

Friendship Academy of the Arts, ISD # 4079-07

2022-23

Annual Report



Minnesota Charter School District #4079

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Authorizer

Pillsbury United Communities
Office of Public Charter Schools
125 W. Broadway Ave., Suite 130
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FRIENDSHIP ACADEMY OF THE ARTS

2022-23 ANNUAL REPORT

The objective of Friendship Academy of the Arts' (FAA) Annual report is to show what inspired the determination to take a Journey to Excellence and continue to expect the best and raise the bar for our students, families, staff, and board. This was a difficult year with many transitions in leadership and staffing. However, we weathered the storm and ended the year successfully. This was also the first full year of uninterrupted schooling as the COVID-19 pandemic came to an end. With scholars experiencing significant learning loss and absent from learning in the traditional classroom, we strive to make their experience memorable and rewarding. This report will show scholars made gains in academics as assessed by the Aimsweb assessments, and the NWEA.

Statutory Information Regarding the Charter School Annual Report

124D.10, Subd. 14. includes the following requirementsA charter school must publish an annual report approved by the board of directors. The annual report must at least include information on:

- School enrollment.
- Student attrition.
- Governance and management.
- Staffing.
- Finances.
- Academic performance.
- Innovative practices and implementation, and
- Future plans.

Primary Statutory Purpose

Friendship Academy's statutory purposes as identified in our school's contract with Pillsbury United Communities are as follows: Friendship Academy's primary statutory purpose is to improve all pupil learning and all student achievement. Friendship was very strategic in finding ways to accomplish this primary purpose with a considerable amount of time invested in learning best practices from schools with similar demographics throughout the state and nation to discover the most effective strategies to meet the needs of scholars and families.

FRIENDSHIP ACADEMY OF THE ARTS

2022-23 ANNUAL REPORT

School Information

Address:

Friendship Academy of the Arts
2600 E. 38th St.
Minneapolis, Minnesota 55406
Phone: (612) 879-6703
Fax: (612) 879-6707
Grades Served: K-8

Leadership:

Carr S. Kpanyor, Jr, Interim Executive Director
Verlon Laird-Stevenson, Administrative Director
Kathleen Kocina, Vice Principal Elementary, Intermediate Site
Tyler Aliperto, Vice Principal Middle School, Intermediate Site
Josilynn Thompan, Lead Teacher, Primary Site
Destiny Montgomery, Support Staff Lead
Dr. B. Charvez Russell, Operational Support

FRIENDSHIP ACADEMY OF THE ARTS
2022-23 ANNUAL REPORT

2023-24 Theme: Reflect, Refine, Results

FAA Mission

To educate children to be confident, competent and creative citizens.

FAA Vision

Empowering scholars to be lifelong leaders and learners by developing the whole child socially, emotionally, academically and artistically.

FAA Beliefs

Our beliefs about the value of all people:

- *Every person deserves respect.*
- *Each person's intrinsic value is non-negotiable.*
- *Every student possesses the potential to learn.*

Our beliefs about our educational experience:

- *High standards stimulate achievement.*
- *Higher-level thinking and social skills are developed through exploration and self-discovery.*
- *Arts integration enhances the learner intellectually and culturally.*
- *Leadership is a critical life skill that must be intentionally developed.*
- *Family involvement is critical to learning.*

Our beliefs about the impact of our school:

- *Learning is a lifelong process.*
- *Education provides access to unlimited opportunities.*

FRIENDSHIP ACADEMY OF THE ARTS 2022-23 ANNUAL REPORT

Authorizer Information

Pillsbury United Communities- Charter Authorizing Department (CAD)

Our mission is creating choice, change and connection.

Pillsbury United Communities is committed to ensuring all students are prepared and ready for life. As a charter school authorizer, we work to make certain that every young person is in school, engaged and in an environment that believes in their endless potential- no matter their current circumstance.

PUC authorized charter schools align with our mission, vision and values, as well as demonstrate the capacity to be successful with the following student populations:

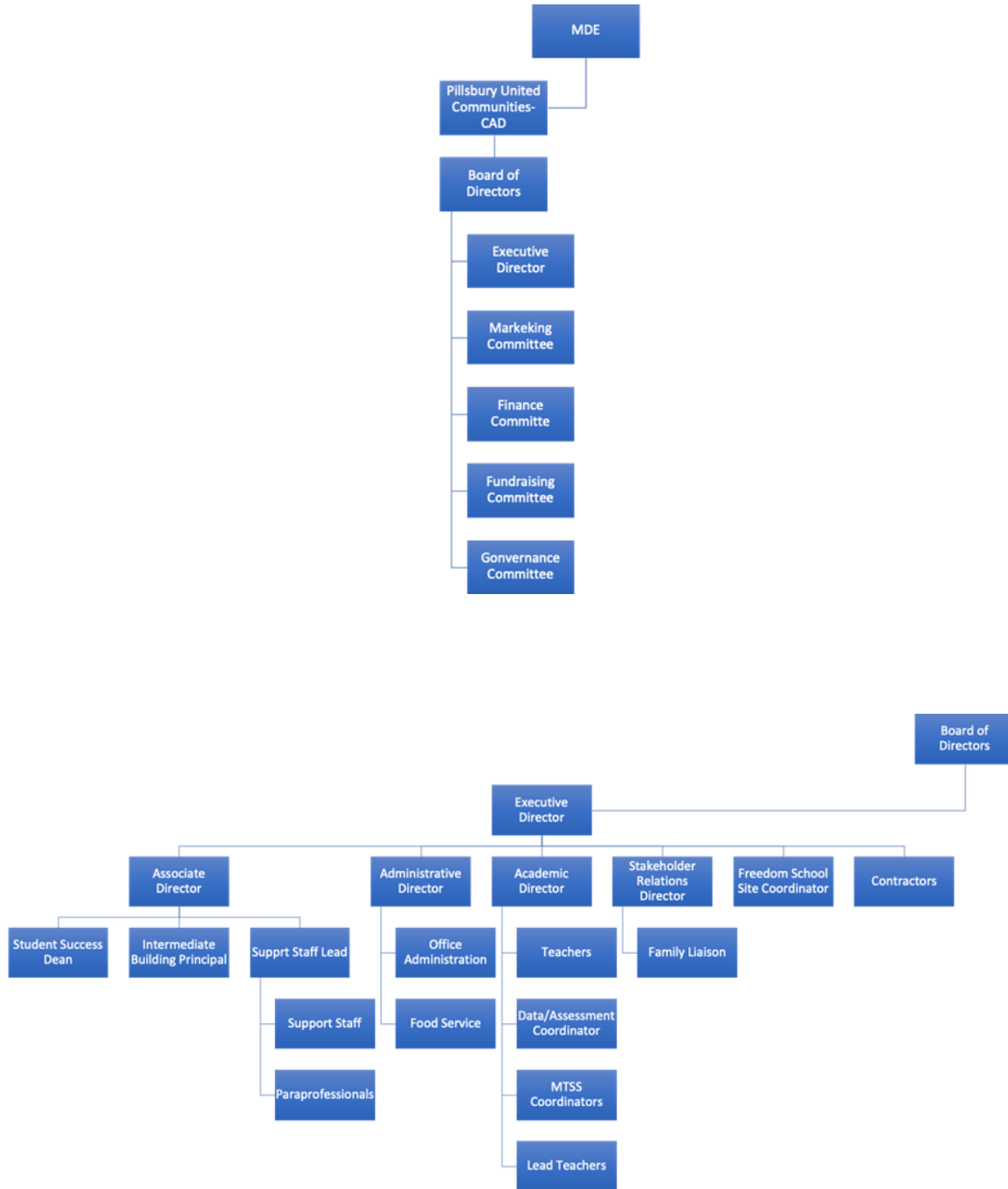
- Students who qualify for free or reduced lunch
- Students whom English is not their first language or their parents first language
- Students who have special needs and/or have a different learning styles
- Students who are significantly behind academically
- Students who are culturally and ethnically diverse
- Students who are disengaged and/or dropped out of school and have re-engaged (high school)

The Office of Public Charter Schools (OPCS) is responsible for providing compliance oversight and monitoring academic achievement, financial, governance, operational strength and performance goals for each of its schools. PUC serves 8,000 students with 70% identified as a community of color, 62% identify as black, and 80% free and reduced lunch students. Friendship Academy's contractual relationship with Pillsbury United Communities began in 2016 with a common belief that focuses, *"To make certain that every young person is in school, engaged and in an environment that believes in their endless potential- no matter their current circumstance."*

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FRIENDSHIP ACADEMY OF THE ARTS 2022-23 ANNUAL REPORT

Friendship Academy of the Arts 2022-23 Organizational Chart



FRIENDSHIP ACADEMY OF THE ARTS

2022-23 ANNUAL REPORT

22-23 Theme : Reflect, Refine, Result

22-23 Vision

Friendship Academy of the Arts will be consistent, collaborative, and committed to improve student outcomes through the Friendship Way.

Leadership Team Goals

Meeting Effectiveness

FAA leadership team will conduct consistent, efficient, and effective meetings which are: agenda-driven, needs-based, and data informed.

Shared Commitments

FAA leadership team will effectively collaborate to carefully select commitments to foster student growth, partner with our families, and support team members.

Shared Accountability

FAA leadership team will hold each other and team members accountable in their respective roles to gather, consistently report, and track data to ensure follow through on action steps to effectively implement the 22-23 vision.

FRIENDSHIP ACADEMY OF THE ARTS 2022-23 ANNUAL REPORT

One School - Two Locations

FAA successfully operated two campuses. The Primary campus hosts grades K-2 and our Intermediate campus hosts 3rd-8th. The Intermediate campus was dedicated in 2020 to provide more opportunities for families.

[Primary Campus Virtual Tour](#)

[Intermediate Campus Virtual Tour](#)

OUR MISSION
To educate children to be confident, competent and creative citizens.

**FRIENDSHIP ACADEMY OF THE ARTS
TWO LOCATIONS, ONE SCHOOL**

OUR VISION
Empowering scholars to be lifelong leaders and learners by developing the whole child socially, emotionally, academically and artistically.

FRIENDSHIP ACADEMY OF THE ARTS

2022-23 ANNUAL REPORT

Student Enrollment & Demographics

Enrollment

Student enrollment at Friendship Academy has been one of many great successes. In 2001, Friendship Academy began with an enrollment of 37 students. In 2022-23, enrollment continued to increase as a result of the expansion. The table below shows Friendship’s enrollment trend data.

Grades	2019-20	2020-21	2021-22	2022-2023
Kindergarten	17	39	42	34
1st Grade	26	29	40	48
2nd Grade	20	43	36	47
3rd Grade	27	38	44	40
4th Grade	16	35	40	48
5th Grade	25	23	38	36
6th Grade	18	33	33	41
7th Grade	19	23	34	29
8th Grade	N/A	20	24	31
Total	168	283	331	359
Total ADM (Average Daily Membership) for year	165.21	283.00	328.02	329.72

FRIENDSHIP ACADEMY OF THE ARTS 2022-23 ANNUAL REPORT

Annual Waitlist

	2019-20	2020-21	2021-22	2022-23
All Students on Waitlist	52	0	0	0

Demographics & Geographical Reach

Friendship Academy is a public charter school district that serves 331 culturally diverse K-8 students (95% African American, 2% caucasian, 1% hispanic, and 2% two or more races). Eighty percent of students are economically disadvantaged urban students enrolled in the free and reduced lunch program. The students who attend Friendship Academy come from the surrounding communities as indicated in the table below:

City of Residence
Minneapolis
Brooklyn Center
Brooklyn Park
St. Paul
Woodbury
Plymouth
Roseville
Burnsville
Eagan
Apple Valley
New Hope

FRIENDSHIP ACADEMY OF THE ARTS
2022-23 ANNUAL REPORT

St. Louis Park
Little Canada
Columbia Heights
Richfield
North St. Paul
Circle Pines
Crystal
Inver Grove Heights
Edina
Mendota Heights
Coon Rapids
Maple Grove
Oakdale
Champlin
Blaine
Fridley
Bloomington

**FRIENDSHIP ACADEMY OF THE ARTS
2022-23 ANNUAL REPORT**

Type	2020-21	2021-22	2022-23
Total Enrollment	283	331	359
Male	127	164	187
Female	156	167	172
Special Education	32	42	32
F/R Lunch	226	265	306
Homeless	6	27	28
African American	270	297	307
Latino	3	4	3
Asian/PI	0	2	0
American Indian	0	0	0
Caucasian	6	8	9
Two or more races	4	20	9

Student Attendance, Attrition & Mobility

Consistent Attendance

This is a measure of students who attend school on a regular basis and are not frequently absent. A student is considered consistently attending if they attend more than 90 percent of the time the student is enrolled during the year. Overall, data provides evidence of consistent performance in student attendance, averaging above 92.7% for 2021-22 compared to 85.3% state wide.

Student Attendance	2020-21	2021-22	2022-23
Overall Attendance	92.7%	92.71%	91.82%

FRIENDSHIP ACADEMY OF THE ARTS

2022-23 ANNUAL REPORT

Rate			
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Student Attrition

Friendship Academy maintains high student enrollment, re-enrollment, interest, and demand. Historical data reveals that Friendship has a very low student attrition rate due to the focus on creating an environment where students, staff, and families can nurture their genius. The positive, loving environment Friendship Academy offers with high expectations are attributes parents have identified as reasons they continue to keep their children enrolled in Friendship Academy.

Percentage of student* who were continuously enrolled between October 1 of 2021-22 school year and October 1 of 2022-23	70%
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Student Mobility

Friendship’s mobility index trend data is very consistent for the last four years. Friendship has an exit process in place. The data shows that the main reason for students who transferred out during the school year was relocation, transportation, attending schools closer to the family’s home, and family separation.

Percentage of students who were enrolled for 90% or more of the 2021-22	85%
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Overall Retention Data

ADM	Average Daily Membership for entire year	329.72
ADA %	Average Daily Attendance percentage for entire year	93%
Student Count	October 1 Enrollment	359

FRIENDSHIP ACADEMY OF THE ARTS 2022-23 ANNUAL REPORT

Consistent Attendance	% students attending 90% or more of the time	93%
Student Turnover	#student entering the school between the first and last days of the year	359
Student Turnover	#student leaving the school between the first and last days of the year	20
Student Retention	% of student as of Oct 1 who were also in the school the previous Oct 1	77%
Teacher Retention	Fall to fall teacher retention rate (based on Oct 1 staffing)	90%
Teachers of Color Retention	Fall to fall teacher retention rate (based on Oct 1 staffing)	95%
Staff Retention	Fall to fall staff retention rate (based on Oct 1 staffing)	85%
Leader Retention	Fall to fall leader retention rate (based on Oct 1 staffing)	95%

Innovative Practices and Implementation



FRIENDSHIP ACADEMY OF THE ARTS 2022-23 ANNUAL REPORT

Friendship Academy of the Arts continued to implement its Whole Child Model as a way to focus on the academic, social, emotional, and artistic needs of each scholar.

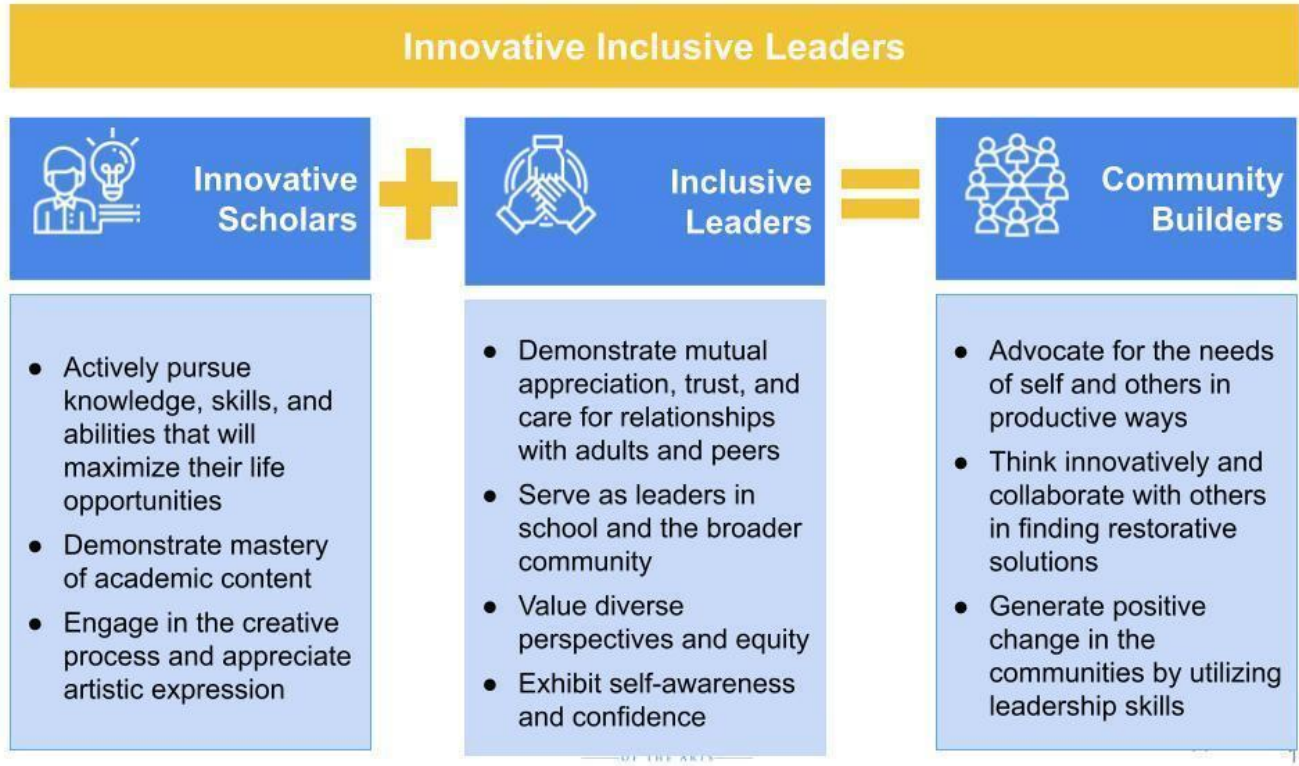
In the Spring of 2021, in partnership with Great MN Schools and Bellwether Education Consultants, the leadership team developed a new strategic plan named the School Success Plan. This plan provides direction and metrics to guide FAA through the year 2024. The 2021-22 school year was 2nd of implementation and the results were recorded on the outcome dashboard for the leadership team, board, and stakeholders to view progress.

FAA created a student success profile that defines an ideal graduate of its school. We strive to develop students who are:

- **Innovative Scholars & Inclusive Leaders who will become Community Builders**

FRIENDSHIP ACADEMY OF THE ARTS 2022-23 ANNUAL REPORT

To achieve our vision, we created a student success profile and metrics that define an ideal graduate from FAA



While there are opportunities to improve academic achievement and growth, we have built a team of committed and mission aligned staff, utilize rigorous curriculum, and partner with parents; We will build on these strengths to address our areas of improvement. Over the next 3 years, we have set ambitious goals to significantly increase math and reading achievement to outperform both the local district and state, as well as critical goals for improving leadership systems, staff development, and staff retention. To achieve these goals, we have identified a focused set of strategic priorities:

- Build Effective High Performing Leadership Team
- Refine Staff Development to Strengthen Culture & Accelerate Academic Outcomes
- Retain Staff and Strengthen Morale

By successfully implementing this plan, FAA will ensure that 40% or more of students will be proficient on the MCA in both reading and mathematics and 70% of students will meet expected

FRIENDSHIP ACADEMY OF THE ARTS

2022-23 ANNUAL REPORT

growth targets on NWEA MAP.

[Implementation Plan](#)

[FAA Outcomes Dashboard](#)

Cycles of Improvement

Annually the leadership team meets to reflect on all of the key data points collected during the year, including reports from the Student Success Coach and The Friendship Way Teams, classroom observations, student-assessment results, and survey results from staff, students and parents/guardians. This information is analyzed to determine key strengths and opportunities, which are prioritized based on the factors that have the greatest impact on student achievement and the school's culture. In collaboration with The Friendship Way teams, the Leadership Team identifies the top goals for the following year and a plan to achieve them, using the SMART goals process; this information is presented to the Board for approval. The Leadership Team monitors progress monthly to determine if any modifications are needed to achieve the goals. Additionally, the leader team meets to monitor progress of their pillars and to make recommendations when changes are needed.

Marketing

Raising community awareness of FAA and its many successes is a key objective of FAA's marketing plan. This will facilitate student recruitment as the school grows and expands. The current marketing plan was updated the summer of 2017 by a committee composed of a Board member, the executive director, the marketing and recruitment administrative support and the teacher mentor/instructional coach. The marketing and recruitment administrative support has overall responsibility for implementing the plan and she solicits help from others as the need arises. It is critical to monitor and adjust the marketing and student recruitment plan annually, with particular attention on quantifying what strategies are most effective for attracting new students to the school.

FAA has a 12-month promotional and student-recruitment strategy. In addition to recruiting students, FAA is aiming to achieve high public awareness so as the school grows and expands it will be easier to fill seats. The specific goal for recruitment each year is to fill the number of seats available and have a long-enough waiting list to fill seats as they become available.

A multimedia campaign is planned to disseminate information, through the use of social media, press releases and feature stories for local newspapers and broadcast outlets, the school newspaper and external banners. New brochures are being designed, and every effort will be made to connect with key contacts to place materials in highly visible places in churches, community centers, pre-kindergarten facilities, parks and recreation centers, health clinics, apartment buildings, beauty salons and barbershops.

Following are the key monthly areas of focus for the marketing and recruitment plan:

FRIENDSHIP ACADEMY OF THE ARTS

2022-23 ANNUAL REPORT

- January/February: Kindergarten Roundup
- March: Retention and re-enrollment
- April /May: Open enrollment for all grades – an open house will be conducted weekly, and members of the FAA community will attend resource fairs as well as increase distribution of promotional materials
- June, July and August: Recruitment and awareness – in addition to other approaches, members of the FAA community will attend festivals and fairs prevalent in the summer
- September: Recruitment and awareness
- October/November/December: Awareness

Recruitment and Retention Monitoring Plan

The leadership team will use two monitoring tools: one for new students (recruiting) and one for existing students. Together, this will provide the leadership team with a clear and updated view of future enrollment at any moment.

Recruitment Tracker with Schoolmint

The recruitment tracker includes the name of every potential new student (all grades) who may enroll at FAA. The tracker will identify key information including:

- Student/family contact information
- What grade they will be in next year
- How they learned about FAA or expressed interest in the school
- What recruitment event(s) they have attended
- What personal contacts (email, calls, home visits, texts) have been made to the family
- Whether they received an application packet
- Whether they completed the application packet
- What our internal assessment is of their likelihood to enroll:
 - High (application packet completed; strong personal indication they will attend FAA)
 - Likely (received application packet; strong personal indication they will attend FAA)
 - Maybe (some interest but may be considering other schools or haven't yet received an application packet)
 - Low (little response to recruitment strategies, may see other schools as their better choice right now)
 - Unlikely (no response to personal contacts, no demonstrated interest in recruitment strategies)

Enrollment Tracker with Schoolmint

The enrollment tracker includes the name of every existing student (all grades) who attends FAA. The tracker will identify key retention information including:

- Student/family contact information

FRIENDSHIP ACADEMY OF THE ARTS

2022-23 ANNUAL REPORT

- What grade they are currently in; what grade they will they be in the following year
- What, if any, concerns there are in their continued attendance at the school
- What our internal assessment is of their likelihood to remain enrolled next year:
 - o High (every indication shows they will stay at FAA; no reason to think they will leave)
 - o Medium (there are some indications they may leave, follow up may be required to address their concerns)
 - o Low (there are strong indications they may leave, they are actively looking at another school or relocating geographically)
 - o Not returning (they have indicated they will not be returning to FAA next year)

Print and Digital Marketing

FAA had an aggressive goal of enrolling 150 students in order to reach recruitment goals. This caused the marketing team to look for a wide range of options to reach the maximum number of people within the geographic area able to be transported to and from school. The platforms listed below reached over 100,000 people within the Minneapolis/St. Paul Twin City metro area;

Facebook - Instagram - LinkedIn - Twitter - Youtube - Southside Pride Newspaper - KMOJ radio - MPR radio - Comcast cable commercial - day care relationships - local event canvassing - individual mailings

Stakeholder Relations

Friendship Academy involves the community in its educational programs. We believe that it takes everyone to make our organization the best learning environment possible for our students. Our robust professional development and educational programs could not have been made possible without contributions from our business partnerships. We worked on maintaining relationships with our current funders and researching more potential funders that we could reach out to in the future. We maintained current relationships mainly through communication and have gathered all of our information on current and potential funders and advocates into charts and spreadsheets.

Our scholar participated in a couple of events at the state capital including an art contest and a rally in support of the Read Act. The works of one of our 2nd grade scholars won first place in the arts competition and was displayed at the state capital. In collaboration with Heart and Soul Drumming, our Scholars also participated in the performance with Cellist Abel Selaocoe at Orchestra Hall.

In partnership with Summit Academy OIC, Best Buy, Spark-Y, Harvest Prep and other community organizations our scholars were given the opportunity to experience “The Beast.” This is a STEM bus that has various STEM based activities where every class had the opportunity to experience over the course of 2 weeks.

Below is a list of activities that were intended to engage stakeholders:

FRIENDSHIP ACADEMY OF THE ARTS

2022-23 ANNUAL REPORT

Daddy's and Doughnuts

Mommies and Muffins

Staff vs. Students basketball game

Middle school staff and students round table discussion

Orchestra Hall Performance

Freedom Pop-Up Shop

Talent Show

Wax Museum

Monthly Parent University

"I Am" Rally

Apple orchard in Woodbury, Minnesota

SeaWorld at the Mall of America

Science Museum of Minnesota

Below is a list of 2022-23 community partners:

Partnership Entity	Purpose	Type of Support
Great MN Schools	Strategic Planning	Grant/Technical Support
Greater Friendship MBC	Annual Uniform/School Supply Drive	Donations
Charter School Growth Fund	Expansion Support	Grant

**FRIENDSHIP ACADEMY OF THE ARTS
2022-23 ANNUAL REPORT**

Ceresi Foundation for Children	General Operating support	Grant
Dollar General Foundation	Literacy Grant	Grant
Whole Kids Foundation	Community Garden Grant	Grant
Minnesota Association of Charter Schools	Policy/Legislative Issues	Membership
Reading Corp	Reading Intervention	Reading Corp Member
Youthprise	Healthy Snacks	Sponsorship
Children Defense Fund	Freedom School	Grant
Inverted Arts	Enrichment Classes	Partnership
T. Will Sports	Physical Education Classes	Partnership
Spark-Y (Youth)	STEM Enrichment Classes	Partnership
Summit Academy OIC	STEM Education	Partnership
Heart of Dance	Ballroom Dancing (5th and 8th grades)	Partnership
Heart and Soul Drumming Academy	African Drumming and Dance Enrichment	Partnership
Margaret Williams	Music Enrichment Class	Contractor
By Word of Mouth, Inc	SPED Speech Therapy	SPED Contractor
On the Move Therapy	SPED Occupational Therapy	SPED Contractor
Paige Psychological Consulting, LLC	SPED Psychology Services	SPED Contractor
Designs for Learning	Finance and SPED Support	Contractor

FRIENDSHIP ACADEMY OF THE ARTS
2022-23 ANNUAL REPORT

Right Response, LLC	Social Work Services	Contractor
Family Alternatives, LLC	Social Work Services	Partnership
Doorstep Foundation	Boys and Girls Groups	Partnership
Youth and Family Mentoring Services	Parent University	Contacto

Out of School Programming

Through the support of a 21st Century Federal Grant and in partnership with Children Defense Fund-MN (CDF-MN), FAA was able to provide before and after school programming through Freedom Schools.

The *CDF Freedom Schools* program enhances children’s motivation to read and makes them feel good about learning. At the same time, the program connects families to the right resources in their communities. Freedom School students engage in a research-based, multicultural Integrated Reading Curriculum that supports them and their families through **five essential components**:

1. High quality academic enrichment
2. Parent and family development
3. Civic engagement and social action
4. Intergenerational servant leadership development
5. Nutrition, health and mental health

The five essential components align with the mission, vision, beliefs, and goals for 2021-22. The before and after school program had the opportunity to serve 120 scholars while the summer programming served 100 scholars in partnership with Friendship Community Services’ Summer sports program.

During FAA’s AM programming the following enrichment activities were offered:

Freedom School Literacy Curriculum

Music

Art

Step Dance

STEM

Spoken Word

FRIENDSHIP ACADEMY OF THE ARTS

2022-23 ANNUAL REPORT

African Drumming and Dance

Spanish

Coding

Theater

Boss Club Entrepreneurship

Line Dance

Music Production

Song writing

Ballroom Dance

Study Hall

Staffing

FAA believes that “learning is a lifelong process” and continuous development needs to take place at every level of the organization. Our philosophy is to always put the best teachers in front of our students. In 2022-23, in partnership with Ed Fuel consultants, the leadership team was able to implement a talent calendar that helped to recognize talent needs and develop strategies to retain top quality talent.

[FAA Talented Calendar](#)

Staff Insight Survey Data

FAA partnered with TNTP, an education nonprofit, to collect feedback from staff through the Insight survey. Through Insight, the opportunity was given to share your thoughts on the leadership practices and conditions at FAA that support strong instruction. Staff voice is critical in helping leaders better understand what is working well and what can be improved at your school. Below are the fall Insight results that were used to create action plans for the remainder of the school year. Follow up data was not able to be obtained.

[**Fall 2022 Insight Survey Results**](#)

FRIENDSHIP ACADEMY OF THE ARTS

2022-23 ANNUAL REPORT

Professional Development

Friendship Academy provides staff opportunities for professional development in the summer and weekly throughout the calendar school year. These professional learning communities are teacher led by the academic director and designated PLC lead teachers in its good faith effort to continuously improve instruction for advancing student achievement.

Teachers received initial and ongoing professional development in the following areas:

- Curricular alignment with the MN state standards
- Data-driven decision making process and data coaching
- SIOP instructional strategies
- Classroom management and engagement
- Measurement and assessment
- Differentiated instruction
- Technology Integration
- Leader In Me Professional Development
- CPR/First Aid
- Achievement Network (ANet) Instructional Support

Friendship Academy, a quality compensation (Q Comp) school, has in place a teacher evaluation system that incorporates ongoing administrative evaluation, peer observation, and student data to guide and motivate teachers to increase effectiveness in the classroom. Teachers receive job-embedded professional development by participating in Professional Learning Communities (PLC) on a weekly basis, receiving mandatory clock hours for licensure renewal.

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

Implementation of best practices for improving instruction, curriculum, technology, and collaboration are revised annually, focusing on increasing student achievement, upgrading curriculum and developing effective programming. Teachers identify learning targets for every class setting, and address the needs of all students, align learning targets with common summative and formative assessments. All teachers and paraprofessionals work to identify and develop course objectives, and utilize effective instructional strategies. They assist with organizing curriculum for intentional language development and also provide instructional coaching and feedback to assist teachers in successfully facilitating student progress and success.

FRIENDSHIP ACADEMY OF THE ARTS

2022-23 ANNUAL REPORT

All of Friendship staff are trained annually and provided job embedded staff development throughout the year to ensure that everyone is using the approaches and innovative practices with fidelity. Our system is established to promote high teacher efficiency to maximize student growth and sustained high performance.

Data Driven

Assessing and evaluating each student's progress toward meeting state and local academic goals includes Friendship staff evaluating student progress toward college and career readiness standards by adhering to state and national standards and assessments for individual students including those in sub-group categories. District measures of success include exceeding state standards in the areas of math and reading. Data from student assessments is reviewed regularly by staff members to monitor student progress, and to measure instructional effectiveness. Also, data from the child find and Response to Intervention (RtI) teams help to determine student program placement.

Academic Performance: Goals & Results

FAA is committed to nurturing the genius of all of its scholars and endowing each of them with a high quality education. Across grade levels, FAA teachers provide rigorous, standards-based instruction and use research-based strategies to help develop the whole child—academically, socially, emotionally and artistically. Throughout the school, teachers use common methods and consistent language. Lessons are data-driven, and the school is striving to create individualized learning plans for each student. FAA uses Positive Behavioral Interventions and Supports (PBIS) and restorative practices to clarify classroom expectations for everyone in the school community. To provide the best instruction possible, FAA collaborates with educational experts to integrate best practices into the curriculum. At FAA, parents/guardians are essential partners in their child/ren's education, and the school extends significant outreach efforts to develop this partnership.

Academic Leadership Development

Ed Fuel Executive Coaching

Bellwether Education Consultants

Achievement Network Instructional Leadership

Relay National Principal Fellowship

FRIENDSHIP ACADEMY OF THE ARTS 2022-23 ANNUAL REPORT

Relay Instructional Leadership Training

University of Minnesota Principals Academy

Academic Partnerships

Achievement Network (Anet) (3rd-6th)

Groves Academy (K-2nd)

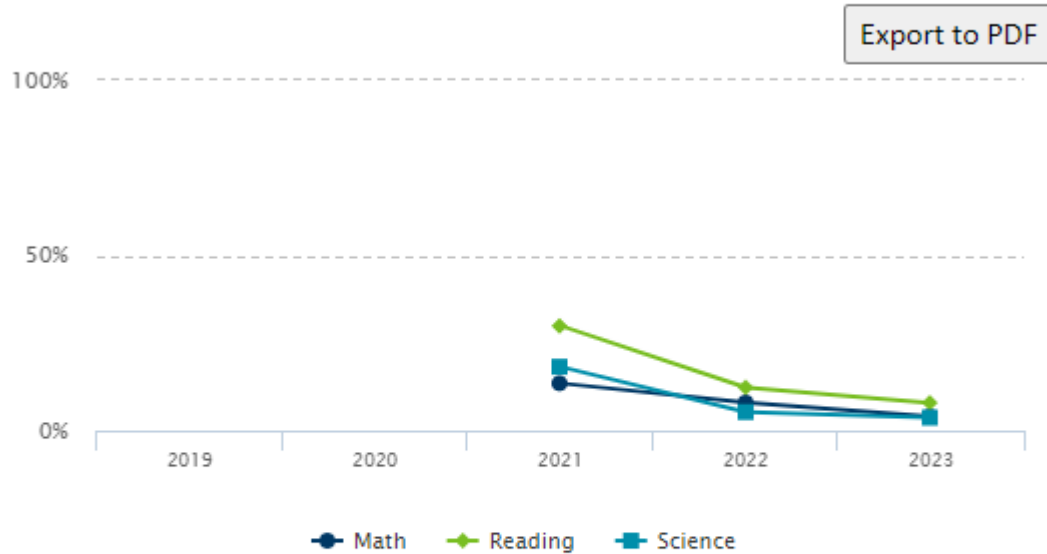
[Groves End of Year Report](#)

[Reading Corp Member](#)

MCA Data

FRIENDSHIP ACADEMY OF THE ARTS 2022-23 ANNUAL REPORT

The number of students meeting standards in math, reading, and science over time



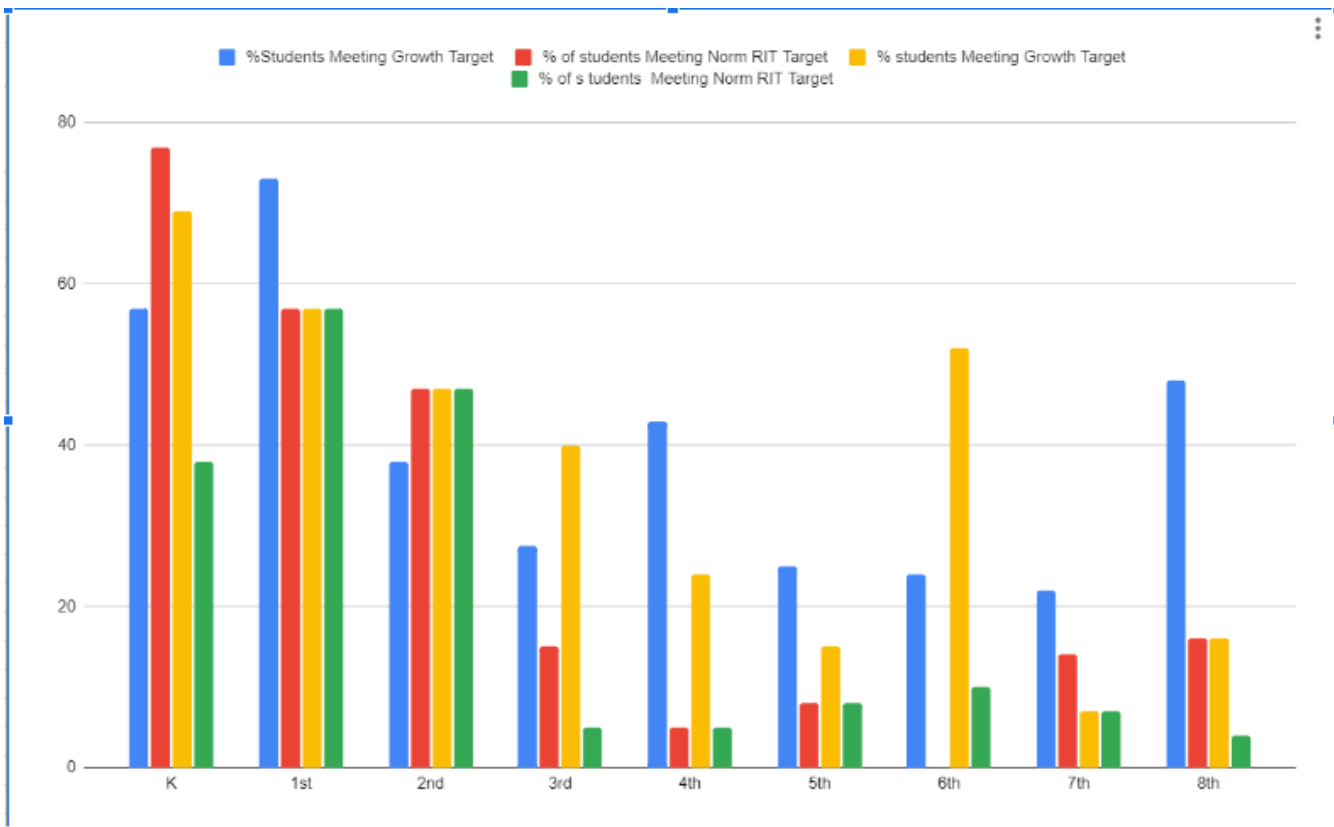
Subject	2019	2020	2021	2022	2023
Math	N/A (N/A)	N/A (N/A)	13.5% (10)	8.0% (16)	4.0% (8)
Reading	N/A (N/A)	N/A (N/A)	29.9% (23)	12.3% (25)	7.9% (16)
Science	N/A (N/A)	N/A (N/A)	18.2% (2)	5.3% (3)	3.7% (2)

The results above indicate a declining trend in student achievement. These can be partially attributed to the severe learning loss experienced by scholars as the result of the COVID-19 pandemic. Notwithstanding, we at FAA are determined to reverse this trend. With the

FRIENDSHIP ACADEMY OF THE ARTS 2022-23 ANNUAL REPORT

NWEA Data

FAA NWEA Scores Breakdown				
Spring 2023	Math		Reading	
Grade	%Students Meeting Growth Target	% of students Meeting Norm RIT Target	% students Meeting Growth Target	% of s tudents Meeting Norm RIT Target
K	57	77	69	38
1st	73	57	57	57
2nd	38	47	47	47
3rd	27.5	15	40	5
4th	43	5	24	5
5th	25	8	15	8
6th	24	0	52	10
7th	22	14	7	7
8th	48	16	16	4
Average	39.72222222	26.55555556	36.33333333	20.11111111



FRIENDSHIP ACADEMY OF THE ARTS 2022-23 ANNUAL REPORT

Primary Academics

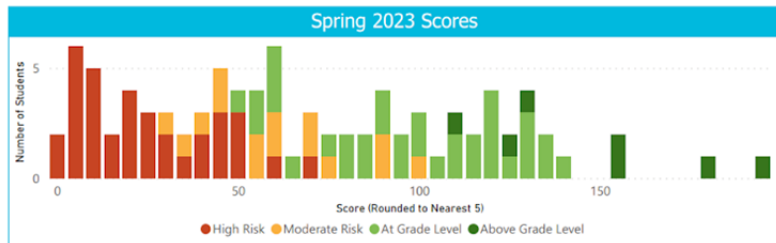
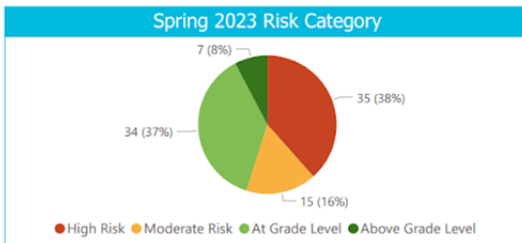
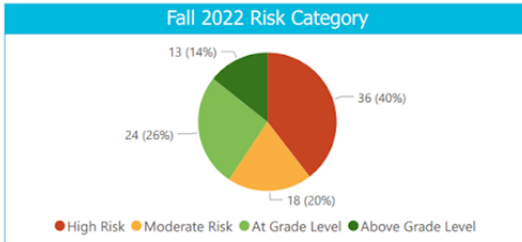


Oral Reading Fluency

School
Friendship Academy of the Arts

Grade
All

Classroom
All



Oral Reading Fluency assessment data collected and analyzed using aimsweb® Plus.

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The students at Primary Site made steady gains academically. As measured by Aimsweb Plus, Students in Kindergarten to 2nd grade increased their reading fluency by 4% from 40% in the Fall to 44% in the Spring.

Intermediate Campus Student Culture

The Intermediate site ended the year with approximately 1276 student referrals. Top categories include class disruption, technology violation and work defiance/insubordination. The Intermediate campus had approximately 24 out-of-school suspensions. This number dropped significantly once the SSR room was implemented and students had the ability to stay in school. Our continued focus on restorative circles have drastically improved our students behavioral challenges and assisted in building a positive and safe school community.

**FRIENDSHIP ACADEMY OF THE ARTS
2022-23 ANNUAL REPORT**

Accountability Measurements

**Charter Contract Goals Reporting for:
School Year: 2022-23**

ACADEMIC and NON-ACADEMIC GOALS	REPORTED PROGRESS	NOTES
Goal 1: Increase average math proficiency on the MCA by 1 percentage point annually.	<input type="checkbox"/> Goal met <input type="checkbox"/> Goal partially met <input checked="" type="checkbox"/> Goal currently not met	MCA math proficiency scores decreased from 8% to 4%.
Goal 2: Increase average reading proficiency on the MCA by one percentage point annually.	<input type="checkbox"/> Goal met <input type="checkbox"/> Goal partially met <input checked="" type="checkbox"/> Goal currently not met	MCA reading proficiency scores decreased from 12.3% to 7.9%.
Goal 3: 50% of student enrolled by October 1 will meet or exceed NWEA growth Targets in reading using Spring to Spring scores targets	<input type="checkbox"/> Goal met <input type="checkbox"/> Goal partially met <input checked="" type="checkbox"/> Goal currently not met	37% of students met or exceeded their growth target in Math and 34.5% of students met or exceeded their growth target in reading.

**FRIENDSHIP ACADEMY OF THE ARTS
2022-23 ANNUAL REPORT**

<p>Goal 5 - 50% of students who scored below the 51st percentile in their Fall Reading NWEA will demonstrate at least one year's growth on their Spring Reading NWEA assessment.</p>	<p><input type="checkbox"/> Goal met <input type="checkbox"/> Goal partially met <input checked="" type="checkbox"/> Goal currently not met</p>	<p><u>RESULT: 32% (76/234 students)</u></p>
<p>Goal 6 - 50% of students who scored below the 51st percentile in their Fall Math NWEA will demonstrate at least one year's growth on their Spring Math NWEA assessment.</p>	<p><input type="checkbox"/> Goal met <input type="checkbox"/> Goal partially met <input checked="" type="checkbox"/> Goal currently not met</p>	<p><u>RESULT: 40% (90/227 students)</u></p>
<p>Goal 10 - All teachers will have at least three formal classroom observations during the course of the school year and be provided coaching.</p>	<p><input type="checkbox"/> Goal met <input checked="" type="checkbox"/> Goal partially met <input type="checkbox"/> Goal currently not met</p>	<p>Due to transition in leadership, teachers were formally observed and given feedback about 2 times.</p>

Governance & Management

Friendship's board demonstrated the capacity to effectively govern a successful charter school. Friendship Academy materially complies with applicable laws, rules, regulations and provisions of the charter contract and school bylaws relating to school board composition and training, and

FRIENDSHIP ACADEMY OF THE ARTS 2022-23 ANNUAL REPORT

the board demonstrate the capacity to govern an effective charter school, with the following elements fully developed and functioning effectively:

- Composition, skills and experience
- Elections
- Background checks
- Training
- Onboarding

Friendship's board engaged in appropriate decision-making and oversight through effective and transparent board meetings. Friendship Academy materially complies with applicable laws, rules, regulations and provisions of the charter contract relating to board decision-making and oversight, with the following elements fully developed and functioning effectively:

- Conducting meetings
- Meeting documentation
- MN Open Meeting Law
- Policy development, implementation and review
- Establishing clear performance expectations for the school that align to the charter contract
- School performance evaluation (academic, financial, operation, environmental education)
- Key organizational documents and decisions

The Board of Directors of Friendship Academy consists of seven members. Skills and expertise of Board members include: accounting, consulting, corporate management, non-profit management and training, public school teaching, college counseling, and youth advocacy. All seven Board positions were up for election this year. Board members recognize the need for leadership continuity and are considering Board policies that would provide for staggered terms over at least two years. Board leaders are seeking additional members with marketing and fundraising expertise.

Friendship Academy's meeting minutes provide clear and concise evidence of the Board's engagement in appropriate decision-making, that includes providing leadership, setting policies, and developing accountability practices that will ensure high student achievement, reviewing performance data and budgets, contracts, annual reports, financial audit, and leases. Friendship Academy's monthly agenda contains director reports from the Executive Director and committees.

A comprehensive Board binder is given to each Board member. Agendas, minutes, board packets, bylaws and policies are kept in the front office and posted on the school's website.

**FRIENDSHIP ACADEMY OF THE ARTS
2022-23 ANNUAL REPORT**

Name	Board Position	Group Represented
Ananyasia Joseph	Board Chair	Community
Wendy Hines	Board Treasurer	Community
Brenda Hill	Marketing Committee Chair	Community
Tiffini Forslund	Board Member	Parent
Janice Phillips	Secretary	Teacher
Portia Jackson	Member	Parent
Michael Self, Sr	Member	Community

Finances

FAA will submit audited financial information to Pillsbury United Communities and the Minnesota Department of Education on or before December 31, 2023. It will be publically available at www.friendshipacademy.org.

To address questions regarding school finances, financial reports of 2022-23, and/or an organizational budget for 2022-23, please contact:

Friendship Academy of the Arts Charter School
District #4079
2600 E. 38th St.
Minneapolis, MN 55445
Office: (612) 879-6703

Friendship Academy’s financial performance of 2021-22 provided the school with remarkable opportunities to further expand their academic programs. Friendship’s outlook for 2022-23 continues to be positive, as the school looks forward to future growth in enrollment, and

FRIENDSHIP ACADEMY OF THE ARTS

2022-23 ANNUAL REPORT

approaches to future opportunities that provide the best quality education possible for students.

Below is a preliminary look on June 30th 2022 Financials.

[June 30, 2022 Preliminary Financials](#)

[October 31, 2022 Financials](#)