



International  
Baccalaureate

# CyberVillage

A C A D E M Y

Inspiring, challenging, and preparing  
students on campus & online



## Annual Report

<b>Table of Contents</b>	<b>Page</b>
1. Report Introduction	1
2. School Governance and Management	1
3. Staffing and Teaching Information	2
4. School Demographics, Enrollment and Attrition	3
5. Academic Program and Operational Performance	4
6. Innovative Practices	17
7. Program Challenges and Future Plans	17
8. Finances	19
9. Authorizer	20
10. State Mandated Content Cross-Reference Chart	20

### 1. Report Introduction

Overview: Cyber Village Academy is a truly unique public school which opened during the 1997-1998 school year. Since its beginning, CVA has provided a blended online program with both face-to-face and online components. In 2011-2012, CVA students in Grades 4-8 participated in our Fusion program that provides high quality teaching and learning on campus Monday, Tuesday, and Wednesday each week and at home or using community learning resources on Thursday and Friday. Grades 6, 7, and 8 of the Fusion program comprise the International Baccalaureate authorized “Middle Years Program.” CVA’s PASCAL (Program for Accelerated Studies Using Computer Assisted Learning) program serves a small number of students in grades 3-12 who require an entirely online learning environment. CVA also began a Fusion-style high school program serving students in Grades 9-12.

Cyber Village Academy is located in the Highland Park area of St. Paul and occupies the second floor of the Talmud Torah of St. Paul building, formerly St. Paul’s Edgcumbe School.

Mission Statement: Cyber Village Academy prepares students to meet the challenge of a rapidly changing world with confidence by helping them to become inquiring, knowledgeable, caring and active citizens who value academic rigor, integrity, self-reliance and compassion.

### 2. School Governance and Management

Cyber Village Academy is governed by its Board of Directors. CVA’s Board for 2011-12 was chaired by Robert Kaufer (parent) and included Deb DeBruin (parent), Jeff Sprinkel (community member), Laurie Iwan (parent), Robyn Mesenbring (teacher), Cherie Neima (teacher), Lauren Odle (teacher), Rob Rand (teacher), and Chris Orr (teacher).

Contact information for the 2011-12 Board:

Robert Kaufer	rhkaufer@gmail.com
Jeff Sprinkel	jeffsprinkel@comcast.net
Deb DeBruin	dadebruin@gmail.com
Laurie Iwan	lrooze1@comcast.net
Robyn Mesenbring	rmesenbring@cybervillageacademy.org
Cherie Neima	cneima@cybervillageacademy.org
Lauren Odle	lodle@cybervillageacademy.org
Rob Rand	rrand@cybervillageacademy.org
Chris Orr	corr@cybervillageacademy.org

In 2011-12 Dr. David Alley served the school as Director, with support from an office manager and part-time administrative assistant.

#### Board Training

Robert Kaufer	Finished required board training before June 2011.
Jeff Sprinkel	Finished required board training before June 2011.
Deb DeBruin	Finished required board training before June 2011.
Laurie Iwan	Finished required board training June 2010. IB Orientation training, 10/25/2011. Effective Board Governance, 4/12/11, Marci Cornell-Feist
Robyn Mesenbring	Board training, all three modules. University of St. Thomas, August 12, 2011.
Cherie Neima	Finished required board training before June 2011.
Lauren Odle	Finished initial board training 4/21/12. Board Financial Management segment. Ship's Wheel, Chuck Speiker.
Rob Rand	Finished required board training before June 2011.
Chris Orr	Board training, all three modules. University of St. Thomas, August 12, 2011.

**Table 1**

### 3. Staffing and Teaching Information

Cyber Village Academy employed a director, 13 licensed teachers, three paraprofessionals, an office manager and an administrative assistant.

Name	Folio #	Subjects	Email Address
Lauren Odle	395128	Spanish	lodle@cybervillageacademy.org
Rob Rand	406967	Science & Technology	rrand@cybervillageacademy.org
Christy Buxman	340486	Lang. Arts A, Global Studies A, Math A & B	cbuxman@cybervillageacademy.org
Karla Gotham	405155	Special Education	kgotham@cybervillageacademy.org
Amanda Reding	435101	Language Arts	areding@cybervillageacademy.org
Robyn Mesenbring	362709	Math	rmesenbring@cybervillageacademy.org

Jennifer Naglak	263590	Music/Fine Arts	jnaglak@cybervillageacademy.org
Elizabeth Knoll	437127	Special Education	eknoll@cybervillageacademy.org
Cherie Neima	386832	Global Studies	cneima@cybervillageacademy.org
Chris Orr	437696	Physical Ed. & Health	corr@cybervillageacademy.org
Kate Doan	449949	HS Teacher, science & math	kdoan@cybervillageacademy.org
Justin Wewers	463344	HS Teacher, social studies and language arts.	jwewers@cybervillageacademy.org
Claud Allaire	334615	High School Program	callaire@cybervillageacademy.org
Melissa Onyangao-Robshaw	N/A	Office Manager	Monyango-robshaw@cybervillageacademy.org
Kelly Gerleve	N/A	Special Education paraprofessional	
Shantae Specht	N/A	Special Education paraprofessional	
Cole Strilzuk	N/A	Special Education paraprofessional	
Dominique Connell	N/A	Administrative Assistant	office@cybervillageacademy.org

**Table 2**

**4. School Demographics, Enrollment and Attrition**

	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>
<b>Student Enrollment (Oct 1)</b>	124	115	104	110	117	134
<b>American Indian</b>	1.60%	0.00%	0.00%	0.00%	2.30%	0.7%
<b>Asian</b>	2.40%	3.50%	6.70%	7.00%	6.80%	9.0%
<b>Hispanic</b>	2.40%	3.50%	6.70%	5.00%	7.50%	3.7%
<b>Black</b>	5.70%	3.50%	6.70%	14.00%	9.80%	9.0%
<b>White</b>	87.90%	89.60%	79.80%	75.00%	73.70%	77.6%
<b>Annual Attendance</b>	98.65%	98.08%	97.61%	96.00%	96.49%	97.0%
<b>Retention:</b>						
<b>Rate transferring out</b>	12.32%	12.93%	11.46%	15.23%	20.69%	*Not available
<b>Rate transferring in</b>	15.94%	18.96%	34.37%	32.38%	33.62%	*Not available
<b>Limited English Proficient</b>	0.00%	1.00%	0.00%	0.00%	0.00%	0.00%
<b>Special Education</b>	8.00%	14.00%	14.00%	15.00%	15.00%	22.4%
<b>Free and Reduced Lunch</b>	10.00%	23.00%	34.00%	35.00%	24.80%	19.4%

**Table 3**

\*2011 is the most recent mobility/retention data that MDE is reporting at publication time.

## 5. Academic Program and Operational Performance

### Primary Academic Goals and Outcomes

#### **Goal 1: Multiple Measurement Rating**

FY2012 marked the first year that Minnesota schools functioned under the Multiple Measurement Rating system created by MN's waiver under the federal No Child Left Behind law. For both its initial designation and its 2012 designation, Cyber Village Academy earned a Reward designation, placing it in the top 15 percent of Title 1 schools statewide.

Points earned and overall percentage score are reported in Table 4 below.

	<b>2012</b>	<b>2011</b>	<b>Initial Designation</b>
<b>Overall</b>	<b>86.17 percent</b>	<b>92.16 percent</b>	<b>89.31 percent</b>
Proficiency (points)	24.97	24.97	43.61
Growth (points)	20.7	21.72	44.74
Achievement gap reduction (points)	18.96	22.44	45.62
Total points	64.63	69.12	133.97
Points possible	75	75	150

**Table 4**

New goals based on these new sets of numbers will be developed in the fall of 2012.

#### **Goal 2: Q-Comp**

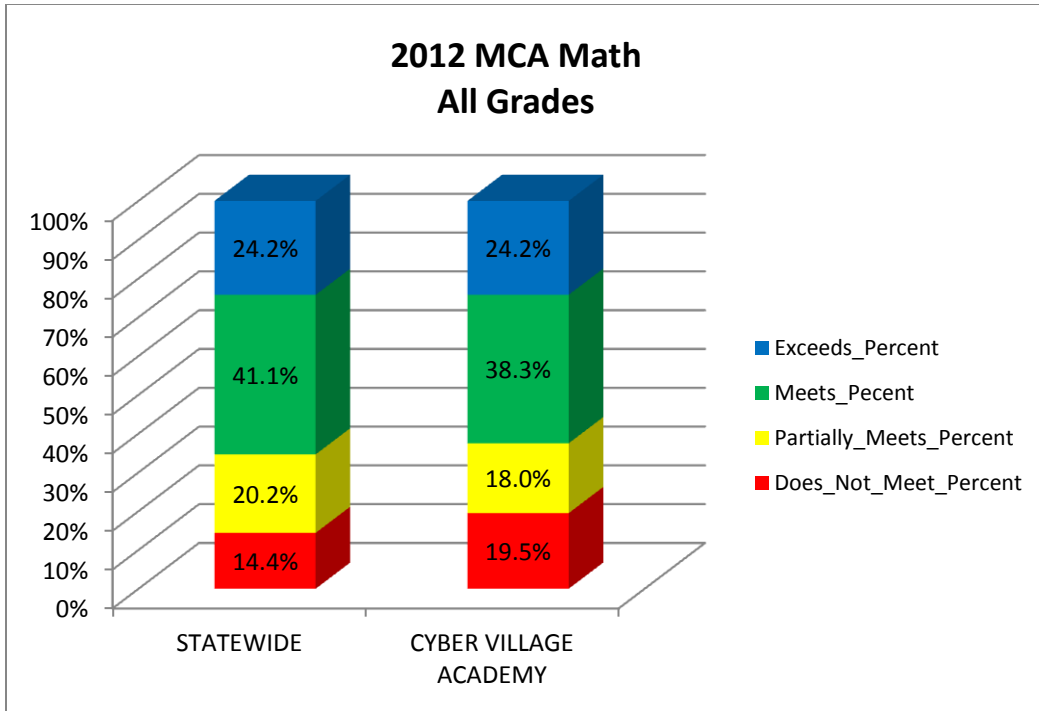
The site goal related to Q-Comp for FY2012 is: The percentage of all students in grades 3-8 who took the fall 2011 and spring 2012 NWEA MAP assessment and who meet or exceed their fall to spring individual RIT score growth target on NWEA MAP in mathematics will increase from 55.79 percent to 62.11 percent in spring 2012.

CVA achieved this goal with 67.62 percent of students (71 out of 105) hitting their RIT targets.

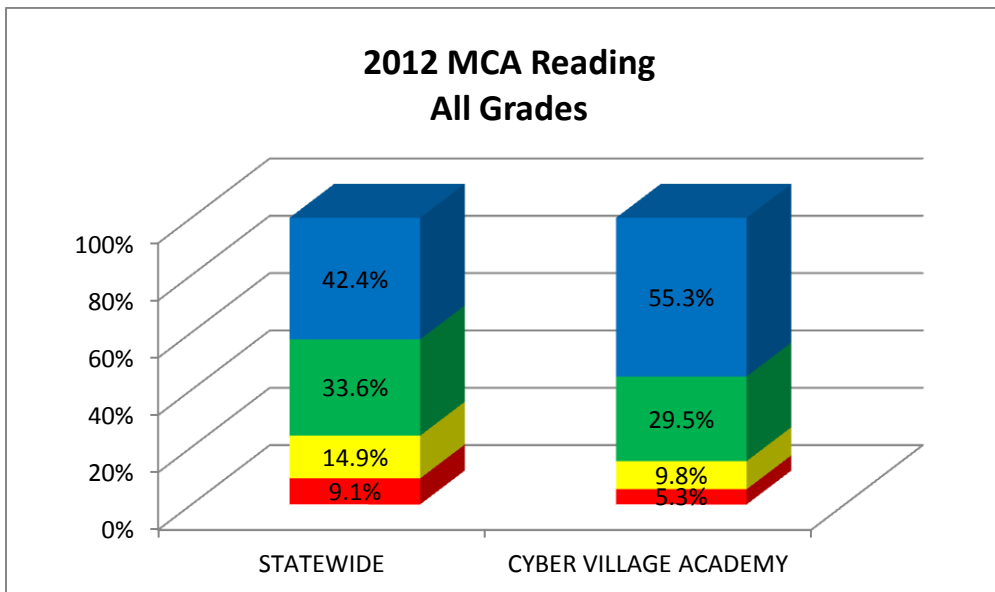
### Additional Academic Achievement Information

The graphs below provide additional insights into performance and growth at CVA. This data will be used to develop targeted goals throughout FY2013.

MCA tests show that CVA is well-above state average in most areas and most grade levels of reading, and approximately equal to state average in most areas and most grade levels of mathematics. In reading, 84.8 percent of CVA students meet or exceed proficiency compared to a state average of 76.0 percent. In mathematics, 62.5 percent of students meet or exceed proficiency compared to a state average of 65.3 percent. (Charts 1 and 2)



**Chart 1**



**Chart 2**

Scores are roughly consistent across grade levels, as shown in the grade level trend graphs (Charts 3-7). The school's scale scores have recovered from the 2011 dip caused by the significant changes in the MCA tests. Math scores have risen from significantly below state average to approximately equal to state averages.

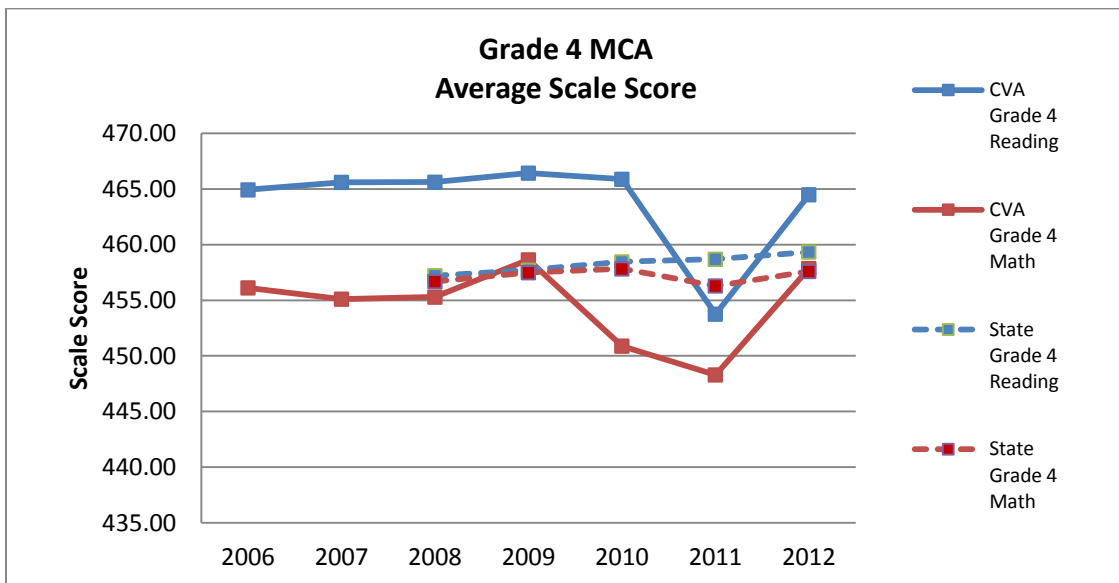


Chart 3

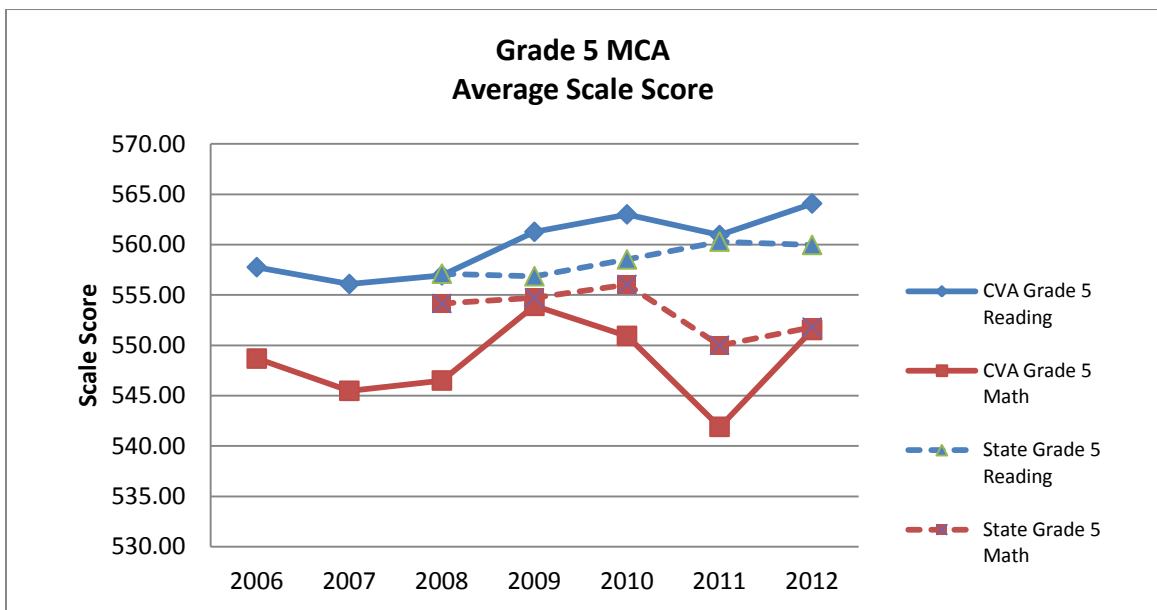
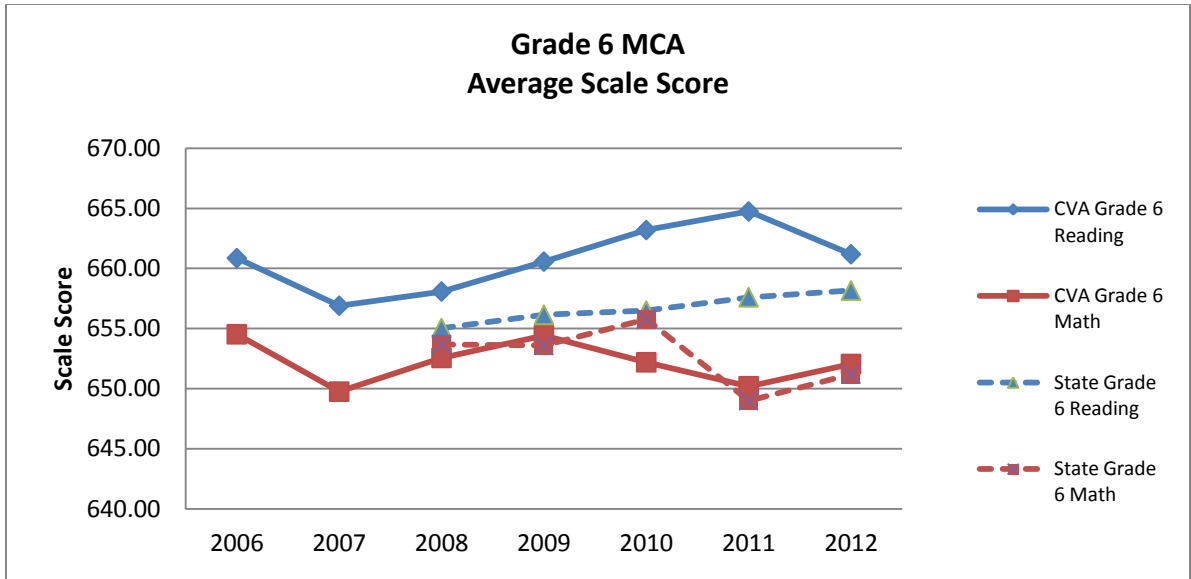
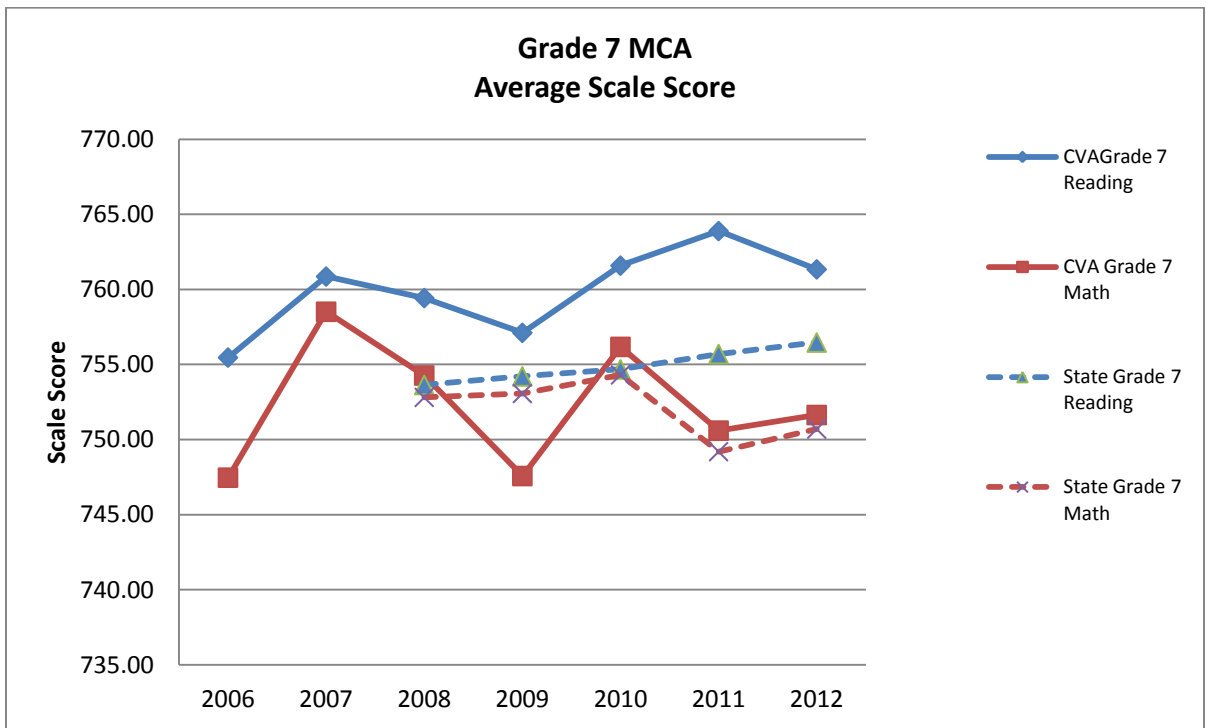


Chart 4



**Chart 5**



**Chart 6**

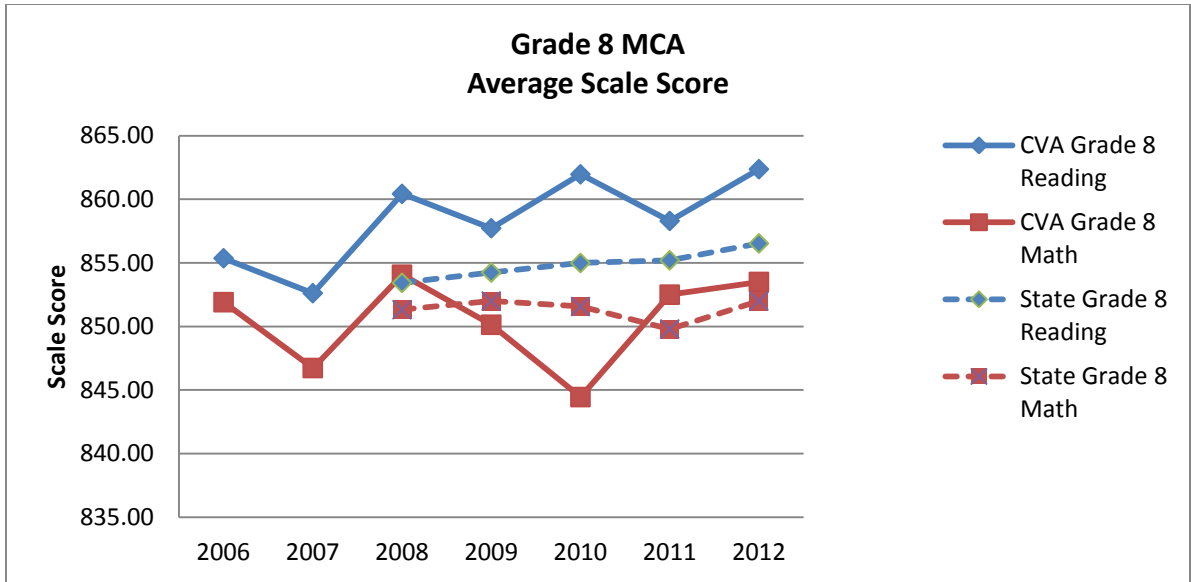


Chart 7

Scores across subgroups are largely consistent (Chart 8). Of particular note is the Special Education population, which performs significantly about state average for that population. However, the Black subgroup performs dramatically below CVA's average. This will become a focus area for FY2013, along with the free/reduced price lunch population.

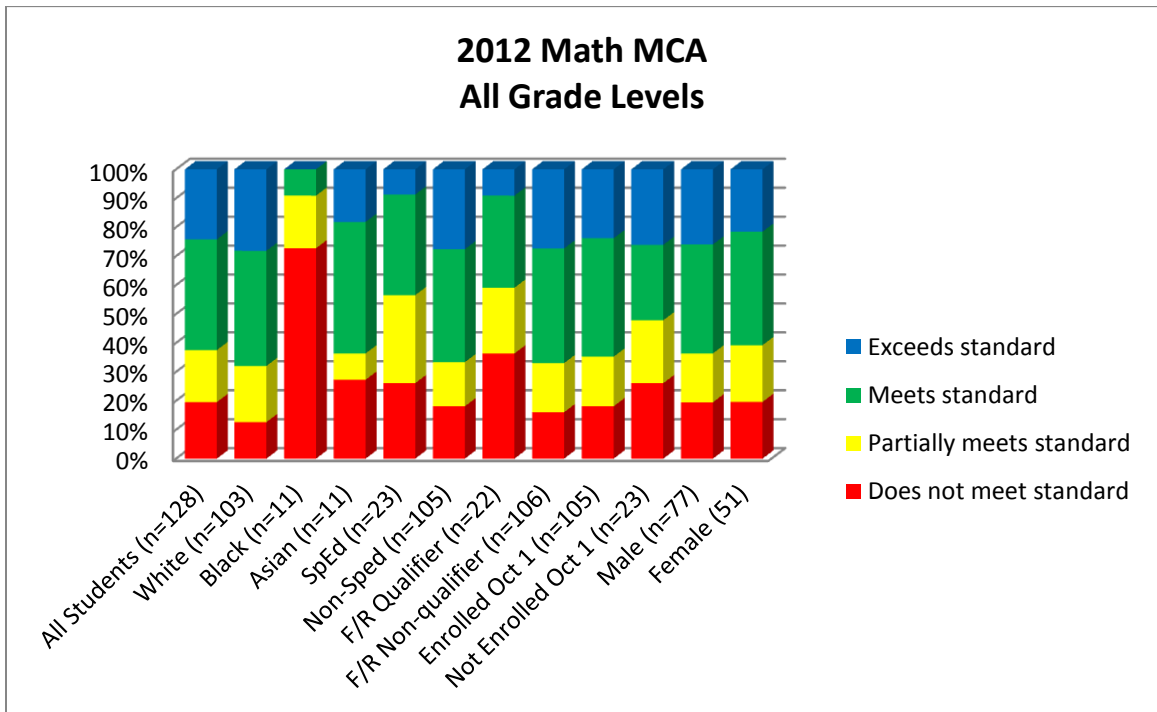


Chart 8



MCA strand data in mathematics shows strength in algebra at the eighth grade level, but particular weakness in algebra at the fifth grade level. Grades 4 and 5 are lower than average in geometry and measurement. The data analysis (and probability) strand shows CVA above state average at all grade levels, and the numbers & operations strand at the eighth grade level also shows strength. (Charts 9-12).

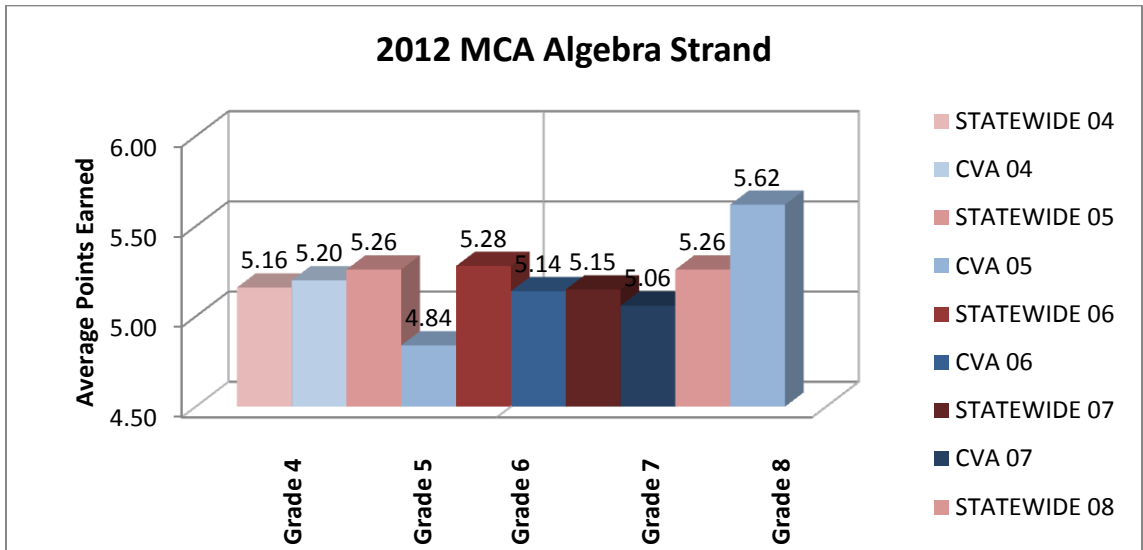


Chart 9

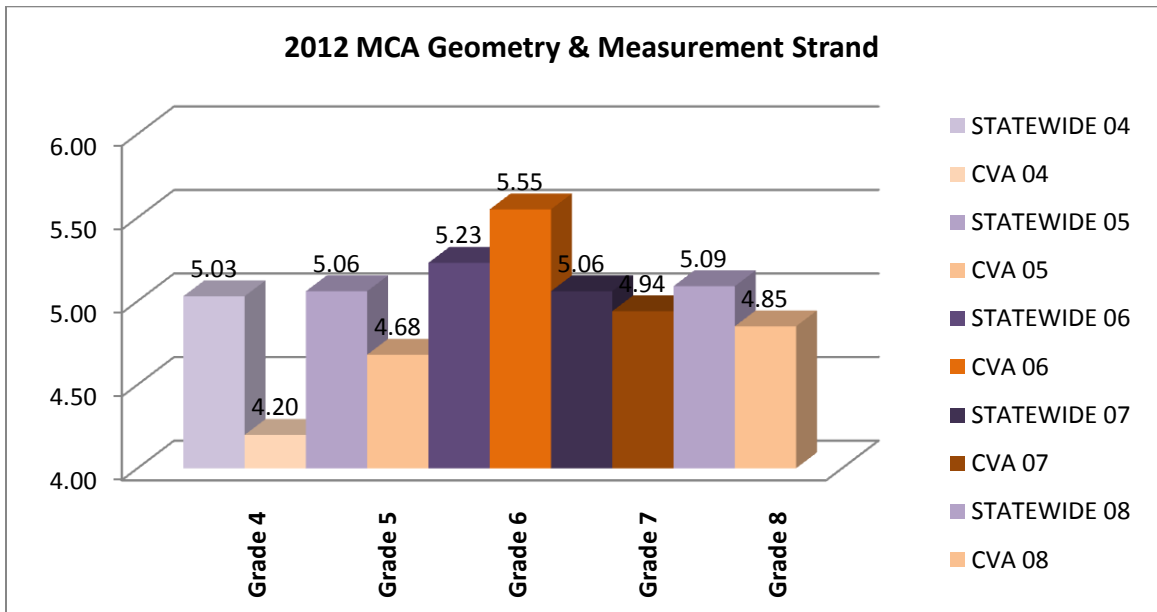
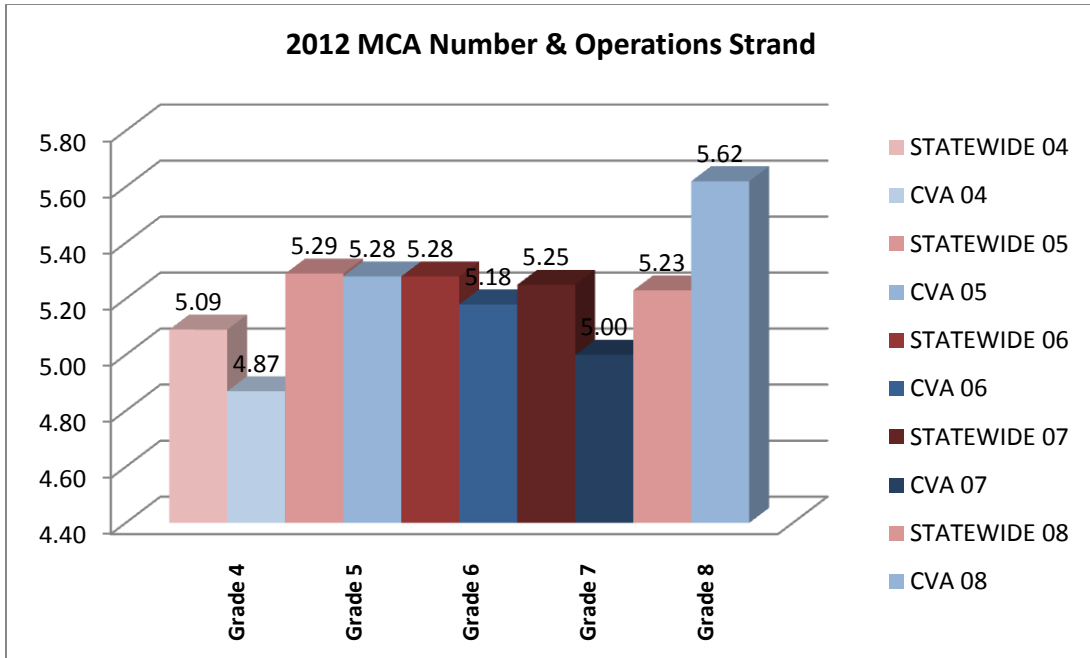
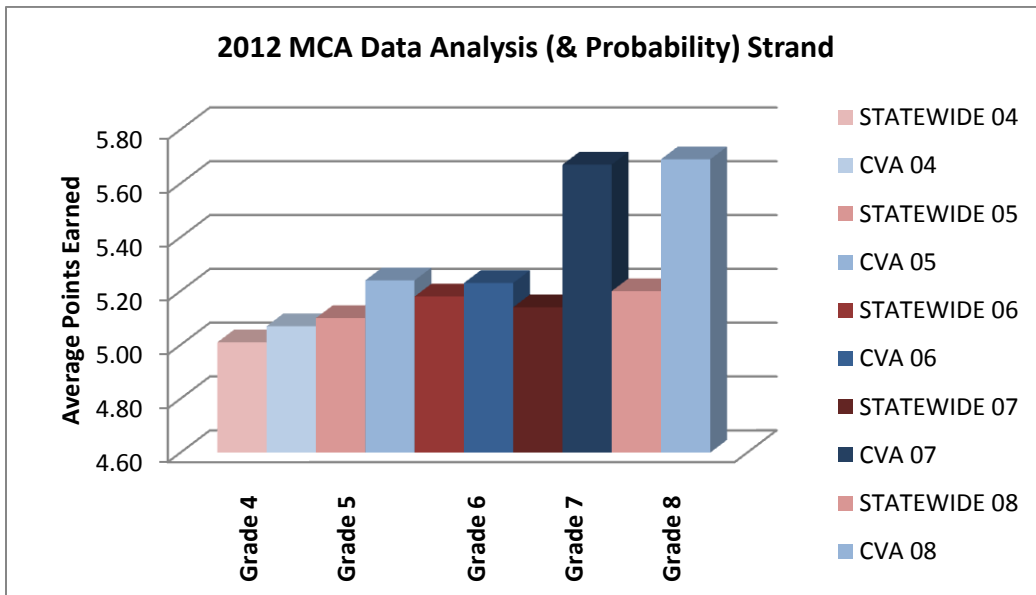


Chart 10



**Chart 11**



**Chart 12**

Reading strand data shows CVA above state average in every grade level and every strand, with a slight exception for the Grade 10 literature strand where CVA fell just short of state average (Charts 13-15).

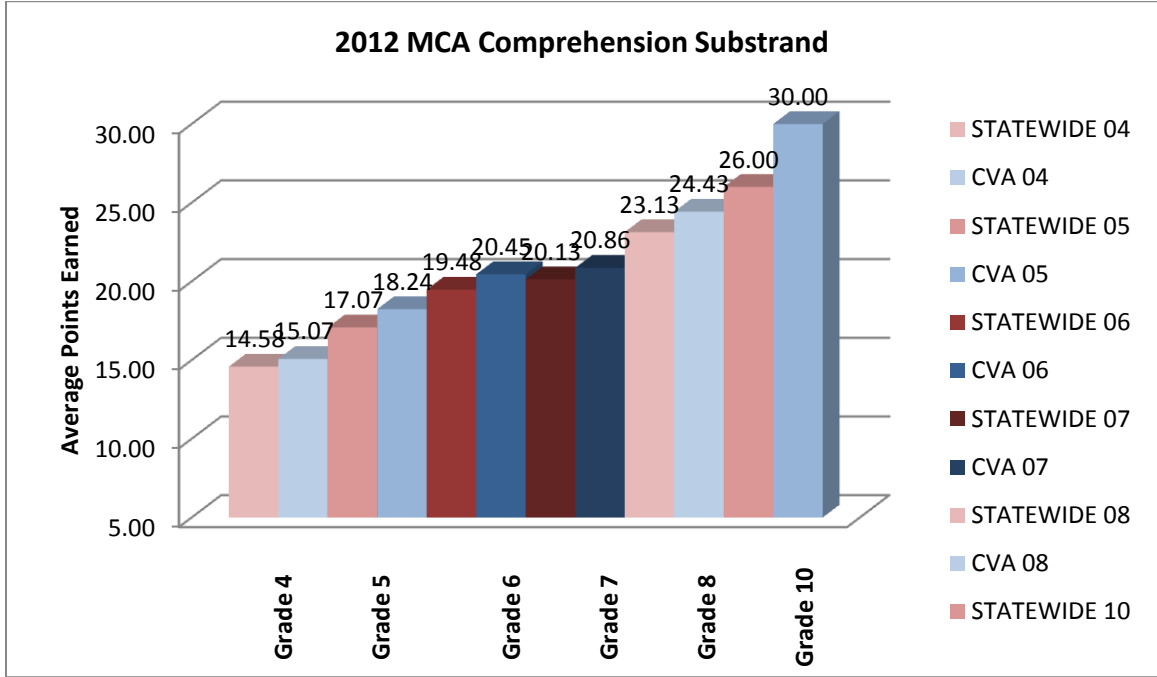


Chart 13

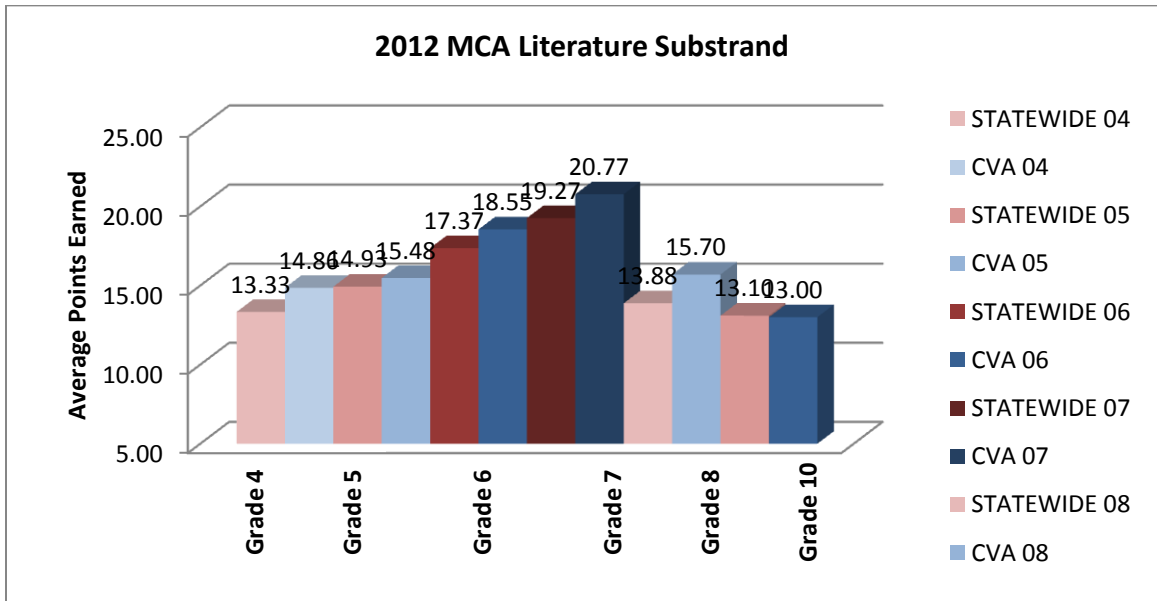
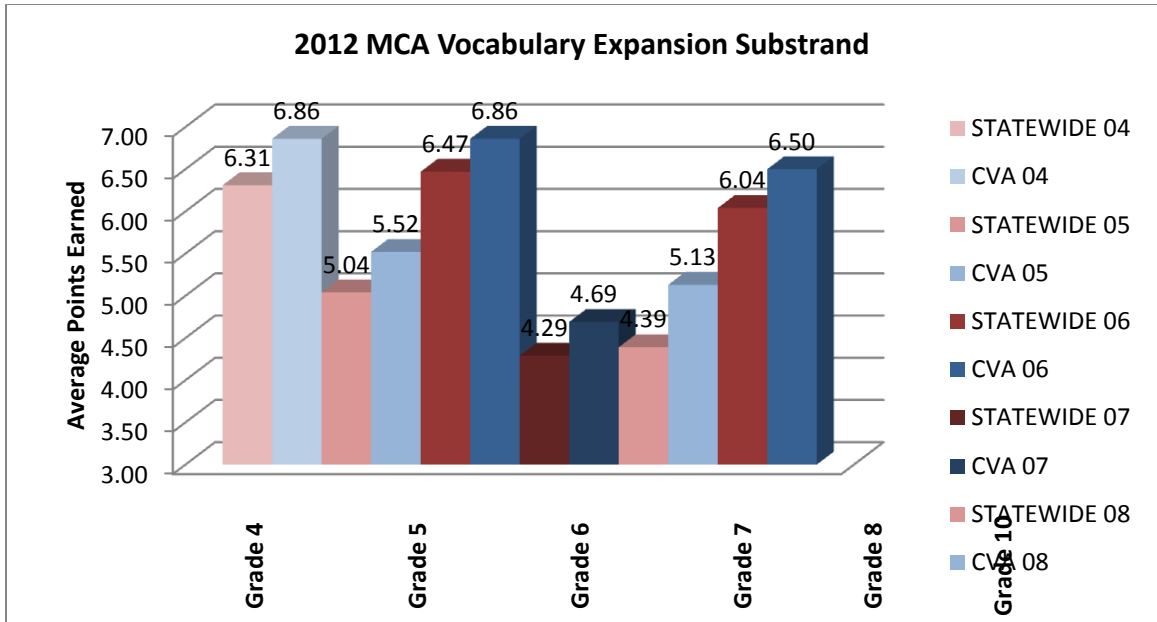


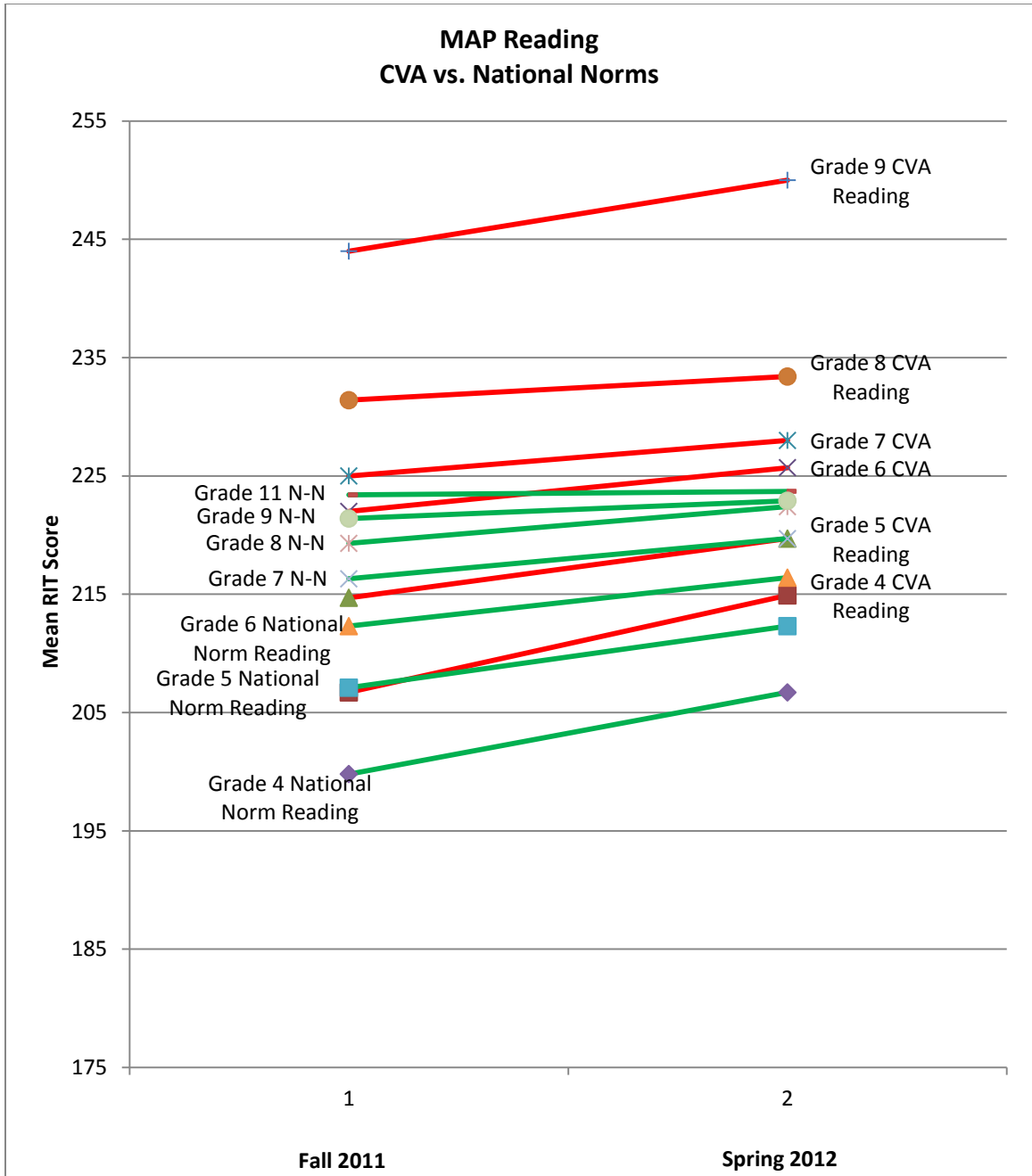
Chart 14



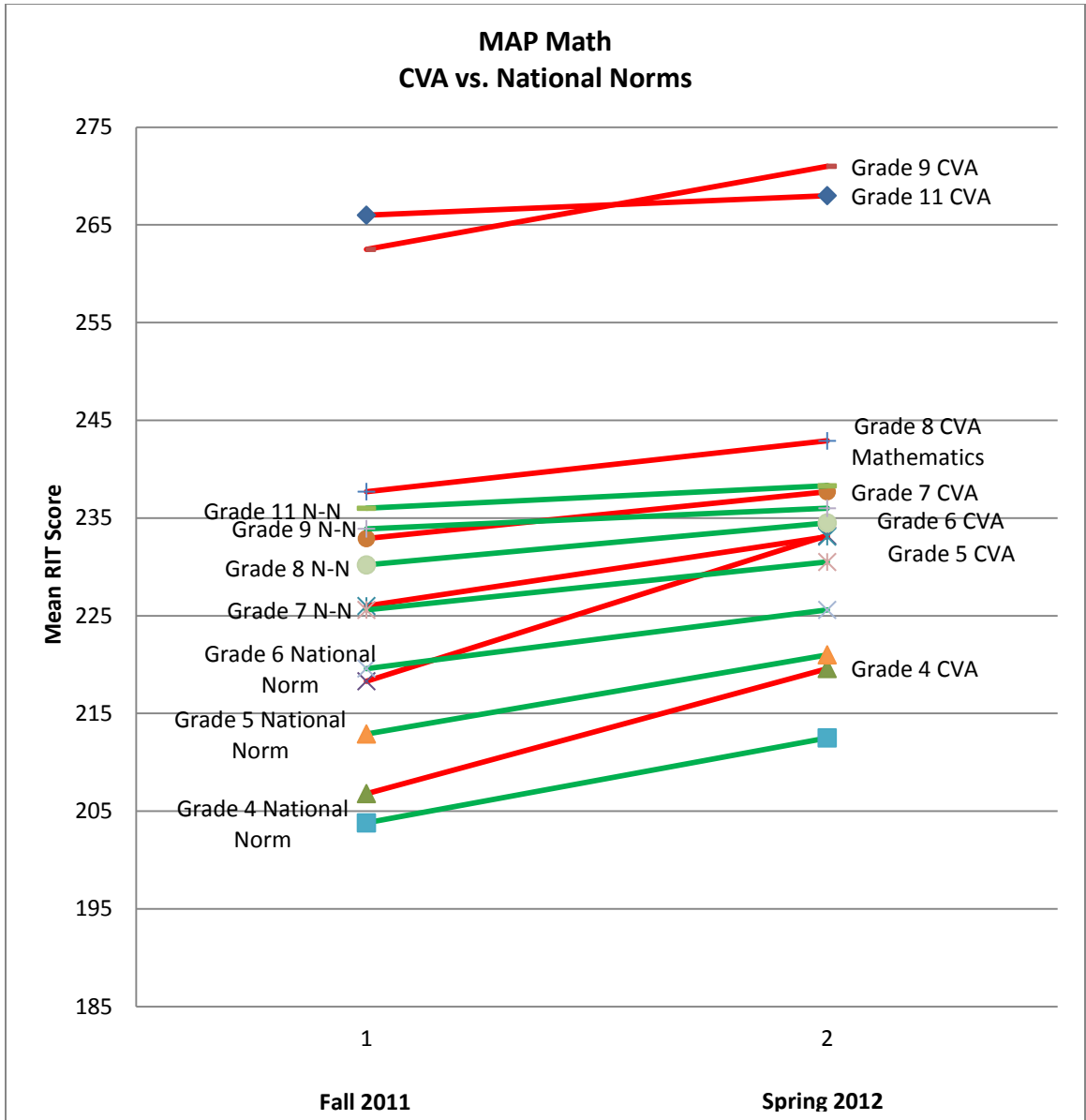
**Chart 15**

CVA administered the NWEA MAP test in both the fall and spring. These tests show CVA students well above national norms in proficiency. In most cases, CVA also demonstrates greater growth than the national norm (Charts 16-19). For example, in reading, CVA sixth graders performed above the eleventh grade national norm. By the end of the year, CVA fifth graders were performing at the seventh grade national norm.

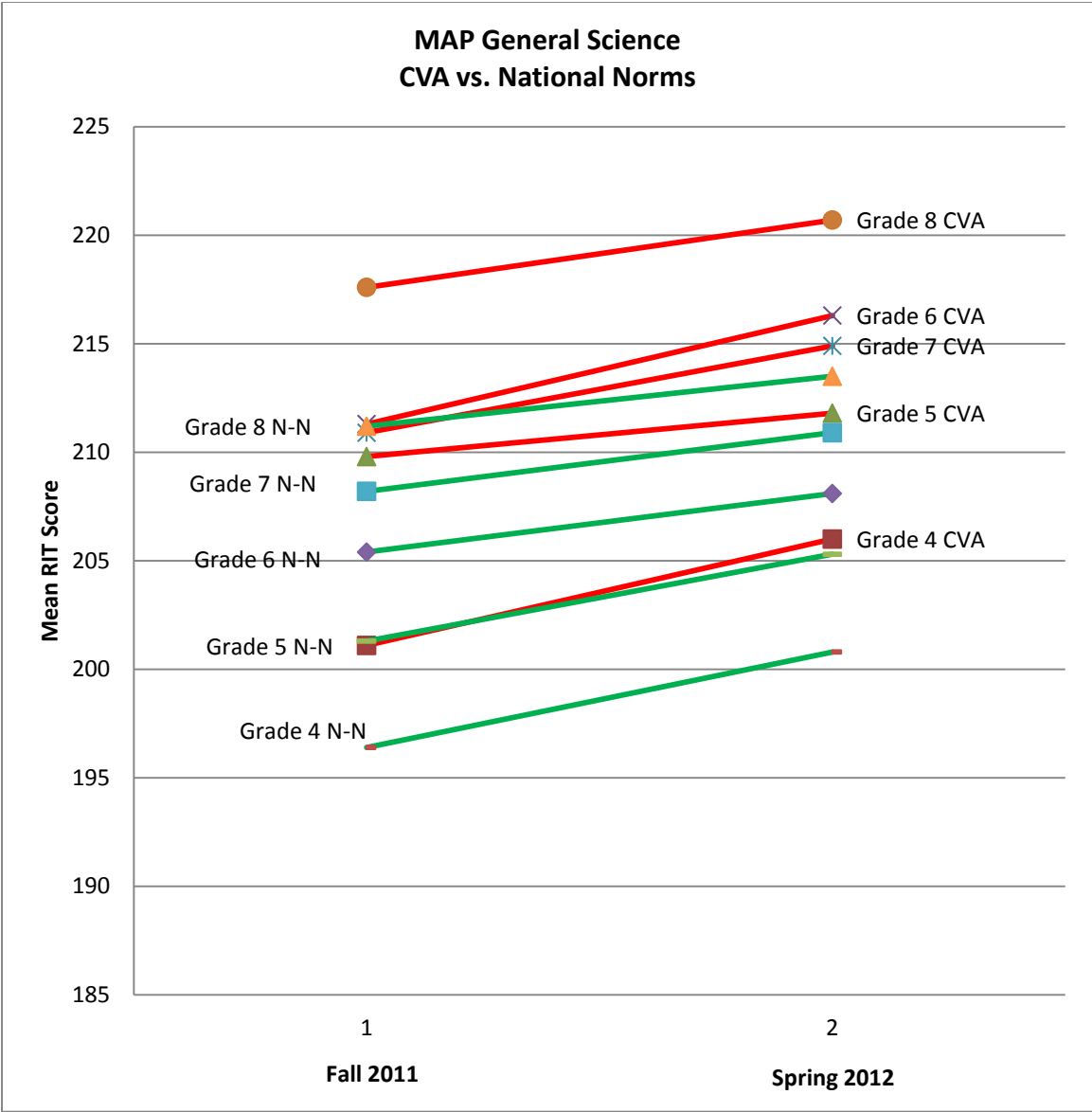
Even in math, historically a more difficult area for CVA students, CVA's seventh graders performed nearly at the eleventh grade national norm. Grade 6 students grew from just below the Grade 6 national norm in the fall to a level nearly equal to the Grade 8 national norm (Chart 17).



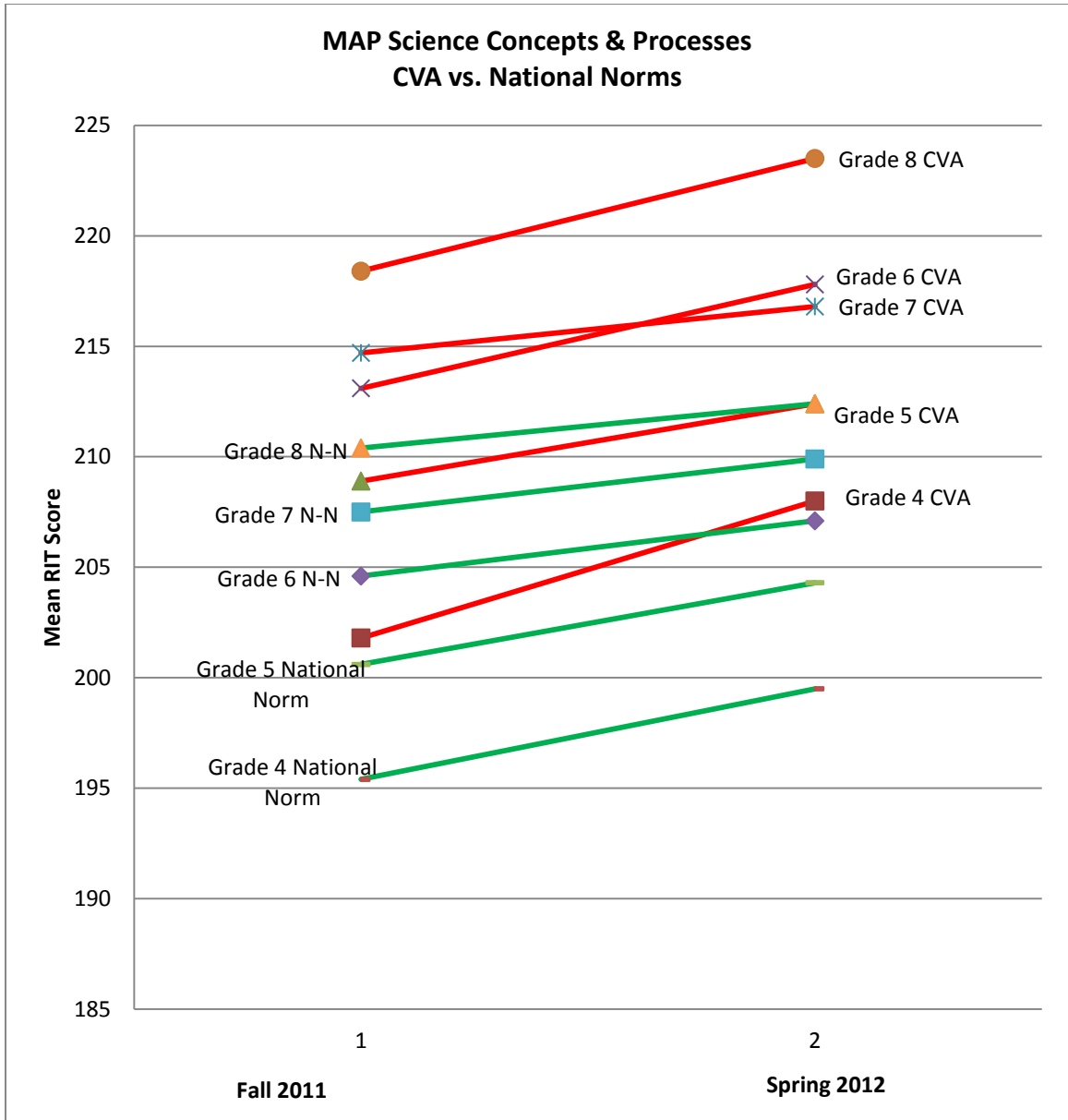
**Chart 16**



**Chart 17**



**Chart 18**



**Chart 19**



### **Primary Operational Goal and Outcome**

In 2007, CVA established a fund balance goal to increase the fund balance by 1.33% per year in years where the school does not incur unforeseen expenses including but not limited to extraordinary capital, lease or lease aid reduction expenses and the state holdback does not exceed 10%, with an ultimate fund balance goal of 20% of operating expenses.

Although the school has not had unforeseen capitol expenses, the state holdback grew to 40%. This introduced significant cash flow issues, requiring the school to secure a \$300,000 short term line of credit. This line of credit cost the school \$8,118 in interest in FY2012.

Despite these challenges and the dip in net assets for FY2011, CVA has far exceeded its goal of a 1.33% annual increase. Since net assets turned positive in 2009, net assets have grown nearly 200 percent. CVA's fund balance is now 10 percent of its annual expenditures.

Fund balances are shown in the table below.

	<b>2012 (unaudited)</b>	<b>2011 (audited)</b>	<b>2010 (audited)</b>	<b>2009 (audited)</b>	<b>2008 (audited)</b>
Total Assets	609,397	\$485,652	\$423,260	\$131,990	\$117,679
Total Liabilities	466,315	\$397,784	\$326,611	\$84,184	\$142,918
<b>Net Assets</b>	<b>\$143,082</b>	<b>\$87,868</b>	<b>\$96,649</b>	<b>\$47,806</b>	<b>(\$25,239)</b>

**Table 5**

**6. Innovative Practices** – In 2010-11 CVA was the only MN charter school recognized as a World School by the International Baccalaureate Organization for its fully authorized “Middle Years Program.” CVA also continues to be the only public school in Minnesota offering students and their families a hybrid program with 3 days/week on site and 2 days/week at home or in the community. The new IQS authorization contract for CVA includes the following: CVA uses a model where students are self-directed learners. To further this model, CVA will identify learning opportunities in the hybrid model which is defined as excellent learning options provided online or in the community which meet Minnesota standards. CVA teachers will be available for students to coach them and CVA will also validate student learning to assure the standards have been learned/attained. CVA will then research how learning in the hybrid model impacts students completion of required standards and how this might result in students having greater postsecondary learning opportunities.

### **7. Program Challenges and Future Plans**

- **School funding holdback** – The legislative holdback of 40 percent of school operating funds continues to create a significant burden for the school. Limitations on cash flow result in increased borrowing and the interest that goes along with it. Even costs that will

eventually be reimbursed, such as federal special education costs, cannot be met without significant borrowing due to cash flow limitations.

- **Policy Development** -- Cyber Village Academy is in need of significant updates to its policy manual, an undertaking that the board has committed to for the 2012-13 school year. Staff and Parent/Student Handbooks will be revised based on the new set of policies in time for the 2013-14 school year.
- **Student Recruitment** -- Increased competition by large local and national, online homeschooling programs in the Minnesota marketplace provides ongoing challenges to CVA. In some cases, prospective parents choose Connections Academy and Minnesota Virtual Academy (MNVA) primarily because a) they hear about Connections Academy and MNVA more often because of their heavily funded mailing, radio, TV and billboard ads and b) some families are looking for fully online programs.
- **Finances** -- CVA entered “statutory operating debt” in 2006 and emerged with a fund balance of \$96,976 as of June 30, 2010. The board has set a target of growing the fund balance 1.33 percent per year. Enrollment increases and careful management are helping the school progress accordingly. However, teachers have not had salary increases in 5 years and computers used by students are nearing the end of their useful life. CVA is attempting to meet these needs by adopting a bonus program for staff based on enrollment increases. Installing a wireless network in the new basement rooms will allow for students to bring their own computers, and we are exploring ways to expand that to the upstairs as well. CVA believes this will be a cost-effective way to develop its technology access.
- **Building** -- On May 21, 2010 a five year lease was signed allowing CVA to share building and playground space with Talmud Torah of St. Paul. During 2012, CVA is expanding its lease to include additional classroom space in the building’s basement to house the high school program. CVA is also securing additional classroom space on the second floor to accommodate its growing special education program.
- **Transportation** – For several years, CVA has asked that parents provide their own transportation for students, and parents have agreed. It is a system that has worked well. However, as the school grows, an increasing number of parents are asking the school to provide transportation, as is their right and CVA’s legal responsibility. CVA needs to establish a transportation program that meets all students’ needs.
- **Grade Expansion** – The recent addition of high school grade levels has contributed significantly to enrollments and to the school’s more stable financial position. Additional growth is possible and desirable at the high school level. Enrollments in Grades 3 and 4 continue to be below capacity. Anecdotal evidence suggests that this is, at least in part, due to the small number of Grade 3 and 4 students seeking a new school. In the coming years, CVA will explore expanding grade levels served downwards to kindergarten. Such exploration will be part of the school’s strategic planning sessions during 2012-13.
- **Curriculum** – New state standards, the International Baccalaureate program, and MAP testing all provide a wide range of learning targets for teachers and students. CVA finds it

necessary to develop a coordinated approach to the many curricular demands and is undertaking a curriculum documentation project to that end.

- **Individualized Learning Plans** – Long part of the CVA vision, but not yet implemented, all students will develop, with their parents and advisors, individualized learning plans to help set goals and target instruction. The 2012-13 school year will be the first year CVA implements such plans and looks forward to refining this process in the coming years.

## 8. Finances -- Draft Financials (as of 9/18/12) from MMKR Auditors:

**General Fund  
Statement of Revenue, Expenditures, and Changes in Fund Balances  
Budget and Actual  
Year Ended June 30, 2012**

	Original Budget	Final Budget	Actual	Over (Under) Budget
<b>Revenue</b>				
Federal sources	\$49,090.00	\$47,603.00	\$48,192.00	\$589.00
State sources	\$1,252,511.00	\$1,273,242.00	\$1,365,721.00	\$92,479.00
Local sources				
Investment earnings	-	\$20.00	\$28.00	\$8.00
Other	\$33,800.00	\$33,800.00	\$52,850.00	\$19,050.00
<b>Total revenue</b>	<b>\$1,335,401.00</b>	<b>\$1,354,665.00</b>	<b>\$1,466,791.00</b>	<b>\$112,126.00</b>
<b>Expenditures</b>				
<b>Current</b>				
Administration	\$66,445.00	\$62,075.00	\$59,442.00	(\$2,633.00)
District support services	\$181,200.00	\$159,296.00	\$132,037.00	(\$27,259.00)
Elementary and secondary regular instruction	\$597,625.00	\$628,348.00	\$679,444.00	\$51,096.00
Special education instruction	\$179,018.00	\$185,869.00	\$235,623.00	\$49,754.00
Instructional support services	\$4,000.00	\$3,320.00	\$781.00	(\$2,539.00)
Pupil support services	\$9,000.00	\$9,000.00	\$4,693.00	(\$4,307.00)
Sites and buildings	\$277,428.00	\$286,068.00	\$279,598.00	(\$6,470.00)
Fiscal and other fixed costs programs	\$9,776.00	\$6,000.00	\$6,439.00	\$439.00
Debt service				
Principal	-	\$3,776.00	\$4,256.00	\$480.00
Interest and other fiscal charges	\$10,909.00	\$10,909.00	\$8,118.00	(\$2,791.00)
<b>Total expenditures</b>	<b>\$1,335,401.00</b>	<b>\$1,354,661.00</b>	<b>\$1,410,431.00</b>	<b>\$55,770.00</b>
Net change in fund balances	-	\$4.00	\$56,360.00	\$56,356.00

**Fund balances**

<b>Beginning of year</b>	<u><b>\$86,352.00</b></u>
<b>End of year</b>	<u><u><b>\$142,712.00</b></u></u>

**9. Authorizer**

Authorizer information for 2011-12 was as follows:

- Name of the authorizer: Minneapolis Public Schools
- Authorizer liaison: Sara Paul
- Authorizer contact information: 612.668.5336, [Sara.Paul@mpls.k12.mn.us](mailto:Sara.Paul@mpls.k12.mn.us)
- Contract expiration date: June 30, 2012

In June of 2012, CVA completed the transfer of the authorization of the school to Innovative Quality Schools (IQS), an approved single-purpose authorizer. This transfer and the five-year contract on which it is based has been approved by MDE.

Current authorizer information is as follows:

Name of the authorizer: Innovative Quality Schools

Authorizer liaison: Phil Moye

Authorizer contact information: 612-552-9844, [phillip\\_moye@yahoo.com](mailto:phillip_moye@yahoo.com)

Contract expiration date: June 30, 2017

**10. State Mandated Content Cross-Reference Chart**

The following cross-reference list indicates where state mandated content can be located in this report. State content requirement on the left are linked with the page numbers where they are addressed in this document.

School enrollment .....	3
Student attrition.....	3
Governance and management .....	1
Staffing.....	2
Finances .....	19
Academic performance .....	4
Operational performance .....	4
Innovative practices and implementation .....	17
Future plans.....	17
Professional development plan implementation for leadership .....	1