# CyberVillage
### A C A D E M Y

Inspiring, challenging, and preparing
students on campus & online

# 2015 Annual Report

## 1. **Report Introduction**

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.

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 2014-2015, CVA students in Grades 3-12 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. CVA's PASCAL (Program for Accelerated Studies Using Computer Assisted Learning) program serves a growing number of students in grades 5-12 who require an entirely online learning environment.

Cyber Village Academy is located in the Highland Park area of St. Paul and occupies the second floor, the basement and parts of the first floor of the Talmud Torah of St. Paul building, formerly St. Paul's Edgecumbe School.

Cyber Village Academy continued its growth and development with strong momentum during the 2014-15 school year. Initiatives and improvements included:

- Gained MDE and authorizer approval to expand to K-12.
- Completed lease renewal for five more years in the current location.

- Developed five-year strategic plan.
- Improved computer and network security by installing new filtering and archiving systems.
- Transitioned from Designs for Learning to Dieci School Finance for financial and payroll services.
- Added several staff positions, including 0.5 FTE PASCAL coordinator, a special education teacher position, ELL time, and special education paraprofessionals.
- Purchased 24 tablets, several document cameras and video cameras to significantly improve our technology inventory.
- Initiated numerous building improvements, including a remodeling of the front office and improvements in the high school rooms.
- Enrollment increased from 184 on opening day to 218 on the last day of school, an 18.5 percent increase over the course of the year. Year-over-year WADM increased from 192 in 2013-14 to 219.14 in 2014-15, a 14 percent increase.
- Fund balance increased significantly from $350,835 to $609,868, which is 30.8 percent of FY2015 expenditures.

2. **School Governance and Management**

Cyber Village Academy is governed by its Board of Directors. CVA's Board for 2014-15 was chaired by Mark Goodell (parent) and included Cherie Neima (community member), Michael Itskovich (parent), Robyn Consoer (teacher), Justin Wewers (teacher), Cassie Lepp (teacher), Christy Buxman (teacher), Megan Cole (parent) and Amanda Reding (teacher).

Contact information for the 2014-15 Board:

| | |
|---|---|
| Justin Wewers (teacher) | jwewers@cybervillageacademy.org |
| Robyn Consoer (teacher) | rconsoer@cybervillageacademy.org |
| Megan Cole    (parent) | mcole@msbcollege.edu |
| Mark Goodell   (parent) | mgoodell@gmail.com |
| Cherie Neima   (community member) | cneima@gmail.com |
| Michael Itskovich    (parent) | dir@nicolaibakery.com |
| Amanda Reding (teacher) | areding@cybervillageacademy.org |
| Cassie Lepp    (teacher) | clepp@cybervillageacademy.org |
| Christy Buxman (teacher) | cbuxman@cybervillageacademy.org |

In 2014-15 David Glick served the school as Director, with support from a student services coordinator and a technology coordinator.

Board Training

| Michael Itskovich | Board training in finance, governance and human resources is deliberately embedded and included in board meetings through June 2015. Term goes through June 2017. |
|---|---|
| Mark Goodell | Board training in finance, governance and human resources is deliberately embedded and included in board meetings October 2013-June 2015. Term goes through June 2016. |

| | |
|---|---|
| Cherie Neima | Board training in finance, governance and human resources is deliberately embedded and included in board meetings October 2013-June 2015. Term goes through June 2016. |
| Robyn Consoer | Board training, all three modules. University of St. Thomas, August 12, 2011. Term goes through June 2017. |
| Justin Wewers | Governance training, October 2012, finance training embedded October 2012-June 2015. Term goes through June 2015. |
| Cassie Lepp | Board training in finance, governance and human resources is deliberately embedded and included in board meetings through June 2015. Term goes through June 2017. |
| Christy Buxman | Governance training, October 2012. Finance training embedded October 2012-June 2015. Term goes through June 2015. |
| Megan Cole | Governance training, October 2012, finance training embedded October 2012-June 2015. Term goes through June 2015. |
| Amanda Reding | Governance training, October 2012, finance training embedded October 2012-June 2015. Term goes through June 2016. |

**Table 1**

## 3. Staffing and Teaching Information

Cyber Village Academy staff positions included a director, 13.25 licensed teacher positions, 7 paraprofessionals, an office manager/student services coordinator, and a technology coordinator. Paraprofessional positions included some turnover. **The following list includes all individuals employed by the school over the course of the school year.**

| Name | Folio # | Subjects | Email Address |
|---|---|---|---|
| Lauren Odle | 395128 | Spanish | lodle@cybervillageacademy.org |
| Kelly Mann | 466204 | Science | kmann@cybervillageacademy.org |
| Christy Buxman | 340486 | Grades 3-4, Grade 5 Math | cbuxman@cybervillageacademy.org |
| Cassie Lepp | 468973 | Special Education teacher | clepp@cybervillageacademy.org |
| Amanda Reding | 435101 | Language Arts | areding@cybervillageacademy.org |
| Robyn Consoer | 362709 | Math | rmesenbring@cybervillageacademy.org |
| Jennifer Naglak | 263590 | Music/Fine Arts | jnaglak@cybervillageacademy.org |
| Elizabeth Knoll | 437127 | Special Education | eknoll@cybervillageacademy.org |
| Allissa Koenen | 443851 | Social Studies | akoenen@cybervillageacademy.org |
| Allison Kildahl | 448637 | Social Studies | akildahl@cybervillageacademy.org |
| Kati Gosselin | 417005 | Special Education | kgosselin@cybervillageacademy.org |
| Justin Wewers | 463344 | HS Teacher, social studies | jwewers@cybervillageacademy.org |
| Amy Degen Smith | 466820 | Language Arts | asmith@cybervillageacademy.org |
| Jillian Olson | 484025 | Physical Education | jolson@cybervillageacademy.org |
| Kyle Belshan | 469233 | Mathematics | kbelshan@cybervillageacademy.org |
| Nicholas Rice | 436093 | Biology, Special education | nrice@cybervillageacademy.org |
| Katie Cheese | 450562 | Special Education | kcheese@cybervillageacademy.org |
| David Glick | 340753 | Director | dglick@cybervillageacademy.org |
| Melissa Onyango-Robshaw | N/A | Student Services Coordinator | Monyango-robshaw@cybervillageacademy.org |

| Name | Folio # | Subjects | Email Address |
|---|---|---|---|
| Gerry Fuller | N/A | Technology Coordinator | gfuller@cybervillageacademy.org |
| Augustina Nduagu | N/A | Administrative Assistant | anduagu@cybervillageacademy.org |
| Jessica Johnson | N/A | Special Education paraprofessional | jjohnson@cybervillageacademy.org |
| Brian Nagel | N/A | Special Education paraprofessional | bnagel@cybervillageacademy.org |
| Nick Tews | N/A | Special Education paraprofessional | ntews@cybervillageacademy.org |
| Logan Smith | N/A | Special Education paraprofessional | lsmith@cybervillageacademy.org |
| Nathan Thompson | N/A | Special Education paraprofessional | nthompson@cybervillageacademy.org |
| Phillip Menge | N/A | Special Education paraprofessional | pmenge@cybervillageacademy.org |
| Maria Moncur | N/A | Special Education paraprofessional | mmoncur@cybervillageacademy.org |
| Julie Swanson | N/A | Special Education paraprofessional | jswanson@cybervillageacademy.org |

**Table 2**

## 4. School Demographics, Enrollment and Attrition

The 2014-15 school year began the year with 184 students and ended with 218 students enrolled, resulting in an ADM for the year of approximately 191.79. We experienced an increase of 18.5 percent. The final headcount included a total of 87 high school students (38 of those were PASCAL) and 63 PASCAL students (total, including the HS). During the 2014-15 school year, we served a total of 262 students.

|  | FY2011 | FY2012 | FY2013 | FY2014 | FY2015 |
|---|---|---|---|---|---|
| **Student Enrollment (Oct 1)** | 117 | 134 | 147 | 148 | 174 |
| **American Indian** | 2.30% | 0.7% | 2.7% | 2.7% | 2.9% |
| **Asian** | 6.80% | 9.0% | 8.2% | 8.9% | 4.6% |
| **Hispanic** | 7.50% | 3.7% | 4.8% | 7.5% | 9.2% |
| **Black** | 9.80% | 9.0% | 10.2% | 9.6% | 7.5% |
| **White** | 73.70% | 77.6% | 74.1% | 71.2% | 75.9% |
| **Annual Attendance** | 96.49% | 97.0% | 94.4% | 91.8% | 88.7% |
| **Mobility:** |  |  |  |  |  |
| Rate transferring out (mid-year) | 20.69% | 26.87% | 21.92% | 27.4% | * |
| Rate transferring in (mid-year) | 33.62% | 29.85 | 31.96% | 45.21% | * |
| **Limited English Proficient** | 0.00% | 0.00% | 0.00% | 0.00% | 0.6% |
| **Special Education** | 15.00% | 22.4% | 23.1% | 25.3% | 27.6% |
| **Free and Reduced Lunch** | 24.80% | 19.4% | 32.7% | 25.3% | 25.9% |

* MDE is not yet reporting 2015 mobility at publication time.

**Table 3**

## 5. Academic Program and Operational Performance

### Primary Academic Goals and Outcomes

#### Goal 1: Multiple Measurement Rating

For 2015, CVA earned a "Celebration Eligible" rating despite decreases in our achievement gap reduction score and our proficiency score.

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

|  | 2015 | 2014 | 2013 | 2012 | 2011 | Initial Designation |
|---|---|---|---|---|---|---|
| **Overall** | **58.78 percent** | **74.78 percent** | **65.32 percent** | **86.17 percent** | **92.16 percent** | **89.31 percent** |
| Proficiency (points) | 14.81 | 25.00 | 24.97 | 24.97 | 24.97 | 43.61 |
| Growth (points) | 15.86 | 15.72 | 14.70 | 20.70 | 21.72 | 44.74 |
| Achievement gap reduction (points) | 13.41 | 15.36 | 9.30 | 18.96 | 22.44 | 45.62 |
| Total points | 44.09 | 56.08 | 48.99 | 64.63 | 69.12 | 133.97 |
| Points possible | 75 | 75 | 75 | 75 | 75 | 150 |
| Designation | Celebration Eligible | Celebration Eligible | Celebration Eligible | Reward School |  |  |

**Table 4**

The striking volatility of the MMR system for a school of our size is easily visible in the table above. Although our test results have stayed largely consistent and show significant growth in several grade levels, this rating system shows a dramatic drop in CVA's rating that is not mirrored in any change in quality of the school or its practices.

Through our discussions with both IQS and MDE, it is clear that the MMR system is neither designed for nor valid for a school like CVA. For that reason, we have chosen not to submit an application for "Celebration" school status in any of the years for which we were eligible.

#### Goal 2: Q-Comp

The site goal related to Q-Comp for FY2015 is: The proficiency gap in reading between the non-Special Education students and the Special Education students enrolled October 1 in grades 3-12 at Cyber Village Academy using the MCA tests will decrease from 25.5 percentage points in 2014 to **20** percentage points in 2015 by increasing the proficiency rate of the groups as follows:
  A. Non-Special Education students from 78.1 % in 2014 to **80 %** in 2015 and
    Special Education students from 52.6 % in 2014 to **60 %** in 2015.

CVA fell short of achieving this goal. Performance of special education students decreased from 52.6 % to 30 % while performance of non-special education students fell from 78.1 % to 74.4 %. The drop in performance in the SpEd population can be attributed to significant increases in our SpEd population from 2014 to 2015. Although we did not achieve our school-wide goal, 15 out of 17 teachers achieved their classroom level goals.

## Additional Academic Achievement Information

Although the MMR and Q-Comp measures show decreases in some areas, performance on the MCA continues to be near state averages. Performance on the MAP tests demonstrates both performance and growth far exceeding national norms. CVA has not yet been able to determine why the MCA and MAP results have been consistently different. Because our strand data demonstrates very little consistency regarding which areas are strengths or weaknesses, it is unlikely that the problem is in curriculum alignment. The graphs below provide additional insights into performance and growth at CVA.

### Minnesota Comprehensive Assessments

MCA tests show that CVA is approximately equal to state average in most areas and most grade levels of reading, and approximately equal to or slightly below state average in most areas and most grade levels of mathematics. Data privacy considerations prevent CVA from reporting results in several grade levels or subgroups. Therefore, only aggregate data is presented here.

In mathematics, 50.4 percent of students meet or exceed proficiency compared to a state average of 60.3 percent. In reading, 57.2 percent of CVA students meet or exceed proficiency compared to a state average of 59.6 percent. (Charts 1 and 2)
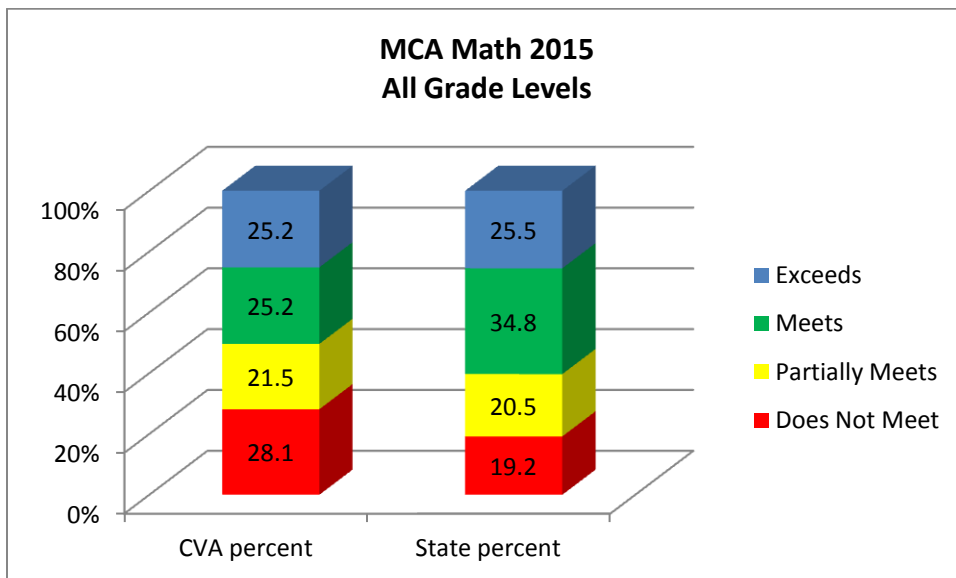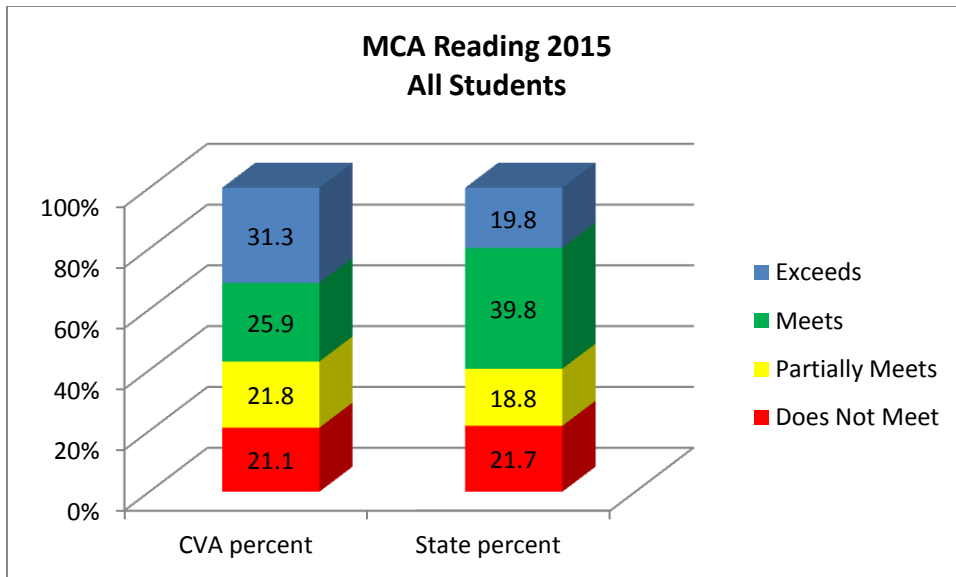


**MCA Math 2015 All Grade Levels**

| | CVA percent | State percent |
|---|---|---|
| Exceeds | 25.2 | 25.5 |
| Meets | 25.2 | 34.8 |
| Partially Meets | 21.5 | 20.5 |
| Does Not Meet | 28.1 | 19.2 |

**Chart 1**

**MCA Reading 2015**
**All Students**

| | CVA percent | State percent |
|---|---|---|
| Exceeds | 31.3 | 19.8 |
| Meets | 25.9 | 39.8 |
| Partially Meets | 21.8 | 18.8 |
| Does Not Meet | 21.1 | 21.7 |

**Chart 2**

**NWEA Measures of Academic Progress**

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 3-5). For example, in reading, CVA sixth graders performed above the eleventh grade national norm.

Even in math, historically a more difficult area for CVA students, CVA's seventh graders performed above the eleventh grade national norm.

As with the MCA tests, several grades are not reported in the graphs below due to the small number of students taking the test and the resulting data privacy concerns.

## MAP Mathematics
## CVA vs. National Norms
## Spring 2014 - Spring 2015
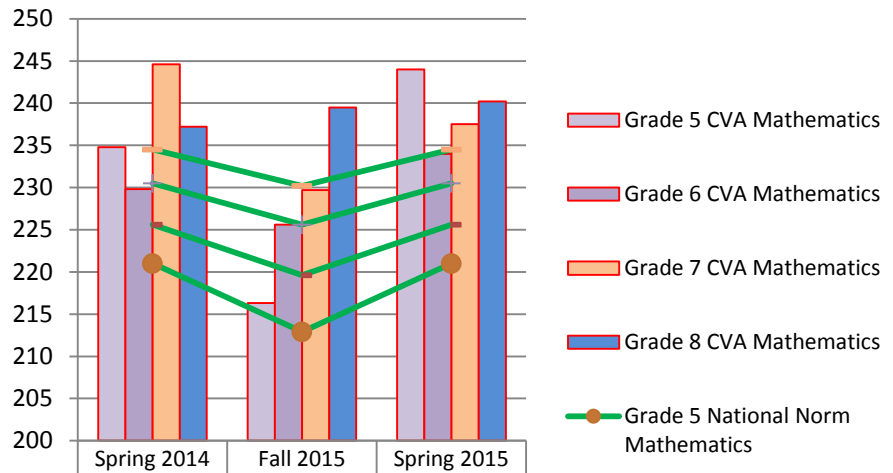
| | Spring 2014 | Fall 2015 | Spring 2015 |
|---|---|---|---|
| Grade 5 CVA Mathematics | 234.8 | 216.3 | 244 |
| Grade 6 CVA Mathematics | 229.8 | 225.6 | 234 |
| Grade 7 CVA Mathematics | 244.6 | 229.7 | 237.5 |
| Grade 8 CVA Mathematics | 237.2 | 239.5 | 240.2 |
| Grade 5 National Norm Mathematics | 221 | 212.9 | 221 |
| Grade 6 National Norm Mathematics | 225.6 | 219.6 | 225.6 |
| Grade 7 National Norm Mathematics | 230.5 | 225.6 | 230.5 |
| Grade 8 National Norm Mathematics | 234.5 | 230.2 | 234.5 |

Legend:
- Grade 5 CVA Mathematics
- Grade 6 CVA Mathematics
- Grade 7 CVA Mathematics
- Grade 8 CVA Mathematics
- Grade 5 National Norm Mathematics
- Grade 6 National Norm Mathematics
- Grade 7 National Norm Mathematics
- Grade 8 National Norm Mathematics

**Chart 3**

**MAP Reading
CVA vs. National Norms
Spring 2014 - Spring 2015**
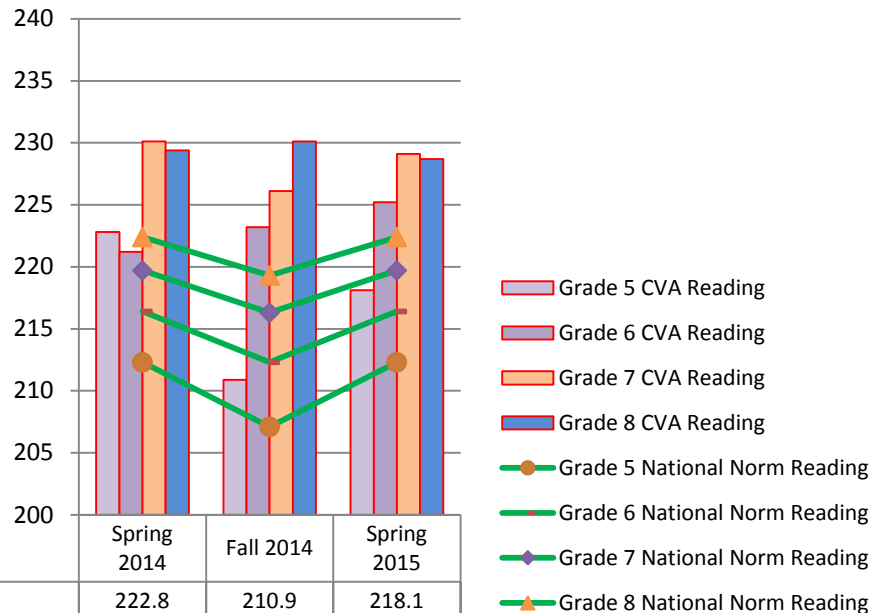
| | Spring 2014 | Fall 2014 | Spring 2015 |
|---|---|---|---|
| Grade 5 CVA Reading | 222.8 | 210.9 | 218.1 |
| Grade 6 CVA Reading | 221.2 | 223.2 | 225.2 |
| Grade 7 CVA Reading | 230.1 | 226.1 | 229.1 |
| Grade 8 CVA Reading | 229.4 | 230.1 | 228.7 |
| Grade 5 National Norm Reading | 212.3 | 207.1 | 212.3 |
| Grade 6 National Norm Reading | 216.4 | 212.3 | 216.4 |
| Grade 7 National Norm Reading | 219.7 | 216.3 | 219.7 |
| Grade 8 National Norm Reading | 222.4 | 219.3 | 222.4 |

Legend:
- Grade 5 CVA Reading
- Grade 6 CVA Reading
- Grade 7 CVA Reading
- Grade 8 CVA Reading
- Grade 5 National Norm Reading
- Grade 6 National Norm Reading
- Grade 7 National Norm Reading
- Grade 8 National Norm Reading

**Chart 4**

**MAP General Science
CVA vs. National Norms
Spring 2014 - Spring 2015**

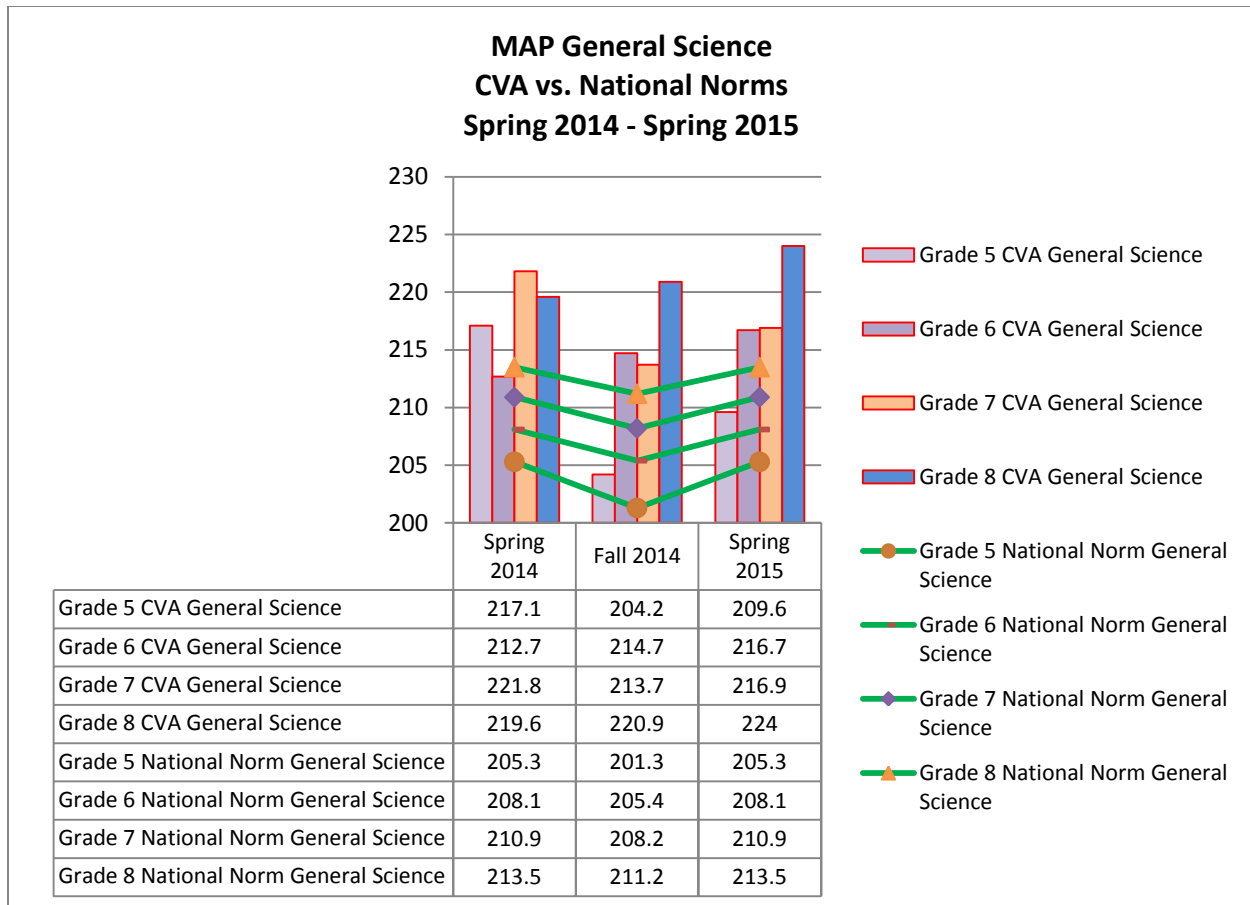| | Spring 2014 | Fall 2014 | Spring 2015 |
|---|---|---|---|
| Grade 5 CVA General Science | 217.1 | 204.2 | 209.6 |
| Grade 6 CVA General Science | 212.7 | 214.7 | 216.7 |
| Grade 7 CVA General Science | 221.8 | 213.7 | 216.9 |
| Grade 8 CVA General Science | 219.6 | 220.9 | 224 |
| Grade 5 National Norm General Science | 205.3 | 201.3 | 205.3 |
| Grade 6 National Norm General Science | 208.1 | 205.4 | 208.1 |
| Grade 7 National Norm General Science | 210.9 | 208.2 | 210.9 |
| Grade 8 National Norm General Science | 213.5 | 211.2 | 213.5 |

**Chart 5**

## 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.

CVA has significantly exceeded its goal of a 1.33% annual increase in net assets. At the end of FY15, CVA's net assets of $609,868 is 30.8 percent of its annual expenditures of $1,978,245.

Eight years of assets, liabilities and fund balance as a percent of expenditures are shown in the table and chart that follows.

| | 2015 (unaudited) | 2014 (audited) | 2013 (audited) | 2012 (audited) | 2011 (audited) | 2010 (audited) | 2009 (audited) | 2008 (audited) |
|---|---|---|---|---|---|---|---|---|
| Total Assets | $752,779 | $516,229 | $402,359 | 609,397 | $485,652 | $423,260 | $131,990 | $117,679 |
| Total Liabilities | $68,875 | $165,394 | $187,229 | 466,315 | $397,784 | $326,611 | $84,184 | $142,918 |
| **Net Assets** | **$609,868** | **$350,835** | **$215,130** | **$143,082** | **$87,868** | **$96,649** | **$47,806** | **($25,239)** |
| **Fund balance as percent of expenditures** | **30.8%** | **21.1%** | **12.5 %** | **10.1 %** | **6.7 %** | **8.0 %** | **4.0 %** | **(2.8 %)** |
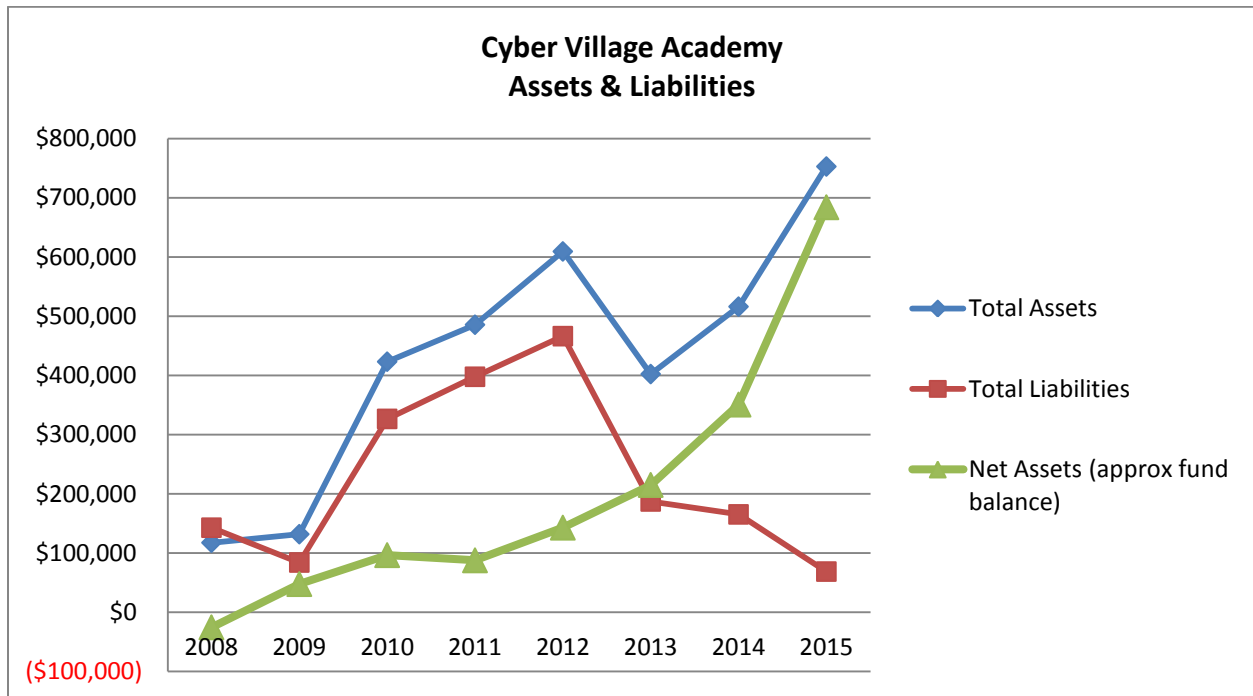
**Chart 6**

**6 .** **Innovative Practices** – CVA 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. This schedule promotes the development of self-directed learners while still providing the face-to-face support that many students need to be successful. Families regularly report that they use the online days not just for school work, but also for a wide range of enrichment or family activities. Our students are able to pursue their interests in music, sports, and theater. Several of our older students have jobs, and the online days provide them with the opportunity to work hours during which students are generally not available.

Now in their third year of implementation, CVA's process and documents for individualized learning plans for all students continues to mature. We have settled on three formats for elementary, middle and high school levels. Advisory periods provide students time to work with teachers to develop the plans and track progress. Included in the plans are challenges, goals and strategies related to the MCA tests, NWEA MAP tests, all classroom subject areas and our Cyber, Village, and Academy goals for all students. At the high school level, we have integrated four-year graduation plans and transition skills as part of our efforts to implement World's Best Workforce requirements.

## 7.  Program Challenges and Future Plans

- **Grade Expansion** – With MDE's approval of CVA's grade expansion request, 2015-16 will be the first year we are serving students in kindergarten through Grade 12. This will impact scheduling, staffing, budget, transportation, and many other aspects of the school. It also presents marketing challenges as we reach out to new audiences. CVA is very excited to be adding the lower grade levels and looks forward to the challenge of increasing enrollments and shifting needs.

- **Staffing** – As we grow both in terms of enrollment and grade levels served, we will be adding a number of teachers and other staff members. It will be critical to hire individuals who can be passionate about CVA's way of doing things while at the same time bringing new ideas and skill sets.

- **Individualized Learning Plans** – We will continue to develop individualized learning plans with all students, their parents and advisors to help set goals and target instruction. Although all students now have ILPs and our processes continue to improve, they are not yet the focus and driving force for student learning that we want them to be. CVA looks forward to refining this process in the coming years.

- **Transportation** – CVA has continued to expand its transportation options, and we are now at the point where we need to move definitively towards providing full bus service. The coming year will be a year of study, budget adjustments and planning as we prepare to add this important service.

## 8.  Finances – Financials from MMKR Auditors:

**General Fund**
**Statement of Revenue, Expenditures, and Changes in Fund Balances**
**Budget and Actual**
**Year Ended June 30, 2015**

|  | Final Budget | Actual | Over (Under) Budget |
|---|---|---|---|
| Revenue |  |  |  |
| Federal sources | 53,048 | 46,256 | (6,792) |
| State sources | 1,839,764 | 2,153,985 | 314,221 |
| Local sources |  |  |  |
| Investment earnings |  | 138 | 138 |
| Other | 45,200 | 46,794 | 1,594 |
| **Total revenue** | **1,938,012** | **2,247,173** | **309,161** |
|  |  |  |  |

| Expenditures | | | |
|---|---|---|---|
| Current | | | |
| Administration | 129,807 | 129,974 | 167 |
| District support services | 186,840 | 189,138 | 2,298 |
| Elementary and secondary regular instruction | 789,184 | 771,879 | (17,305) |
| Special education instruction | 415,505 | 443,537 | 28,032 |
| Instructional support services | 35,499 | 54,343 | 18,884 |
| Pupil support services | 9,100 | 9,568 | 468 |
| Sites and buildings | 356,913 | 367,260 | 10,347 |
| Fiscal and other fixed costs programs | 8,380 | 12,546 | 4,166 |
| Debt service | | | |
| Principal | 0 | 0 | 0 |
| Interest and other fiscal charges | 0 | 0 | 0 |
| **Total expenditures** | **1,931,228** | **1,978,245** | **47,017** |
| Net change in fund balances | 6,784 | 268,928 | 262,144 |
| | | | |
| **Fund balances** | | | |
| **Beginning of year** | | **340,940** | |
| | | | |
| **End of year** | | **609,868** | |
| | | | |
| | | | |

## 9. Authorizer

Authorizer information for 2014-15 was as follows:

Current authorizer information is as follows:
Name of the authorizer: Innovative Quality Schools
Authorizer liaison: Steven O'Connor
Authorizer contact information: 651-234-0900, soconnor@iqsmn.org
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.