by offering four Advanced Placement classes – English, Statistics, Social Studies and Calculus (just one of the four, calculus, was offered during 2010-11).

In February, Lighthouse Academy applied to its authorizer to add grades 5-8 and inaugurate a middle school program. The middle school program was designed to serve 60 students, from a population similar to that served by the high school program, and located at the same facility, which has sufficient space to accommodate this. Staff are shared between the middle and high school programs, and the same administration manages both. The aim, which is supported by Lighthouse Academy's parents and community, is to get an earlier start at preparing students for

success in high school and beyond. There is an advantage in terms of recruiting students as well, since serving more grades provides more scope for families to send multiple children to the same school. The Grade Level Expansion request was approved, and the middle school opened September 4, 2012!

Because of parents' demand, Lighthouse Academy hopes to add an elementary program in the future. The Board has begun to discuss this possibility, as of summer 2012. There is additional space that can be made available at the existing site, with minimal renovations.

Board Training

Lighthouse Academy board members Ahmed Elmi, Abraham Gadalla, and Mohamoud Abdiweli attended training on board role and responsibilities, employment policies and practices, and financial management provided by School Business Solutions, in the fall of 2011. Teresa Gloppen and Mohamed Hassan Mohamoud attended training in the three areas at the University of St. Thomas, in the spring of 2012.

For 2012-13, board training was held at the initial meeting during the new school year, in August 2012, on board governance. Training on personnel, and on finances have been scheduled to be held at future meetings.