



Vision

NMA's vision is to develop global leaders who transform the world.

Mission

NMA's mission is to prepare learners for life, engage them in high academic achievement, and foster cultural pride and identity.

Values & Principles

In 2018, NMA established a culture of learning framework that focuses on six core principles. These six core principles are:

- Aiming for High Academic Achievement
- Embracing Cultural Pride and Identity
- Modeling the Way
- Understanding How Data Drives Decisions
- Having High Expectations
- Creating a Social-Emotional Learning Environment

These core principles demonstrated NMA's commitment to building collaborative leadership and effective capacity between and among staff, parents and scholars this past year. This was accomplished this year by staff and teachers changing behaviors and actions to better support scholars and their families in achieving their academic goals. Staff and teachers came to school with the intention of teaching, with a growth-mindset, and with a positive attitude. This culture of learning framework continues to guide NMA's work.

One way in which NMA works with scholars is through the RHINO Way. The Hmong have always respected the rhino, as it symbolizes strength and determination. As refugees resettling in America, it took strength, courage, and determination to start a new life in a different country. As such, the rhino became the mascot for the NMA community. The RHINO Way stands for:



- R - Respect
- H - Help
- I - Inspire
- N - Never Give up
- O - Overcome

Along with the RHINO Way, NMA incorporated the Positive Behavioral Interventions and Supports (PBIS) framework to help NMA’s staff and scholars with behavioral intervention strategies. PBIS emphasizes on four integrated elements:

1. Data for decision making
2. Measurable outcomes supported and evaluated by data
3. Practices with evidence that these outcomes are achievable and
4. Systems that efficiently and effectively support implementation of these practices.

The RHINO Way and PBIS are not only student led, but they are also incorporated into NMA’s morning assemblies and throughout the school building to ground students in building a positive attitude and strong character.

2021-2025 Strategic Plan

NMA understands that having a strong school culture is not enough in increasing the academic excellence at NMA. In order to build strong academic and operational programs to guide the day-to-day work, NMA completed a year-long strategic planning process to develop goals for the next three years. This process included conversations with the entire school community including teachers, staff, parents, students, and administrators. In partnership with Greater Schools of Minnesota (GMS), NMA identified strengths and opportunities, and, most importantly, identified a focused set of strategic priorities to support the school’s focus on improving academic performance.



The strategic plan process helped the school leaders create four Impact Areas to focus on for the next three years as follows:



ACADEMICS

- MCA Reading – above 45%
- MCA Math – above 45%
- By 2025, 50% of scholars at NMA will perform at the national norm of 50th percentile or greater in Math, Reading, and Science.
- By 2025, scholars, who performed lower than the national norm of 50th percentile, will show 10% growth from Fall to Spring.

OPERATIONS

- Building Expansion with 200 additional scholars
- Building and Facility management automation system
- Increase fleet of buses and bring transportation in-house
- Create three Social Enterprises generating unrestricted funding
- Southeast Asia Trip

HMONG LANGUAGE & CULTURE

- K-8 Curriculum
- Hmong workbook for each grade level
- Hmong enrichment programs led by the community
- Implementation of the Hmong Immersion program

PROGRAMS & FAMILY SERVICES

- Increase parent and family engagement by 20%
- Basic Needs Programs and Services based on annual community needs assessments
- Created community and culturally specific mental health services for families and scholars
- Community & family nights focused on Hmong specific programs

PATHWAY TO EXCELLENCE – 2025 Goals

NMA’s Commitment to Equity

NMA’s approach to equity includes working alongside our stakeholders by using a multicultural, multi-generational model that supports culturally responsive learning and positive integration while honoring cultural diversity and heritage. As a Full-Service Community School, we make it an intentional effort to partner with organizations and our communities who share the same equity perspective. We center our programs and services on the lived experiences of the community, and this is critical to advancing racial equity and being trauma informed.

In the fall of 2021, our school’s Board of Directors (BoD) contracted Tyneeta Canonge (she/her/hers) from *We Consulting*, a DEIA consultant with an emphasis in education. Tyneeta Canonge has supported our BoD to construct a robust DEIA strategic plan for the entire school. NMA’s equity vision statement reads “to achieve its mission of academic excellence, development of cultural pride and celebration of identity, NMA will critically examine its policies and procedures through an equity lens, proactively work to remove barriers that limit learning and educate our scholars to exercise justice as global citizens.” Our BoD hopes to achieve this equity vision by meeting these 4 targeted goals by the end of the 2024-2025 academic school year:

1. Review and revise NMA’s school curriculum, policies and procedures through a culturally responsive lens (systemic change);
2. Continuously contribute to DEIA-related professional development of NMA staff members and educators (operational and systematic change);

3. Create brave and courageous learning spaces/opportunities where scholars, staff members, families and the surrounding community can have courageous conversations along with providing them appropriate DEIA resources (operational and systematic change); and
4. Change the school culture to become a more inclusive and welcoming environment (cultural change).

At the end of the 2021-2022 academic school year, NMA’s BoD and leadership team, with the facilitation of Tyneeta Canonge, were able to fulfill half of the 1st goal of our equity vision. NMA has begun the process of reviewing and revising the school’s academic curriculum, school policies and procedures through a culturally responsive lens and hopes to complete this goal by the end of the 2022-2023 academic school year.

ENROLLMENT AND STUDENT INFORMATION

Student Recruitment and Enrollment

NMA has a designated Student Recruitment and Enrollment Coordinator whose primary role is to increase the student enrollment at NMA.

The chart below shows the enrollment at NMA since 2005.

Students Enrolled = Average Daily Membership (ADM)

**ADM are based on the October 1 data of that school year.*

Year	KG	Grades 1-6	Grades 7-8	Total
2005-2006	40	137	0	177
2006-2007	54	244	0	298
2007-2008	42	278	62	382
2008-2009	44	243	50	337
2009-2010	44	258	65	367
2010-2011	49	258	85	392
2011-2012	56	299	93	448
2012-2013	63	313	93	469
2013-2014	68	297	75	440
2014-2015	57	357	68	482
2015-2016	68	402	84	554
2016-2017	84	470	109	663
2017-2018	91	514	115	722
2018-2019	93	481	129	715
2019-2020	91	551	136	778
2020-2021	85	542	162	789
2021-2022	97	530	165	792

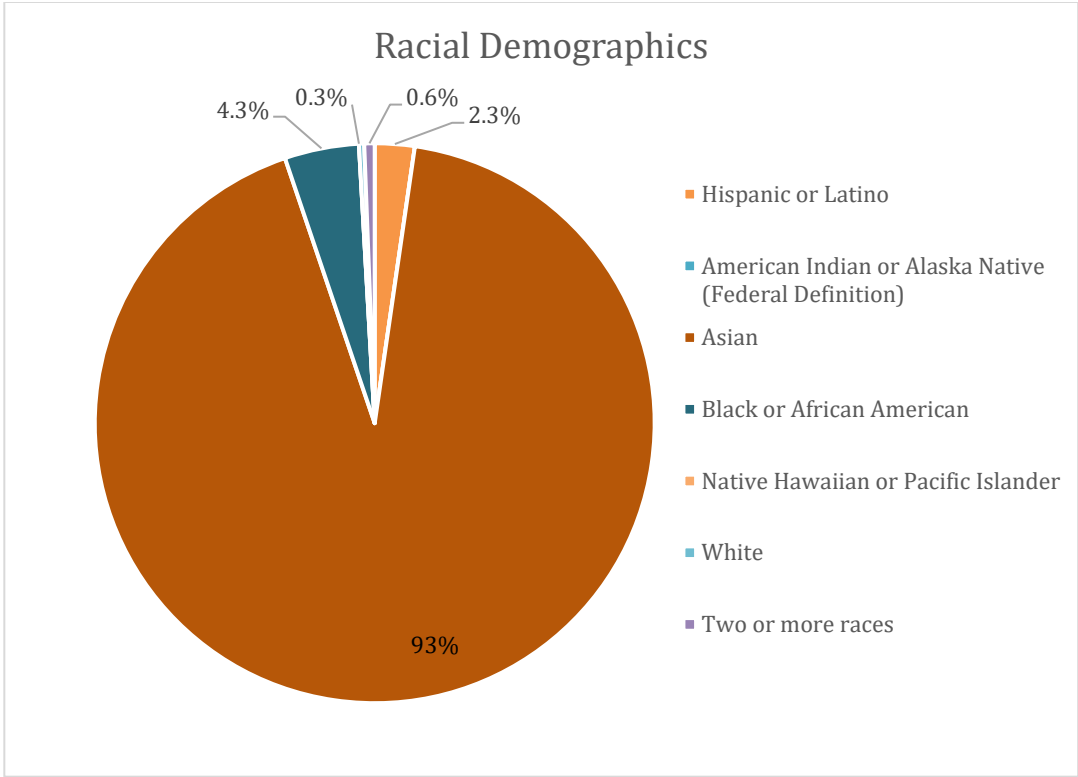
Student Retention

Retention rate is calculated by comparing scholars enrolled on the last day of school to the October 1 enrollment.

	2019-2020	2020-2021	2021-2022
Scholar Count	778	789	792
Retention Rate	94%	95%	81%

Student Demographics

Race/Ethnicity	Count	Percent
Hispanic or Latino	18	2.30%
American Indian or Alaska Native (Federal Definition)	0	0.00%
Asian	733	92.60%
Black or African American	34	4.30%
Native Hawaiian or Pacific Islander	0	0.00%
White	2	0.30%
Two or more races	5	0.60%
All students	792	100.00%



Student Attendance

To qualify for chronic absenteeism in Hennepin County, a student must have missed more than 6 days. Hennepin County’s Be@School program created a COVID-19 reporting process during COVID-19 understanding that absences may be a direct result of this pandemic. NMA reported 36 COVID-19 absences to Be@school program.

Attendance	Rate at NMA
Consistent Attendance	77.7%
Federal Chronic Absenteeism	7.5%

MANAGEMENT

Professional Development Training Kevin Xiong Executive Director	
Date	Training
2020 - Current	Doctorate's Degree in Educational Leadership - University of ND, Grand Forks
10/2021	Financial Management and Fiscal Responsibility Training - Jenny Abbs with BerganKDV
Summer 2022	Equity Retreats and Training - Tyneeta Canonge
Summer 2022	Board Member of MN Association of Charter Schools

Executive Director

NMA started a national search for their next Executive Director in May 2020 by putting a search committee together consisting of board members and community members. Through a very intense three rounds of interviews with NMA stakeholders, the search committee made an offer to Kevin Xiong in June of 2020. He started his position on July 1, 2020.

Kevin Xiong has over 15 years of experience in the Human Resources and Organizational Leadership fields, primarily in the non-profit space. He spent the last six years in executive positions with multiple Hmong charter schools and a private school including Community School of Excellence, New Millennium Academy and The Blake School. He has a bachelor’s degree in Business Administration and Human Resources Management, a master’s degree in Professional Development and Human Relations. Kevin is currently pursuing his Ed.D. from the University of North Dakota in Educational Practice and Leadership. He will be finish with this program in August 2023, where his dissertation is focused on how to infuse basic needs services in charter schools to increase parent engagement.

Friends of Education Oversight Program

Friends of Education (Friends) has been the authorizer for New Millennium Academy since the school’s inception and the sponsorship charter has been renewed through 2024. The Academy’s liaison at Friends and contact information is:



Elizabeth Topoluk, Charter School Liaison Friends of Education
 1405 Xenium Lane North
 Plymouth, MN 55441
 Email: beth.e.topoluk@huntington.com

Friends monitors the three critical areas of charter school operations: academic performance, finance, and reporting and legal compliance. The monitoring program is described below:

1. Academic Performance
 - a. Monitoring academic performance occurs in the following three ways: testing, site visits, and review of annual reports.
 - b. Friends requires regular testing to measure student performance, and student performance results must meet or exceed the results required by non-chartered public-school students. The testing required by Friends is set forth in its charter contract with the Academy. Generally, however, testing data is reviewed regularly to ensure that the goals of the Academy are being met, both in terms of individual student performance and for the school as a whole. Testing data is viewed alongside other schools to help review performance. Friends also engages in site visits and requires the Academy to prepare an annual report.
2. Finance
 - a. Friends' oversight of financial affairs is accomplished primarily through a review of financial statements and the independent audit.
 - b. Prior to July 1 each year, the school must submit to Friends an annual budget for the upcoming school year that has been adopted by the school board. The school must also submit monthly financial statements to Friends as well as cash flow projections when requested by Friends. The financial statements must contain budget and actual expenses and include explanations for all items exceeding budget and the manner in which the excess items will be resolved. Friends strongly encourages that its sponsored schools utilize a recognized provider of accounting services for charter schools in the initial years of operation.
 - c. By December 15 each year, the Academy must submit to Friends its independent audit report along with any school management response. As a secondary mechanism to monitor financial affairs, site visit interviews with the school business manager and board members are conducted.
3. Reporting and Legal Compliance
 - a. Friends' oversight of reporting and general legal compliance is accomplished primarily through review of documentation, site visits, and communication with the Minnesota Department of Education.
 - b. The Academy must submit board meeting minutes to Friends. Friends may attend board meetings. Friends also engages in site visits and requires the Academy to submit an annual report that details the school's evaluation of meeting MN State reporting requirements.

FINANCES

The school contracts with BerganKDV to provide accounting and financial management services for the school. Questions regarding school finances and for complete financials for 2021-2022 and/or organizational budget for 2021-2022 contact:

Jenny Abbs

Outsourced CFO, School Services

Phone: 952-563-6835

Email: jenny.abbs@bergankdv.com

The following is the narrative overview and analysis of the financial activities of the NMA's audit for the fiscal year ending June 30, 2021, as written by the auditor. NOTE: the 2021-2022 financial audit has not been completed as of this report. Therefore, the financial highlights below are from last year's audit.

Financial Highlights

1. The liabilities and deferred inflows of resources of the Academy exceeded its assets and deferred outflows of resources at the close of the most recent fiscal year by \$1,105,693 (negative net position). Of this amount, negative \$2,933,880 is considered unrestricted.
2. The Academy's total net position increased \$1,615,452 as a result of current year operations.
3. At the close of the current fiscal year, the Academy's governmental funds reported combined ending fund balances of \$7,069,599, an increase of \$562,882 in comparison with the prior year. Approximately 66 percent of this amount, \$4,648,213, is available for spending at the Academy's discretion.
4. At the end of the current fiscal year, unassigned fund balance for the General Fund is \$4,648,213, or 42 percent of total General Fund expenditures.
5. The Academy's total debt decreased by \$1,414,529 in the current fiscal year, excluding the change in the net pension.

Financial Highlights Year End Financial Report and Approved Budget

The below reflects the 2021-2022 approved budget and YTD financial report.

Revised Budget 2021-2022	Working Budget 2021-2022	Year to Date Totals 2021-2022	Percent of Budget
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Total All Funds

Revenues

State Revenues	\$ 10,448,306	\$ 10,367,783	\$ 10,305,694	99.4%
Federal Revenues	3,547,168	3,406,345	3,382,759	99.3%
Local Revenues	263,022	295,907	316,512	107.0%
Fund Transfers	-	-	-	0.0%
Total Revenues	\$ 14,258,496	\$ 14,070,035	\$ 14,004,965	99.5%

Expenditures

Salaries and Wages	\$ 6,379,425	\$ 6,935,502	\$ 7,182,894	103.6%
Employee Benefits	1,857,320	1,941,472	1,926,316	99.2%
Purchased Services	3,477,024	3,461,200	3,442,016	99.5%
Supplies and Materials	1,975,614	1,338,684	1,250,789	93.4%
Facilities and Equipment	385,323	439,906	458,505	104.2%
Dues and Memberships; Fees; Other Expenses	148,630	179,966	143,656	79.8%
Fund Transfers	-	-	-	0.0%
Total Expenditures	\$ 14,223,336	\$ 14,296,730	\$ 14,404,177	100.8%

Total Revenues All Funds	\$ 14,258,496	\$ 14,070,035	\$ 14,004,965	99.5%
Total Expenditures All Funds	\$ 14,223,336	\$ 14,296,730	\$ 14,404,177	100.8%

Net Income - All Funds	\$ 35,160	\$ (226,695)	\$ (399,212)
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Beginning Fund Balance, All Funds, July 1, 2021	\$ 4,945,027	\$ 4,945,027	\$ 4,945,027
Projected Fund Balance, All Funds, June 30, 2022	\$ 4,980,187	\$ 4,718,332	\$ 4,545,815
Projected Fund Balance Percentage	35%	33%	32%
Projected Debt Service Coverage Ratio	1.30	1.16	1.11

ACADEMIC PROGRAMS AND GOALS

Curriculum and Instruction

Literacy

NMA develops confident readers who comprehend and enjoy diverse texts. NMA's teachers begin with grade-level standards and implement research-based educational practices to scaffold instruction, so all learners develop comprehension, speaking, listening, and writing skills. NMA's comprehensive literacy block also includes the study of phonics, vocabulary, grammar, and conventions. Learners are encouraged to choose texts of personal interest and are provided regular opportunities to reflect and receive feedback while learning.

Mathematics

NMA develops learners who think like mathematicians and engage in authentic problem solving. NMA's teachers begin with grade-level standards and implement research-based educational practices to scaffold instruction, so all learners develop math fluency. NMA's mathematics curriculum spirals content, so learners have multiple opportunities to practice and develop their skills. Learners are encouraged to engage in math talk with their peers while building content-specific vocabulary.

Science

NMA develops learners who think like scientists and engage in authentic inquiry. NMA's teachers begin with grade-level standards and implement research-based educational practices to scaffold instruction, so all learners develop science skills. NMA's science curriculum introduces scholars to lessons through the lens of a mystery that requires the use of the scientific method to solve. Scholars are encouraged to build science vocabulary while engaging in hands-on laboratory experiments with peers.

Hmong Language and Culture

The goal of New Millennium Academy's Hmong Language and Culture program is to preserve the Hmong language and culture by providing opportunities for teachers, students, and families to foster cultural pride and identity. The two components of the curriculum are culture and literacy, and they are organized thematically.

The Hmong Language and Culture program is inclusive of all students at New Millennium Academy in kindergarten through grade eight. All students receive instruction from a Hmong Culture and Language Specialist during the school year.

Future Plans

To support increased reading proficiency,

- NMA adopted and continues to train teachers on the reading (ELA) curriculum *Wit and Wisdom* aligned to the common core standards. Teachers use the curriculum to plan and teach, as evidenced by lesson plans and classroom observations. While students are in distance learning, the priority is for students to receive hard copies of texts and to speak and write about complex texts during synchronous instruction.
- NMA has partnered with Achievement Network (ANet) to implement quarterly interim ELA assessments. Teachers will analyze and use ANet’s interim assessment data to improve reteach identified skills and concepts. It is the data from these interim assessments that informs NMA as to whether or not the school is making progress towards goals.
- NMA is in its fourth year using Danielson rubrics as a framework for formal observations. All teachers will engage in three rounds of observations and feedback throughout the year.

To support increased mathematics proficiency,

- Because of learning loss, it is more important than ever that students engage in focused and coherent learning that bridges prior knowledge with rigorous grade-level standards. NMA’s partnership with ANet will provide teachers embedded professional development that allows them to deeply understand the standards and learn how to connect past learning with new concepts. NMA utilizes Go Math and Math Expressions.
- NMA is in its fourth year using Danielson rubrics as a framework for formal observations. All teachers will engage in three rounds of observations and feedback throughout the year.

To support the whole child:

- NMA is building a robust MTSS that coordinates and integrates services for English Learners (EL), students with disabilities, Migrant (MEP) students, Neglected or Delinquent students, students who are homeless, students in foster care, and other students. NMA’s MTSS is supported by the Impact Team and the Student Assistant Team. NMA continues to add to the support and interventions available to students through its MTSS.

Academic Performance

Minnesota Accountability Tests and Adequate Yearly Progress Spring 2019. Due to COVID-19, state assessments were administered based on those scholars who attended hybrid or in-class learning. Parents of scholars who were in virtual/distance learning were given the option to take the MCAs in the Spring 2021. The tables below are counts of students who took the MCAs.

MCA Test	Total Students
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MCA Math	311 Total Students
MCA Reading	281 Total Students
MCA Science	105 Total Students

Reading Growth/Proficiency Report

	2015	2016	2017	2018	2019	2020	2021	2022
Growth percentage (on track)	35.6%	39.3%	28.0%	33.7%	32.4%	NA	29%	32.1%
Proficiency Reading (Oct. 1)	30.1%	28.7%	22.6%	23.8%	23.8%	NA	17%	18%

Math Growth/Proficiency Report

	2015	2016	2017	2018	2019	2020	2021	2022
Growth Percentage (On-Track)	63.3%	66.4%	34.3%	26.6%	52.6%	NA	41%	54.9%
Proficiency Math (Oct. 1)	55.3%	51.2%	37.1%	21.8%	30.6%	NA	3%	14%

ACCESS for English Language Learners

ACCESS tests measure an English learner’s ability to understand and produce English language. Each student receives a language proficiency score from 1 (not proficient) to 6 (proficient). The charts reflect a composite score of all four domains of language production and usage.

ACCESS Test 2020-2021 – Overall Composite Score – All Grade Levels

Grade	6	5	4	3	2	1
	3.26	3.77	3.68	3.17	2.96	2.57

*Note: Only 50% of qualified EL scholars took the ACCESS due to COVID-19.

WORLD's BEST WORKFORCE

District or Charter Name	4143-07 New Millennium Academy Charter School
Grades Served	Kindergarten to 8 th Grade
WBWF Contact Information	Kevin Xiong Executive Director 763-235-7977 kevin.xiong@nmaedu.org
Link to WBWF annual report	https://www.nmaedu.org/compliance/annual-reports/
Did you have an MDE approved Achievement and Integration plan implemented in the 2019-2020 school year?	No
Provide the date of the school board annual public meeting to review progress on the WBWF plan and Achievement and Integration plan for the 2019-2020 school year.	May 16, 2022
Does your district/charter enroll students in kindergarten?	Yes
District Advisory Committee Members	Sueflora Moua, Parent Kou Moua, Parent La Her, Parent Staff Member Key Yang, Parent Staff Member Mai Yang Lor, Parent Engagement Specialist Bao Cha, Q-Comp Coach Mark Campbell, Teacher Dr. Mai Moua, Community Tou Va Cha, Scholar

<p>Describe your process for ensuring students of color, American Indian students and students from low-income families have equitable access to experienced, in-field and effective teachers.</p>	<p>At NMA, opportunities for growth and learning apply to every single person. When we provide equitable opportunities to our community, based on their level of access, we all thrive. We will accomplish this by allowing ourselves to be vulnerable while holding one another accountable in order to build an anti-racist community. Another strategy NMA is using to improve equitable access, specifically to effective teachers, included convening a teacher committee to examine and improve NMA's professional development practices. As a result of this committee's work, teachers now receive job-embedded, specific, and individualized professional development that aligns with the school's Charlotte Danielson teacher-evaluation tool and is grounded in the teacher's individually generated SMART goals.</p> <p>NMA will reduce and eventually eliminate equitable access gaps for all students of color, American Indian students, and students from low-income families by increasing the percentage of experienced and effective teachers during the 2022-2023 school year by 10% respectively.</p>
<p>Describe your efforts to increase the racial and ethnic diversity of teachers in your district.</p>	<p>Inspired by the Grow Your Own Initiative, NMA started our Pathway to Classroom initiative to inspire current EAs of color to pursue a career in teaching by pursuing a college degree in a field related to education. In 2020-2021 SY, NMA selected eight candidates to participate in this program. They will be supported with tuition reimbursement, classroom experience, and reimbursed for their time and effort in attending school.</p>
<p>All Students Ready for School.</p>	<p>Does your district/charter enroll students in kindergarten? Yes</p> <p>Provide the established SMART goal for the 2021-2022 SY. Each year, by January 31, 70% of all NMA's kindergarten students continuously enrolled since the first day of school will be able to identify 24 of 26 upper-case letters and 24 of 26 lower-case letters and count to 31.</p>

	<p>Provide the results for the 2021-2022 school year that directly ties back to the established goal?</p> <p>By January 31, 54.2% of NMA's Kindergarten students were able to identify 24 of 26 uppercase letters and 24 of 26 lowercase letters, and count to 31.</p> <p>Goal Status: Goal not met.</p> <p>NOTE: It is important to note here that NMA went back to virtual learning on December 13, 2021 and returned back to in-school learning on January 31, 2022.</p>
<p>All Students in Third Grade Achieving Grade-Level Literacy</p>	<p>Does your district/charter enroll students in grade 3? Yes</p> <p>Provide the established SMART goal for the 2021-2022 SY. At the conclusion of SY 2021-2022, NMA's third grade reading proficiency rate will have Increased to at least 26% proficiency on the MCA's.</p> <p>Provide the results for the 2021-2022 school year that directly ties back to the established goal? In school year 2021-2022, NMA's third grade proficiency rate was 5.3%</p> <p>Goal Status: Goal not met</p>
<p>Close the Achievement Gap(s) Between Student Groups</p>	<p><u>Goal</u></p> <p>Provide the established SMART goal for the 2021-2022 SY. At the conclusion of the SY 2021-2022, the average number of progress points generated by students based on changes in their achievement levels will average no less than 2.0 for each subgroup in each math and reading.</p>

	<p>Provide the results for the 2021-2022 school year that directly ties back to the established goal?</p> <table border="1"> <thead> <tr> <th>School Name</th> <th>Student Group</th> <th>Group</th> <th>Math Prog</th> <th>Math Prog Percent*</th> <th>Math Prog Count*</th> <th>Stage 2: Reading Prog</th> <th>Reading Prog Percent*</th> <th>Reading Prog Count*</th> </tr> </thead> <tbody> <tr> <td>New Millennium Academy Charter School</td> <td>All Students</td> <td>ALL</td> <td>1.42</td> <td>30.35</td> <td>168</td> <td>2.11</td> <td>42.85</td> <td>168</td> </tr> <tr> <td>New Millennium Academy Charter School</td> <td>Asian Students</td> <td>ASI</td> <td>1.54</td> <td>31.78</td> <td>151</td> <td>2.06</td> <td>42.2</td> <td>154</td> </tr> <tr> <td>New Millennium Academy Charter School</td> <td>Black Students</td> <td>BLA</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>New Millennium Academy Charter School</td> <td>English Learner Students</td> <td>EL</td> <td>1.13</td> <td>25.78</td> <td>128</td> <td>1.89</td> <td>35.65</td> <td>129</td> </tr> <tr> <td>New Millennium Academy Charter School</td> <td>Special Education Students</td> <td>SPED</td> <td>0</td> <td>0</td> <td>21</td> <td>0.5</td> <td>9.09</td> <td>22</td> </tr> <tr> <td>New Millennium Academy Charter School</td> <td>Students Eligible for Free/Reduced Priced Meals</td> <td>FRP</td> <td>1.27</td> <td>29.16</td> <td>120</td> <td>2.27</td> <td>42.01</td> <td>119</td> </tr> <tr> <td>New Millennium Academy Charter School</td> <td>Average of Groups Included in Accountability</td> <td>Average</td> <td>1.39</td> <td></td> <td></td> <td>1.97</td> <td></td> <td></td> </tr> </tbody> </table> <p>Goal Status: On Track</p>	School Name	Student Group	Group	Math Prog	Math Prog Percent*	Math Prog Count*	Stage 2: Reading Prog	Reading Prog Percent*	Reading Prog Count*	New Millennium Academy Charter School	All Students	ALL	1.42	30.35	168	2.11	42.85	168	New Millennium Academy Charter School	Asian Students	ASI	1.54	31.78	151	2.06	42.2	154	New Millennium Academy Charter School	Black Students	BLA							New Millennium Academy Charter School	English Learner Students	EL	1.13	25.78	128	1.89	35.65	129	New Millennium Academy Charter School	Special Education Students	SPED	0	0	21	0.5	9.09	22	New Millennium Academy Charter School	Students Eligible for Free/Reduced Priced Meals	FRP	1.27	29.16	120	2.27	42.01	119	New Millennium Academy Charter School	Average of Groups Included in Accountability	Average	1.39			1.97		
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All Students-Career and College-Ready by Graduation	<p><u>Goal</u> While NMA is only K-8, we do have high school and college week where we introduce our middle school scholars to different high schools and colleges opportunity.</p>																																																																								
Does your district/charter enroll students in grade 12?	No																																																																								

GOVERNANCE

NMA is governed by its school board. In the 2021-2022 school year, NMA’s BoD consists of a diverse Board of Directors representing the different stakeholders including two teachers, two parent, and two community members. The Board of Directors meet the Third Monday of every month at 6:00 PM CT at NMA’s Board Meeting Room. Both of the meeting dates and approved minutes are posted on the NMA’s website at www.nmaedu.org.

Name	Title	Position
Kinley Vang	Board Chair	Parent

Amy Schwartz	Vice Chair	Community Member
Chonburi Lee	Treasurer	Community Member
Janie Yang	Secretary	Teacher
Tatyana Tuy	Board Member	Teacher
Ker Vang	Board Member	Parent

Board Member	Training and Date
Kinley Vang	<ul style="list-style-type: none"> ● 11/18/2020 - GMS Board Leadership Session 1, GMS ● 12/09/2020 - Board Chat: Understanding Charter School Financials, Charter Source ● 01/14/2021 - GMS: Board Community of Practice, GMS ● 02/16/2021 - Board Chat: MN Authorizer Panel, Charter Source ● 03/08/2021 - Consent Agenda Training, Charter Source ● 03/11/2021 - GMS: Building and Maintaining a Strong Board Culture, GMS ● 03/17/2021 - Board Chat: The Page Amendment & Tiered Teacher Licensure, Charter Source ● 03/30/2021 - Board Work, MSBA ● 04/06/2021 - Board Work, MSBA ● 04/13/2021 - GMS: Partners Schools: Briefing on K12 Stimulus Funding, EdAllies ● 05/19/2021 - Board Chat: Board Engagement ● 06/14/2021 - Bonding and Bondholder 101, BerganKDV ● 10/2021 - Financial and Fiscal Responsibilities, BerganKDV
Chonburi Lee	<ul style="list-style-type: none"> ● 03/08/2021 - Consent Agenda Training, Charter Source ● 06/14/2021 - Bonding and Bondholder 101, BerganKDV ● 10/2021 - Financial and Fiscal Responsibilities, BerganKDV
Janie Yang	<ul style="list-style-type: none"> ● 03/08/2021 - Consent Agenda Training, Charter Source ● 06/14/2021 - Bonding and Bondholder 101, BerganKDV ● 10/2021 - Financial and Fiscal Responsibilities, BerganKDV
Ker Vang	<ul style="list-style-type: none"> ● 01/13/2021 - Charter School Governance, MNACS ● 01/26/2021 - Charter School Finances, MNACS ● 03/08/2021 - Consent Agenda Training, Charter Source

	<ul style="list-style-type: none"> ● 06/14/2021 - Bonding and Bondholder 101, BerganKDV ● 10/2021 - Financial and Fiscal Responsibilities, BerganKDV
Tatyana Tuy	<ul style="list-style-type: none"> ● 06/09/2021 - Charter School Governance, MNACS ● 06/14/2021 - Bonding and Bondholder 101, BerganKDV ● 06/22/2021 - Charter School Finances, MNACS ● 06/26/2022 - Employment in Charter Schools, MNACS ● 10/2021 - Financial and Fiscal Responsibilities, BerganKDV
Amy Schwartz	<ul style="list-style-type: none"> ● 06/09/2021 - Charter School Governance, MNACS ● 06/14/2021 - Bonding and Bondholder 101, BerganKDV ● 06/22/2021 - Charter School Finances, MNACS ● 06/26/2022 - Employment in Charter Schools, MNACS ● 10/2021 - Financial and Fiscal Responsibilities, BerganKDV

STAFFING

Licensed Staff

Teacher Name	File #	License (Grade/Subject)	2021-2022 Assignment (Gr/Subj)
Amanda Jean Roberg	480162	K-6 Elementary Education	5th Grade
Amber Krygiel	445739	Learning Disabilities/Sped/K-12	SpEd Middle School
Andi Twiss	1002677	Tier 2 Science 5-8	Science Teacher
Andrea Upham	502704	K-6 Elementary Education 5-8 Communicatiton Arts/Literature	1st Grade
Bao Cha	493430	K-6 Elementary Education	Q-Comp Coach
Bridget Mealman	476519	Elementary Education B-Grade 3 Early Childhood Education	1st Grade
Camille McMillan	509314	Birth-Grade 3	3rd grade
Cathy Vang	517851	Short call Substitute	Building Sub/EA
Charis McCann	1007555	Academic and Behavioral Strategist K-12	SpEd Teacher (K-2)
Chee Xiong	503073	K-6 Elementary Education	3rd grade
Cheenou Vang	1009978	K-12 Hmong/ Short Call Substitute	Hmong
Chin Nou Khang	1002482	5-12 Social Studies	MS Social Studies
Christine Clay	347815	Elementary Education, K-12 Learning Disabilities (SLD)	SpEd
Chueyim Vang	510681	5-8 Mathematics	MS Math
Dania Fathroen	1012391	B Grade 3 Early Childhood Ed	3rd Grade
Elizabeth Sierminski	449802	K-6 Elementary Education 5-8 Social Studies	4th grade
Emily Kay Loose	423492	B-Grade 3 Early Childhood Education	Kindergarten
Gao Nou Yang	1007872	Elementary Ed K-6/ Early Childhood Birth-3rd	Kindergarten
Gary W Giel	415817	K-12 Physical Education	K-8 Phy Ed
George Vang	1001866	5-12 Communication	ELL Teacher

		Arts/Literature	
Greta Treiber	1005220	K-12 Visual Arts	Art
Hailey Collins (Hill)	487616	1-6 Elementary Education	4th Grade
Jamie Neal	492805	5-8 Sci/9-12 Life Sci	MS Science Teacher
Janie Yang	501774	5-12 Communication Arts/Literature	MS English Language Arts
Jenna M (Bjerke) Flomo	464307	K-6 Elementary Education Age 3 - K Pre Primary	1st Grade
Joanne Mok	1010344	Academic and Behavioral Strategist K-12	Sped teacher 3rd grade
Kaethe Eltawely	447208	Short call Substitute	K-8 Building Substitute
Karen Kerr	376097	k12sped,k12principal,director of sped	sped coordinator
Kayleigh Winslow	510489	K-6 Elementary Education	5th Grade
Khou Lee	507265	Elementary Education K-6	2nd Grade
Khou Vang	504260	Mathematics	Hmong Director
Kimberly Lee	1001397	Mathematics	MS math
Kong Meng Xiong	511715	Short call Substitute	Building Substitute
Kristena Cruzan	1010802	5-12 Mathematics	Title 1 Math Interventionist
Kyla Berges	1002578	K-6 Elementary Education	4th Grade
Linda Yang	1004347	B Grade 3 Early Childhood Ed	2nd Grade
Lindsey Goodell	505598	Elementary Education K-6	1st Grade ELA
Mai Houa Vue	463258	5-12 Family and Consumer Sciences	K - 8 Educational Assistant K-8 Substitute
Mai Yang Lor	506901	Pre K To Adult Short Call Substitute	Family Support Specialists
Margaret Fashant Daniewicz	437218	K-12 English as a Second Language	K - 8 ELL Department
Mark Campbell	453078	Social Studies 5-12	MS Social Studies
Matthew Kilanowski	409628	K-6 Elementary Education, 5-8 Communication Art	2nd Grade
May Vang Swanson	442396	5-12 Mathematics	Math Coach
Melanie L. Eicher	420460	K-6 Elementary Education K-12 Reading Age 3-PRE- Pre-Primary	Title 1 Reading Interventionist
Michaela Rae Nettum	1005601	K-12 School Counselor	Counselor
Mina Skoglund Ogawa	476268	K-12 English as a Second Language	ELL Teacher

Ming Lee	1006007	K-12 Hmong	Hmong
Molly Kroiss	1008261	K-6	Teacher 3rd grade
Mong Lou Xiong	517849	Short Call Substitute	Building Substitute
Oksana Svidersky	1009496	K-6 Elementary Education	4th grade
Pakou Xiong	1006124	Tier 1 K-12 Hmong	Hmong
Pazong Mua	1002601	K-12 Tier 1 Hmong	Hmong
Rachel Anne Clapp	1001956	K-6 Elementary Education	5th Grade
Romaus Mesa	1008904	Autism Specturm Disorder (7-12), Developmental Disabilities (7-12), Academic and Behavioral Specialist (7-12)	Middle School SPED
Rosie Chang	509402	Birth-Grade 3	2nd grade
Sai Lor	500085	K-6 Bilingual Education/ Elementary Education/ English as a Second Language, Age 3-PreK Pre-primary	ELL Teacher
Sarah Elizabeth Kongslien	502479	K-6 Elementary Education	Kindergarten
Sarah Govis	1009953	5-12 Social Studies	4 Social Studies and Scien
Sean Yang	515657	Academic and Behavioral Strategist	K - 12
Sidney Miller	449995	K-12 Physical Education 5-12 Health Education	Health/Gym
Sierra Marie Robinson	434802	K-6 Elementary Education K-12 Reading - Resticted *Note-applied for Reading Teacher K-12- need to check status	Reading Specialist
Stephanie N Short	481040 436347 397593	K-6 Elementary Education	Kindergarten
Stephanie Steen		K-12 Reading 5-12 Communication Arts/Literature District Principal K-12	Principal
Stephanie Wheelock		7-12 English/Language Arts k-12 administrator	Assistant Principal
Sweet Flower Vang	503812	Pre K to Adult Short Call Substitute K-12 Tier 1 Library Media Specialist	Media Center Coordinator
Tatyana Tuy	510244	K-12 Academic Behavioral Strategist (ABS)	ELL Teacher

Taylor Glaze	1005123	Communication Arts/ Literature 5-12	MS ELA
Thay Thao	1010767	K-12 School Counselor	School Counselor
Thomas Thao	516207	Principal K-12	Assistant Principal
Tou Thao	498402	PRE K-ADUL Short Call Substitute	Building Substitute
Yacoub Aljaffery	1006719	English as a Second Language	ELL Teacher
Yelena Sergeyevna Baskova	377719	K-12 English as a Second Language	ELL Teacher

Operations and Support Staff

Last Name, First Name	Position
Xiong, Kevin	Executive Director
Xyoob, Hli	Director of Community Programs
Yang, Mai Ka	Director of Operations
Machalec, Daniel	Human Resources
Khang, Chia	Paraprofessional
Lor, Vang Leng	Custodian
Vang, Panyia	Custodian
Her, La	Impact Coach
Stephens, Rasheed Jamal	Impact Coach
Lee, Chia	Paraprofessional
Vang, Mai Kia	Paraprofessional
Yang, Mai Ka	Director of Operations
Xiong, Sandy	Library Specialist
Yang, Shoua	Paraprofessional
Yang, Cam	Compliance Manager
Thao, Nhianeng	Bus Driver
Stephens, Savon	Paraprofessional
Vue, Cha Mee	Paraprofessional
Moo, Moo	Paraprofessional
Oldham, Hurt	Paraprofessional
Xiong, Der	Paraprofessional
Vang, LoPao	Custodian
Her, Pang Houa	Hmong Elder
Xiong, Kevin	Cook
Xiong, Seesavanh	Paraprofessional
Her, Mai Ka Yang	Administrative Assistant
Lor, Xai	Paraprofessional
Xiong, Kingston	Paraprofessional
Xiong, Lisa	Enrollment Coordinator

Eltawely, Kaethe	Paraprofessional
Khang, Fue	After School Manager
Lor, MaiYang	Family Engagement Specialist
Maas, Barbara	Paraprofessional
Yang, Key	Paraprofessional
Eicher, Jeffrey Robert	IT Coordinator
Thao, Tou	Substitute Teacher
Vue, Mai Houa	Paraprofessional
Khang, Leng Xor	Custodian
Ledin, Amy	Bus Driver
Porter, Holli Carrera	Paraprofessional
Thao, Pachia	Administrative Assistant
Eicher, Terra Marie	School Nurse
Bobson, Jeff	Maintenance Coordinator
Xiong, Mong Lou	Substitute Teacher
Vang, Avis Kai	Bus Driver
Xiong, Kaonue	Executive Assistant
Lee, Kalia	Office Manager
Moua, Timothy	Paraprofessional
Yang, Shoua	Paraprofessional
Vang, Cheng	Paraprofessional
Yang, Robert	Paraprofessional
Yang, Jonathan	Transportation Coordinator
Vang, Xao	Kitchen Supervisor
Yang, Kanong	Administrative Assistant