



Parnassus Annual Report

Academic Year 2017-2018

PARNASSUS



PREPARATORY SCHOOL

Classical Schooling for the Art of Life

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Approved by the Parnassus Board of Directors on 9/25/2018

1 Introduction

This annual report is written to document academic and fiscal accountability, innovative practices, accomplishments, and achievements at Parnassus Preparatory School during the 2017-2018 school year. The annual report meets the reporting requirements of the Minnesota Department of Education, Minnesota statutes, the expectations of Parnassus’ authorizer, and our own expectations as a classical, liberal arts, college preparatory school. This report is available to current and prospective families and staff of the Parnassus community. It is posted on the Parnassus website.

Contributors to the Annual Report include Ms. Ford, Executive Director; Ms. Good, Director of Academic Affairs and Assessment; Mr. Taintor, Finance Manager; and Mr. Friess, Board Chair and Treasurer.

2 Parnassus Levels of the Trivium

Parnassus has developed its own system for labeling grade levels to replace those that are used in most traditional schools. Many preparatory schools in the U.S., Britain, and other countries use the Sixth Form system; however, at Parnassus, we underscore the classical Trivium which consists of the Schools of Grammar, Logic, and Rhetoric and use a system of our own. Since the cornerstone of a classical school is the Trivium, our system labels the four levels of each school, following Prima, as follows:

School of Grammar (SOG)	School of Logic (SOL)	School of Rhetoric (SOR)
<ul style="list-style-type: none">• Prima (means <i>first</i> in Latin)• 1st Level Grammar (1G)• 2nd Level Grammar (2G)• 3rd Level Grammar (3G)• 4th Level Grammar (4G)	<ul style="list-style-type: none">• 1st Level Logic (1L)• 2nd Level Logic (2L)• 3rd Level Logic (3L)• 4th Level Logic (4L)	<ul style="list-style-type: none">• 1st Level Rhetoric (1R)• 2nd Level Rhetoric (2R)• 3rd Level Rhetoric (3R)• 4th Level Rhetoric (4R)



The Trivium is the Cornerstone of Our School's Mission

Classical education is based on a three-part process of training the mind. We begin with the School of Grammar where our students spend their day learning important facts through songs, chants, and drills that systematically lay the foundation for their future study. At Parnassus, the School of Grammar begins with Prima (kindergarten) and continues through our Fourth Level of Grammar.

The students then progress to the School of Logic where they learn formal logic and are taught to think through the process of logical arguments. The scholars continue to pursue knowledge in the arts, literature, languages, history, geography, and the sciences. They learn to work collaboratively, express their opinions, and listen to others' opinions respectfully through the Socratic method of questioning and discussion.

Finally, in the School of Rhetoric, the students are ready to express their opinions and support their claims eloquently, intelligently, and respectfully in the Harkness Table discussion method. Our young scholars study history through original sources, literature through complete classic works, and the sciences through intensive investigations and experimentation, all the while focusing on the understanding of the concepts and applied science.



3 Mission and Vision

The mission of Parnassus Preparatory School is to provide students with a K-12 classical education grounded in the classical Trivium that demands their best in intellectual achievement and character development.

A Classical Curriculum, Grounded in the Liberal Arts

A classical education cultivates wisdom and virtue by nourishing the individual with truth, beauty, and goodness. Students at Parnassus Preparatory School pursue wisdom and virtue at every level and in each of the many disciplines offered to them. Parnassus Preparatory School’s academic focus is on developing thoughtful, literate, and expressive graduates through classical education, a time-tested model that is systematic and comprehensive. Our classical curriculum, grounded in the liberal arts, distinguishes us from other educational institutions.

LIBERAL, in liberal arts, comes from the Latin word “libertas” meaning “freedom.” The American Association for the Advancement of Science describes a liberal arts education as one that “produces persons who are open-minded; conscious of their opinions and judgments; reflective of their actions; and aware of their place in the social and natural worlds.” In short, those who are educated in the liberal arts model are trained to think for themselves.

CLASSICAL education was first developed during the Middle Ages. The original goal was to provide a systematic, memorable framework to teach human knowledge. This education has produced some of the greatest thinkers, leaders, and scientists in the Western world from the time of the Greeks through the late 19th century and beyond.

A Language-Based Program

A classical education is more than just a pattern of learning. First, it is language-focused, meaning learning is accomplished through written and spoken words versus images such as videos and television. In language-focused learning, the mind needs to work harder to “decode” a symbol (words) into concepts. Images, on the other hand, allow the mind to be passive and enjoy the translation from words into already completed concepts.

History Provides an Academic Structure for Interdisciplinary Learning

All knowledge is interrelated for the classical learner, and subjects are not studied in isolation. For example, the reading of Homer’s, *The Odyssey*, allows the student to consider Greek history, the nature of heroism and courage, and the development of the epic model. However, making such interdisciplinary links is no small task given the thousands of years of accumulated information, knowledge, and fields of study involved. A classical education at Parnassus meets this challenge by teaching history as the backbone for learning, beginning with ancient civilizations and progressing forward to the modern era in history, science, literature, art, and music.

Parnassus structures its academic program on a four-period model of history. Our students study these periods in a four-year cycle, going deeper each time the history period is covered — first in the School of Grammar, again in the School of Logic, and a final time in the School of Rhetoric.

Mathematics and Science

The study of mathematics and science is core to the Parnassus classical curriculum. Our scholars study mathematics daily and learn about the sciences throughout their academic career at Parnassus. As a classical school, Parnassus guides the students through making connections among the branches of science, between science and history, and to the rules of logic. The scientific method is implemented through investigation and experimentation. Students read biographies of scientists, bringing history, mathematics, and science closer together.



Strategies to Accomplish our Mission

Developing our staff in the classical model and pedagogy is paramount to Parnassus Preparatory School's success as a Classical school and to fulfilling its mission. Recognizing the importance of professional development, in 2017- 2018, Parnassus continued to provide training and development opportunities for faculty and staff in the following areas:

- 1) Parnassus' Classical education model
- 2) Direct Instruction
- 3) Data-Driven Instruction
- 4) Writing
- 5) Reading and literacy
- 6) Socratic and Harkness discussion methods

As part of the school's strategy to accomplish its mission, it is a Parnassus tradition to include summer readings for our staff. We hold discussions of the assigned works during the back-to-school workshop and training. The required summer readings include classic works of literature from the Parnassus curriculum as well as academic and research-based books and articles. The school holds additional book discussions for the Board, parents, and community. Being well-read is an integral part of our school's culture. During the past school year, we continued to host our colloquium series, in which area university professors and other scholars (including Parnassus teachers) presented lectures and discussions at Parnassus for our community and the public.

4 Charter School Background Information

Parnassus Preparatory School is a public charter school approved by the Minnesota Department of Education (MDE). As a public school, Parnassus serves all students who apply for admission. There are no admission requirements or charges for tuition. Parnassus is funded with state and federal dollars. Funding is based on enrollment and includes money for both operational expenses and lease payment assistance for the facility. In addition to being regulated by the Minnesota Department of Education, charter schools are overseen by an MDE approved authorizer. Parnassus' authorizer is Friends of Education (see Section 6 for additional information). The authorizer holds the school accountable for the academic results and responsible fiscal management.

5 Educational Philosophy

The classical Trivium and the instructional methods used in each school address children's developmental stages, challenging them to reach their highest potential at each and every level. Parnassus Preparatory School's educational philosophy is that all students benefit from the highest standards of academic integrity and a rigorous, content-based educational program that develops their intellectual capacity and personal character. Through instructional methods that are aligned with the classical Trivium, history as the chronological backbone of the curriculum, and the integration of the humanities and advanced sciences, the school provides an environment that fosters academic excellence and builds the habits of discipline and perseverance to complete challenging tasks.

6 Authorizer Information

Parnassus' authorizer is Friends of Education. Friends of Education oversees other charter schools throughout the state of Minnesota as well. The Minnesota Department of Education awarded Friends of Education its highest *Exemplary* rating of charter school authorizer performance. Elizabeth Topoluk is the liaison for Friends of Education with Parnassus. Friends of Education is located at 200 Lake Street, Wayzata, MN 55391, telephone: 952-475-7053.

7 Academic & Extracurricular Highlights

The 2017-2018 school year gave our school and our scholars many chances to shine in their academics and extracurricular activities. Both within and outside of the school's normal curricular program, Parnassus' scholars enjoyed academic success and achieved several milestones.



Extracurricular Highlights

For the sixth year in a row, the Parnassus Scripps National Spelling Bee champion advanced to the state spelling bee championship round. A fourth-level Logic (4L) scholar represented Parnassus and was the first-runner up out of 50 participants.

Four School of Rhetoric students formed the school's inaugural National Economics Challenge team. After taking a qualifying test online, the Parnassus Olympians won the State Championship competition, which was held at the Federal Reserve Bank of Minneapolis.

The Parnassus Quiz Bowl qualified for the national championship competition for the second year in a row. The team traveled to Chicago last May to compete against other teams at the NAQT Small School National Championship Tournament.

The School of Logic Science Bowl team received its fourth Civility Award at the state tournament, highlighting the students' exemplary decorum and conduct during the competition. Parnassus also fielded a School of Rhetoric Science Bowl team, which competed at the high school state tournament in January.

Parnassus continued to grow and expand its Mock Trial program, expanding to three teams. The Parnassus varsity team scored their first trial victories, and several members across the three teams received perfect scores from the competition judges for their presentation skills, questioning techniques, and knowledge of civil procedure and objections.

The Schools of Logic and Rhetoric held their annual oratorical contests, where students were challenged to memorize and present a historical poem or speech. Once again, our scholars impressed our judges and audience members with their talents for public speaking and their ability to convey emotion and emphasis through their tone of voice and hand gestures.

Parnassus offered a variety of intramural sports, including fencing, drama, running club, soccer, ultimate Frisbee, and basketball, either led by Parnassus staff or through outside vendors. We continue to develop offerings to meet students' interests and to expose them to new activities.



Academic Achievements



Parnassus Third Level School of Rhetoric (3R) scholars took the PSAT/National Merit Scholarship Qualifying Test in October 2017. Three of our scholars scored in the 99th percentile of all students nationwide. Of those students, Ryan Friess was announced as a National Merit Semifinalist. Ryan was one of 16,000 Semifinalists from across the country to be selected from a pool of 1.6 million students at over 22,000 high schools. Among the 283 Minnesota students named as Semifinalists, Ryan was the only student from the Osseo-Maple Grove area to qualify.

Ryan and his fellow Semifinalists will have the opportunity to continue in the competition to be named a National Merit Finalist and be awarded a National Merit Scholarship. Last year, National Merit Scholarships granted to finalists amounted to over \$30 million shared amongst approximately 7,500 students. Being a Semifinalist or Finalist comes with meaningful status conferment and even some financial benefits. Over 200 colleges and universities offer automatic scholarships for National Merit Finalists. National Merit Scholarship winners will be announced in April of 2019. Two Parnassus scholars, Abigail Garner and Pranav Rupireddy, were also named *Commended Scholars* by the National Merit Scholarship Program. Out of 1.6 million entrants, Abby and Pranav are among the 34,000 top students in the nation being recognized as *Commended Scholars*. They qualified by scoring among the top 3.5% of students taking the PSAT in the fall of 2017.

Third Level Rhetoric (3R) scholars also took the ACT in April and performed very well on their exams. More than a quarter of students scored above a 30, with an average score of 24.6, far higher than the state average of 21.3. Parnassus School of Rhetoric students also had an outstanding showing on the College Board Advanced Placement (AP) program tests in May. In our first year of offering options in biology, calculus, and environmental science, the average score for all students on the science AP exams was a 4.4. Students also excelled in the humanities, receiving high scores in United States History and Human Geography.

As in years past, Parnassus students excelled on their classical language exams. As a classical school, Latin and Greek are a core part of our academic program and we remain pleased that Parnassus scholars continue to exceed expectations in the study of classical languages. Among our 2R students studying Greek through the University of Minnesota's College in the Schools program, 90% of scholars received a national recognition award on the National Greek Exam: Introduction to Greek. These included two *Highest Honors* blue ribbons, four *High Honors* red ribbons, and three *Merit* green ribbons.

School of Logic and Rhetoric students enrolled in a Latin class took the National Latin Exam (NLE) in March, and, as in years past, many Parnassus scholars were recognized with certificates and ribbons. Continuing our tradition of excellence on the NLE, two scholars received perfect scores and were recognized with a special, hand-lettered "Perfect Paper" certificate commissioned by the Classics department at the University of Mary Washington. Eighty-one students received an award on the NLE. Awards included the aforementioned Perfect Papers, six Gold *Summa cum laude* medals, seventeen *Silver Maxima cum laude* medals, fourteen *Magna cum laude* certificates, fourteen *Cum laude* certificates, six *Introduction to Latin Outstanding Achievement* ribbons and certificates, and twenty-two *Introduction to Latin Recognition of Achievement* certificates.

With the addition of the Fourth Level of the School of Rhetoric (4R), Parnassus' first graduating class fulfilled their diploma requirement by researching, writing, presenting, and defending a Fourth Level Rhetoric thesis. Each scholar produced a thesis on a topic of his or her choosing, incorporating various aspects of the Parnassus curriculum. The process began in the spring of their 3R year, as scholars worked with a faculty advisor to identify a topic and conduct research. After a year of research, writing, and rehearsal, our 4R scholars gave their final thesis presentations, which included a lengthy oral defense and responses to questions from a panel of judges. Two of our 4R scholars received Honors in the 4R Thesis.

First Commencement Ceremony



Parnassus held its first graduation ceremony on June 7, 2018, as we graduated five extraordinary Fourth Level Rhetoric scholars. Along with our graduates, the Parnassus faculty and board members dressed in full academic regalia and made their way into the ceremony accompanied by a bagpiper and harpist.

Head of School, Ms. Ford, recognized our graduates in a speech that established the theme of the ceremony: the great IDEAS of classical education. Each graduate was given a pin that represented that theme. The word *IDEAS* was capitalized on the pin because it had a double meaning – also representing our graduates: Isaac, Devonta, Emily, Andrew, and Sophia. The pin was designed as a way to honor our first graduates and it will be presented to every Parnassus graduate in the future.



Dr. Eric Dugdale, professor of Classics at Gustavus-Adolphus University, gave the commencement address, which highlighted the journey that our scholars have traveled during their years at Parnassus as they pursued a classical education.



8 School Enrollment and Attrition

The target area for enrollment for Parnassus includes families from Maple Grove, Osseo, Brooklyn Park, Champlin, Plymouth and surrounding areas with families seeking a college preparatory and tuition-free classical education for their children. Though this target market includes the closest geographical areas, the school is open to any family from any community interested in a rigorous, liberal arts, college preparatory, classical education. The 2017-2018 school year marked a special milestone as Parnassus completed its full grade level range by adding the Fourth Level School of Rhetoric (4R). Additionally, Parnassus also added a fifth section of Prima.

Parnassus Annual Enrollment

Parnassus enrollment, based on average daily membership as of October 1st for the past five years is listed below:

Academic Year	Grades	Total Enrollment
2012-2013	Prima – 3L (K-7)	609
2013-2014	Prima – 4L (K-8)	760
2014-2015	Prima – 1R (K-9)	793
2015-2016	Prima – 2R (K-10)	888
2016-2017	Prima – 3R (K-11)	1004
2017-2018	Prima – 4R (K-12)	1097

2017- 2018 Enrollment Details

The chart below depicts Parnassus’ average daily membership for Fiscal Year 2018 per grade level. The school’s mission and vision is supported by the strategic plan to have a larger base in the School of Grammar and smaller classes in the upper grades of the Schools of Logic and Rhetoric.

FY 2018	Prima (K)	1G (1)	2G (2)	3G (3)	4G (4)	1L (5)	2L (6)	3L (7)	4L (8)	1R (9)	2R (10)	3R (11)	4R (12)
Enrollment	130	123	125	123	127	111	87	80	87	58	22	19	5

Student Attrition

Academic Year	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Attrition Rate	5%	8%	6%	5%	3%	4%

Equal Opportunity to All Students

Parnassus seeks and supports students from all backgrounds and has pursued the following two objectives regarding equal opportunity for all students to attend the school:

- 1) Specific, targeted marketing strategies to reach out to educationally and economically disadvantaged families; and
- 2) Once at Parnassus, the school continues to develop programs to ensure the economically and disadvantaged students integrate into Parnassus' classrooms and are successful.

Below is the demographics summary for the 2017-2018 school year, reflecting these efforts and the opportunity of a rigorous, classical, college preparatory schooling to all students:

Enrollment by Race/Ethnicity

Demographics, 2017 – 2018 School Year*	White/ Caucasian	Black/ African American	Asian	Hispanic/ Latino	Two or More Races
% of Total Student Body	47.3%	31.2%	11.1%	5.4%	4.9%

Enrollment by Special Population

Demographics, 2017 - 2018 School Year*	Free or Reduced Lunch	English Learner (EL)	Special Education
% of Total Student Body	25.6%	8.2%	7.5%

**Demographic data reflects enrollment on October 1st, 2017*



9 Governance and Management/Administration

The board of Parnassus Preparatory School consists of five members: three of whom are parents, one community member, and one teacher from Parnassus. The board meets monthly. All board members have completed board training.

Parnassus Preparatory School (4199-07) Board Roster

Name	Current Director	Elected (E) Appointed (A)	Date Seated	Date Term Expires	Officer Position	Email
Greg Friess	X	E	July 2010	Feb. 2022	Chair/ Treasurer	friess@parnassusprep.com
Heather Ross	X	E	July 2010	Feb. 2019	Vice President	ross@parnassusprep.com
Barbara Rose	X	E	Dec. 2010	Feb. 2021	Director	rose@parnassusprep.com
Kenneth Zigrino	X	E	July 2010	Feb. 2019	Secretary	zigrino@parnassusprep.com
Ben Ark	X	E	Feb. 2018	Feb. 2022	Director	ark@parnassusprep.com

Board development included:

- Completing a board self-evaluation, an exercise to identify and examine the areas where the board was strong and the areas where further development was needed
- Additional training in bonding, forming an affiliated building company, and presentations by the school's staff on school's curriculum and programming
- Developing a governance process to reflect our board goal of increased fundraising
- Continuing to develop our understanding of our academic results during multiple Academic Governance updates
- Remaining consistent to our mission of delivering a classical education. The Board read and discussed books with the Parnassus staff that included *Lord of the Flies* by William Golding and *84 Charing Cross Road* by Helene Hanff



Current Administration

Ms. Ford, Executive Director

Ms. Ford is the current and founding Executive Director of Parnassus Preparatory School. Under her leadership, Parnassus has tripled its enrollment; expanded to include all levels of the Schools of Grammar, Logic, and Rhetoric; and completed an extensive \$27.4 million building project to give us the beautiful 147,000 square-foot campus we have today. As a pioneer in the charter school movement for twenty years, Ms. Ford was a founder of one of the first classical charter schools in our neighboring state of Wisconsin and one of the first charter schools in her region. Under her leadership, the school grew to full capacity with students in grades K-8 with a large waiting list in the hundreds each year from its inception in the 1990s. During her tenure, the school was one of the top charter schools in Wisconsin based on academic performance, low staff and student attrition, and high overall standards. Additionally, Ms. Ford served on an advisory committee that reviewed new charter school applications and charter renewals for over sixteen schools. Ms. Ford holds a Bachelor of Arts Degree in Art History from Lawrence University and a Master of Arts Degree in Educational Leadership.



Ms. Good, Director of Academic Affairs and Assessment

Ms. Good joined Parnassus in 2012 and has served in a variety of roles over the past several years. As Director of Academic Affairs and Assessment, she is passionate about the liberal arts and believes that all students benefit from a rigorous, content-rich education. Ms. Good holds a B.A. in Cognitive and Linguistic Sciences with a minor in Italian from Wellesley College in Wellesley, Massachusetts and an M.A. in Educational Leadership.





Principal Omberg, Principal of the School of Grammar & Special Education Director

Principal Omberg holds high expectations for all learners and is a strong advocate of classical education. She came to Parnassus in 2015 as the Special Education Coordinator with ten years of previous experience in Minnetonka Public Schools. Principal Omberg has an M.A. in Special Education from the University of Minnesota. She also holds licenses as a Principal and Director of Special Education from Saint Mary's University.



Principal Kasowicz, Principal of the School of Logic

Principal Kasowicz previously worked as a special education teacher within a self-contained program in the Robbinsdale Area Schools. Concurrently, he is an adjunct instructor for Concordia University, St. Paul, teaching courses in the Graduate programs for Educational Leadership and Educational Technology. Prior to Robbinsdale Area Schools, he was a special education teacher for BlueSky Online High School, where he also served on the charter school board as Board Secretary. He holds a Principal license from Bethel University.



Principal Hamiel, Principal of the School of Rhetoric

Principal Hamiel is a former high school math teacher and has always had a love for education. Prior to coming to Parnassus in the fall of 2013, he was a mathematics teacher for the St. Cloud Area Schools. Principal Hamiel sets high expectations for all students and champions classical education. He holds an M.A. in Curriculum, Instruction, and Assessment in addition to Principal and Superintendent licenses from St. Cloud State University.



Executive Director Responsibility and Development Plan

The Executive Director is the only direct report of the Board of Directors.

1. Promote School Mission and Vision

a. Instructional Leader

- i.* Ensure fidelity in delivery of a classical program through classical pedagogy
- ii.* Oversee creation and delivery of the classical curriculum
- iii.* Supervise school Principal and administrative staff
- iv.* Oversee the hiring of instructional and non-instructional staff
- v.* Supervise and evaluate instructional staff
- vi.* Oversee the daily academic schedule
- vii.* Lead staff development programming to support initiatives of the school's academic philosophy
- viii.* Lead assessment initiatives
- ix.* Create a culture of excellence in academic achievement, character, and citizenship

b. School Ambassador and Spokesperson

- i.* Report to the Board of Directors
- ii.* Develop and coordinate internal and external communications
- iii.* Create the school calendar
- iv.* Serve on selected board-level committees
- v.* Jointly with Board chair, maintain primary relationship with school authorizer
- vi.* Work with state-level authorities
- vii.* Work with parent and community groups to advance school goals and mission

2. Provide Operational Leadership

a. Direct Financial Management

- i.* Manage finances and prepare the annual budget with an external accounting firm
- ii.* Prepare a financial report to the Board of Directors
- iii.* Maintain oversight of fundraising and financial development efforts

b. Ensure Adequate Resources for Excellence in Operations

- i.* Lead implementation of strategic plan
- ii.* Determine and pursue human, financial, and physical resources needed to deliver school mission
- iii.* Prepare operational and academic report to the Board of Directors

c. Maintain Primary Oversight of Facilities and Grounds and Relevant Contracts

- i.* Approve all school contracts and employment agreements
- ii.* As needed, negotiate terms with external vendors

d. Maintain Compliance

- i.* In collaboration with the Board, work with the school's legal counsel and official authorities as needed to ensure state and federal compliance
- ii.* In collaboration with the Board, create and maintain school policies and procedures

e. Lead Recruitment and Enrollment

- i.* Direct enrollment campaign
- ii.* Oversee development of enrollment events and processes

Executive Director Professional Development Plan

In 2017-2018, the Executive Director participated in many professional development activities in Classical Education in keeping with her professional development plan. The following is a complete list of activities:

Ms. Ford, Executive Director - Professional Development Plan - 2017-2018

A focus of Parnassus Preparatory School is to build an academic culture that is deeply engrained in the traditions of the Classical framework. As the school's leader, the Executive Director continued her professional development on classical education and education in general. Following is a list of courses, workshops, and other educational activities that the Executive Director participated in as part of her Professional Development Plan for the 2017-2018 school year.

Professional Development Activity	Date
Continued reading of books related to classical education, vision, and delivery; attend various cultural events related to classical education, vision, and delivery; and attend various art exhibits, operas and music events, literary talks and lectures, in addition to academic webinars.	Ongoing
Read over 15 novels from the Parnassus curriculum, leading book discussions for many of them with the administrative staff	2017-2018 school year
National Charter School Conference	Summer 2017
School Law Conference	2017-2018 school year
Classical education-related articles, blog posts, and educational videos	2017-2018 school year
Training and development in effective fundraising	2017-2018 school year
Classical education-related articles, blog posts, and educational videos	2017-2018 school year
Training and development on the formation of affiliated building corporations	2017-2018 school year
Ongoing training and development of school-related areas (school safety, ESSA, effective practices, data analysis, etc.)	2017-2018 school year



10 Staffing

Parnassus employed 95 full time employees during the 2017-2018 school year, including 70 licensed teachers, three directors, and four principals. Parnassus also maintained a number of agreements with outside consultants and contractors who helped deliver administrative and operational tasks.



Parnassus Faculty 2017-2018

(** indicates also a part of the 2018-2019 faculty)

File Number	Folder	First Name	Last Name	File Folder Number	First Name	Last Name
448078		Lianna	Ambriz**	375586	Sherilyn	Miller**
449152		Jennifer	Arzayus**	484596	Brian	Murphy**
499079		Alexander	Bagwell**	396506	Heather	Neimeyer**
413590		Michael	Bennett**	410928	Sonja	Nelson**
460041		Rachel	Bluemke**	478806	Margaret	Oie
492136		Jessica	Brady	462677	Kathleen	O'Laughlin
456500		Jason	Briggs	373390	Dawn	Olson
500609		Elnara	Browsers**	316150	Marie	Penn**
427048		Kathryn	Byrne**	503141	Linda	Prince
474188		Nicholas	Cole**	466589	Julia	Reiersgard

File Folder Number	First Name	Last Name	File Folder Number	First Name	Last Name
461131	Theresa	Cubas	355188	Theresa	Ronnei
470471	James	Dechert**	363769	Barbara	Rose**
473203	Kirsten	Edstrom**	500650	Brendan	Sage**
461775	Shawn	Ford**	442558	Maria	Serrano**
503644	Christopher	Fuelling**	434183	Kristina	Sharpe**
348753	Jodi	Haben**	455396	Angela	Shequin**
479732	Gregory	Hamiel**	492085	Chelse	Sjodin**
503041	Benjamin	Hansen	462592	Maria	Essen (Smith) **
393457	Melissa	Hanson	493069	Erick	Sood**
473705	AnnMarie	Hasner**	337648	Amy	Stafford**
463338	David	Hauge**	396243	Jessica	Stutzman**
487416	Alex	Hays**	485913	Peter	Swanson**
431040	Ana	Hulzebos**	497809	Jenna	Tebben**
468770	Jill	Igoe**	402363	Adam	Teeter**
412556	Lynn	Jerman**	448353	Nelvin	Thomas**
473156	Erin	Jugasek	488496	Zachary	Thompson**
478233	Michael	Keil**	479407	Kathleen	Towell**
495751	Karen	Kelly**	489159	Kirstan	Trauba
472340	Sarah	Klassen**	468098	Alison	Ulbrich**
421616	Nicholas	Langseth**	465733	Annette	Vemuri**
427140	Marlyn	Lee	349539	Carole	Weiland**
420845	Carol	Lundberg**	499479	Maria	Westrich**
428532	Benjamin	Mathews**	489072	Jennifer	Whelan
505331	Ryan	Meaney**	459664	Tanya	White-Koppenberg**
433314	Samantha	Medcalf**	471990	Kari	Yarnall

11 Finances

Executive Summary

For the fiscal year ending June 30th, 2018, Parnassus Preparatory School recorded revenues of \$11.67 million, expenditures of \$11.36 million, and an increase in the fund balance of \$311,000. A total of 1077 students were served, which is an increase of 8.4% from last year’s total of 994 students. Parnassus Preparatory School’s financial position remains strong.

The 2018 year saw the substantial completion of the school’s construction project. As highlighted in last year’s Annual Report, Parnassus is leasing a 147,000-square-foot facility located on 12 acres in Maple Grove, Minnesota. The project was financed through the issuance of \$27.4 million of bonds by the city of Ham Lake, Minnesota. The proceeds from the bond offering were used to purchase the existing facility and land and to fund a \$10.5 million construction and renovation project. To deliver a quality project, some expenditures above the initial construction budget were necessary. Those expenses included additional heating and cooling equipment due to hail damage, additional landscaping and parking improvements, unexpected renovation expenses, and a number of additional items to meet city code requirements, et cetera. These expenses were incurred by the Parnassus landlord, CS Property Parnassus, LLC, and are carried as a receivable on the Parnassus balance sheet. The amount outstanding at the end of June 30, 2018 was \$590,906 – an amount that is expected to reduce over the next 3-5 years. Fully completed, the cost of the project was less than \$200 per square foot, even with the additional expenditures that were needed. This compares favorably to construction costs for other area public school facilities.

The completion of a construction project of this magnitude was a big step for Parnassus and a major accomplishment of the school’s leadership team and staff who continued to deliver a stellar classical education to over 1000 scholars throughout construction. The school now has a facility that better supports its classical, college-preparatory program as it continues to provide students with a K-12 classical education that is grounded in the classical Trivium and demands students’ best in intellectual achievement and character development.

Analysis of Revenues and Expenditures

The following table shows revenues and expenditures over the last two years. Like all public schools, Parnassus uses government fund accounting. For Parnassus, the funds used are the General Fund (revenues and expenses related to instruction and running the school), the Food Service Fund (revenues and costs for lunch, breakfast, and snacks) and the Community Fund (community service activities and programs).

	2018				2017			
	Total	General	Food Service	Community	Total	General	Food Service	Community
Revenue	\$11,674,935	\$11,292,863	\$226,267	\$155,805	\$10,041,520	\$9,656,828	\$234,180	\$150,512
Expenditures	\$11,364,065	\$10,943,806	\$254,671	\$165,588	\$9,771,036	\$9,325,039	\$250,757	\$195,240
Transfers	\$0	(\$28,404)	\$28,404	\$0	\$0	(\$16,577)	\$16,577	\$0
Surplus	\$310,870	\$320,653	\$0	(\$9,783)	\$270,484	\$315,213	\$0	(\$44,729)

Analysis of Revenues

Total revenue in financial year 2018 was \$11.67 million, up 16% from 2017. The school's per student funding in 2018 increased 7.3% to \$10,840 per student. This number was inflated by a \$422,000 loan for furniture, fixtures, and equipment (FF & E) associated with the construction project. Governmental accounting rules require those loan proceeds to be booked as revenue. Please refer to the expenditure section for additional details. Excluding the loan amount, revenues grew to \$11.25mm, up 12% over 2017 while per-pupil revenues grew 3.4%. This per-pupil revenue growth reflects the 1.9% increase in per-pupil funding from the state as well as the continued relatively higher growth in enrollment in the School of Rhetoric. As the Schools of Logic and Rhetoric mature, per-student revenue is expected to exceed state funding growth slightly over the next few years (based on current funding formulas).

The demographic and economic make-up of the student population of any school also has an impact on per-student funding. In 2018, Parnassus served a Free and Reduced Lunch population of just over 26% of all students, approximately 8% special education students, and 8% English learners (EL). The school's enrollment reflects its commitment to serve all students in its demographic area. Overall revenues of \$11.67 million, one percent above budget, were recorded. This additional revenue was driven by solid enrollment growth as well as Special Education revenues that were above budget. The Special Education revenues were offset by spending and had no impact on the Annual Surplus.

Analysis of Expenditures

In the fiscal year, ending June 30th, 2018, total expenditures were \$11.36 million, up 16% from 2017. As with the school's revenues, total and per-student expenditures were impacted by the one-time \$422,000 loan taken out in 2018. The proceeds of this loan were used to fund FFE spending associated with the construction project. Major factors in this included wiring and equipment for data, security cameras, door access, and a new security system. It also included a new public address and bell system, gym and playground equipment, theatre equipment, and furniture. The loan has a five-year term and its proceeds were used to add some capital investments for the school with the construction project that would have otherwise have been made in future years.

Excluding the loan amount, overall expenditures grew 12% to 10.94mm with per-pupil expenditures of \$10.16 million, up 3.4%. It is important to note that Parnassus was able to keep its per-pupil expenditure growth in line with its per-pupil revenue growth. Major components of per-pupil expense growth included the lease cost, which was up 19% to \$1.77 million, and utilities and maintenance, up 79% to \$306,000. Both numbers were within budgeted parameters and reflect a bigger space and campus. The utility and maintenance costs include not only heating, cooling, and lighting a much bigger space, but they also include the costs associated with occupying a 12-acre facility that requires landscaping, snow removal et cetera. Again, these costs were within budget and growth is expected to slow considerably in the future.

Given strong financial results over the years, Parnassus has had the ability to invest in a number of program areas. As highlighted in past years, our Food Service fund ran a deficit. In 2018, this amount was \$28,000 and reflects the school's choice to deliver a quality, healthy meal program at a cost above Federal and State free and reduced lunch reimbursement rates. The school staffs the before and after-school program with licensed teachers to deliver a more academically focused after-school program. As a result, the Community Fund also ran a slight deficit again this year due to the higher cost of staffing with licensed teachers. Finally, as our school grows, so has its extra-curricular activities. In 2018, extra-curricular expenses were \$50,000 more than the student activity fees that were collected to fund it. Parnassus will continue to monitor revenue and expenses closely and will work to keep per-pupil expenditure growth at or below the level of per-pupil revenue growth. Overall, the school has demonstrated the ability to drive a healthy fund balance while maintaining the flexibility to invest in programs that enhance the school's mission.

Fund Balance Analysis

Parnassus Preparatory School's preliminary fund balance grew to almost \$2.86 in 2018. The school remains at its stated goal of maintaining a fund balance of at least 25% of annual expenditures. This has occurred while the school has undertaken a major construction project and continued to invest in its staff. The school maintains its budgeting philosophy of managing its finances to deliver a fund balance that meets its goal. As in past years, the school's conservative fiscal management has allowed for additional investments in Parnassus Preparatory School's full program while also delivering a solid bottom line on the school's financials.



12 Academic Performance

The primary goal, mission, and charter of Parnassus is to provide young scholars with an education that is grounded in the classical Trivium. The school continues to incorporate measures to assess student progress in their regular instructional program. Each quarter, Prima through SOR teachers assessed their students' progress in reading and math against the Minnesota Standards. In the spring, Parnassus administered the Minnesota Comprehensive Assessments (MCAs) in reading and math to scholars in 3G – 4L and 3R, and in science for students in the 1L, 4L, and SOR levels. While the MCAs are not comprehensive tests that indicate how students are doing in the classical framework, they provide information for measuring the proficiency of Parnassus' students compared to their peers in other public schools throughout the state. The results of the spring 2018 MCAs showed that a higher percentage of Parnassus students were proficient in both reading and math than students in our resident school district and across the state.

Parnassus continues to work towards the goal of all students achieving mastery not only in reading and math, but in all subjects in the school's curriculum. It is the school's mission to design a rich, compelling academic day for young thinkers, and in order to excel, our students must have their progress measured against Parnassus' high standards for academic achievement and moral development and in content areas untouched by standardized tests. Returning students continued to make strong progress in 2017–2018, as did our new students who spent the year acclimating to Parnassus' educational model. Some of the initiatives from this school year included the following:

- Utilizing School of Rhetoric students from the Parnassus chapter of the National Honor Society (NHS) to work with younger scholars. NHS volunteers provided homework support, worked with scholars on study and organizational skills, and read to Prima scholars in their classrooms.
- Holding orientation meetings for parents and students at key transitional levels such as 4G, 1L, and 4L to prepare them for the changes in schedule, pedagogy, and content areas that might be the most challenging for new students;
- Providing more direct support in the Animus and Accendo after-school programs for Spanish, Latin, and SOL mathematics;
- Offering all students in 3G–4L access to Study Island to practice math and reading skills, and designating regular class periods for scholars to use the computer or iPad labs;
- Continuing to offer skill grouping for students in reading in grades Prima-3G and in math for grades 2L-4R to assist in meeting students' academic needs;
- Adding a Correctives group in 4G for scholars who still struggle with literacy after completing the full Reading Mastery sequence;
- Partnering with the Minneapolis Institute of Arts to bring the Art Adventure program to School of Grammar classrooms to enhance the school's art history and art production program;
- Continuing to work with World Taekwondo Academy to groom students into strong, confident, respectful, and disciplined citizens and future leaders;
- Offering band, voice, piano, and strings ensemble lessons to School of Logic and Rhetoric students so that they can further their progress on their chosen instrument or vocal ability.

In 2017 – 2018, Parnassus administered the required state accountability assessments as well as a nationally-normed standardized test to its students. The Minnesota Comprehensive Assessments (MCA-III) were administered in reading and math for levels 3G - SOR while 1L, 4L, and certain SOR scholars also took the Science MCA-III test. Students in the Schools of Grammar and Logic in 1G – 4L once again took the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) tests in math and reading, which Parnassus has been administering since 2013.

MCA Overall Results

The following table includes MCA math and reading results for continuously enrolled¹ Parnassus students with comparisons to students in the Osseo Public Schools (ISD 279) and compared to students in the state as a whole.

SPRING 2018 MINNESOTA COMPREHENSIVE ASSESSMENTS OVERALL RESULTS FOR CONTINUOUSLY ENROLLED STUDENTS

MCA-III Math Proficiency by Grade Level (%)				
Grade	Parnassus (Enrolled 3+ Years)	Parnassus (All Students)	State	ISD 279
All Grades	73.1	62.6	58.7	54.0
3G	66.7	63.4	67.7	60.9
4G	76.8	73.2	66.3	63.5
1L	69.7	57.1	56.0	52.5
2L	73.8	64.6	55.1	52.2
3L	68.2	58.5	55.9	50.4
4L	62.3	55.7	58.9	54.2
3R	57.9	57.9	49.4	43.0

MCA-III Reading Proficiency by Grade Level (%)				
Grade	Parnassus (Enrolled 3+ Years)	Parnassus (All Students)	State	ISD 279
All Grades	72.3	63.4	61.1	57.8
3G	58.3	51.8	56.9	53.2
4G	64.2	59.0	56.8	53.7
1L	81.5	72.4	68.1	64.7
2L	71.2	66.3	65.7	61.3
3L	65.9	60.0	59.5	54.7
4L	75.4	69.6	60.0	55.8
2R	92.3	87.5	60.9	60.8

MCA-III Science Proficiency by Grade Level (%)				
Grade	Parnassus (Enrolled 3+ Years)	Parnassus (All Students)	State	ISD 279
All Grades	69.9	53.4	53.3	44.7
1L	78.3	62.9	59.3	48.5
4L	62.3	39.2	46.5	33.6
HS	*	*	53.8	51.9

* Indicates that the number of students tested fell below the minimum cell size requirement for reporting

Northwest Evaluation Association (NWEA) MAP Test Results

In the spring of 2018, scholars in 1G – 4L took the NWEA MAP tests. MAP, or Measures of Academic Progress, is a computerized adaptive test which helps teachers, parents, and administrators improve learning for all students and make informed decisions about a child's academic growth. MAP tests are given nationwide and allow Parnassus to measure scholars' achievement against that of students around the country.

When taking the MAP test, the difficulty of each question is based on how well a student answers all the previous questions. As the student answers correctly, questions become more difficult. If the student answers incorrectly, the questions become easier. Student MAP testing results are reported in

¹ * "Continuously enrolled" means that students enrolled no later than October 1st of 2017

RIT scores (Rasch Unit). The RIT score is an equal-interval scale that is an estimation of a student’s instructional level and also measures student progress or growth in school.

It is worth noting that, in keeping with our rigorous academic program and high standards, Parnassus sets a higher minimum percentile threshold for student proficiency than most other schools and districts. In most other institutions, students are considered to be proficient on their year-end NWEA MAP test if they score at or above the 51st percentile, roughly considered to be the “Average” range and higher. At Parnassus, scholars are considered proficient if they score at or above the 61st percentile, or in the “Above Average” range or higher for their grade level or age group.

NWEA MAP - % of Students Scoring "High Average" or Above					
Math			Reading		
Grade	All Students	Enrolled 3+ Years	Grade	All Students	Enrolled 3+ Years
1G	69	*	1G	47	*
2G	56	77	2G	57	79
3G	60	75	3G	42	65
4G	64	78	4G	56	69
1L	68	85	1L	59	73
2L	70	87	2L	53	76
3L	63	79	3L	51	65
4L	76	86	4L	60	81

13 Innovative Practices and Implementation

The Trivium stages of Grammar, Logic, and Rhetoric require different and innovative teaching methods depending on the stage and maturity level of the students. For example, in the Grammar stage (levels Prima through 4G) instructors focus on providing students with content using direct instruction, memorization techniques such as singing and chanting, group memorization, dictation, and recitation. In the Logic stage, levels 1L-4L, students start asking, “Why?” to ensure what they have learned in the Grammar stage is in fact true. Teaching techniques include asking leading questions to stimulate students’ critical thinking and arrive at valid conclusions. In the Rhetoric stage, 1R-4R grades, teaching techniques include guided reading and discussions, debates, Socratic discussion method and Harkness Table format.

Parnassus is one of the few schools, public or private, to practice the Harkness method, also known as “Harkness Table”, of discussions in the classroom. The Harkness method incorporates teaching in seminar style for the advancement of learning in the School of Rhetoric. An authentic Harkness table is a large, oval table used in a style of teaching where students sit at the table with a teacher. However, the Harkness table is much more than a place to sit. Teachers participate and guide students in discussions, encouraging them to take ownership of their learning. The method is in use at many top American private schools and boarding schools, as well as at colleges and universities. It encourages classes to be held in a discursive manner. This collaborative discussion method can be traced back to Socrates, approximately 2,400 years ago. The Harkness teaching method is related to the Socratic Method and Socratic Circles, approaches already familiar to our scholars entering the School of Rhetoric.

Parnassus' language program is innovative as the school was the first institution, public or private, in the Northwest Metro area to require the study of both the Latin and Greek languages in addition to Spanish. Latin forms the root of 90% of polysyllabic English words and over 60% of all English words, and eight percent of all English words are Greek-based. A student's reading comprehension, writing, and speaking skills are substantially improved by studying Latin and Greek. Vocabulary is enriched, grammar is sharpened, and a sense of organization, structure, and logic is instilled in the student. In addition, Latin contributes to about 80% of the vocabulary of the Romance languages: French, Italian, Portuguese, Romanian, and Spanish – facilitating the study of these modern languages. Moreover, studies have shown that students of Latin have higher SAT scores than students of any other language. In addition to the study of Latin and Greek, we also believe it is important for well-rounded scholars to study a spoken language. As such, we begin teaching Spanish at the Prima level and continue it through the School of Rhetoric. Not only is Spanish considered to be one of the most functional spoken languages in our society, but it is also a direct descendent of Latin which makes it a perfect complement to our Parnassus scholars' classical language studies.

14 Future Plans

It continues to be a top priority of Parnassus to increase student achievement, while also creating well-rounded scholars and citizens. We must teach our students well, so they will be fluent in reading, skilled in math, and well-versed in subjects across our program. As a classical, college-preparatory school, preparing our students for college after graduation is vitally important to our mission. The Parnassus graduate has a unique profile that includes a solid knowledge base in all subjects, extensive training in Latin, and training in Greek, formal logic and Socratic questioning, along with a thorough study of the Western Canon. Our students are inveterate readers who love the written word and are trained to read critically, analyze effectively, and to form and defend opinions based on knowledge and thought.

College Preparation

College-entrance exams, most often the ACT or SAT, are an important part of being able to demonstrate a readiness for college. To help our students prepare for this important measure, we will begin offering six free ACT practice sessions per year for scholars in the Fourth Level of Logic (4L) through the Third Level of Rhetoric (3R). This means that our current 4L scholars will have the opportunity to practice the ACT over 20 times before they take their actual college entrance exam in their 3R or 4R year. These practice sessions will be a simulation of the real exam and will include actual questions from prior exams. This concentrated practice will help students measure their academic progress and to gauge their preparation for college-level work. It will also give them the opportunity to hone test-taking strategies, and additionally, all of this practice should alleviate test anxiety when our students take their actual college exams.

Reading Fluency

Another measure that we will be adding in the 2018-2019 school year is the Strategic Teaching and Evaluation Program (STEP) which will complement our School of Grammar Direct Instruction reading program. The STEP program is offered through the University of Chicago. It is not a standardized assessment. Instead, this benchmarking system integrates with the *Reading Mastery* program to help teachers teach and evaluate literacy skills in beginning readers. School of Grammar students will be screened between two and three times per year until they have completed all 12 phases or "steps" of the

STEP program. Not only will this be another helpful measure for our teachers in measuring mastery of reading skills, but it will provide another level of information for parents as well.

Parent Academies

This year, the school will offer increased opportunities in all three schools for parents to participate in informational sessions to learn more about ways they can support their child's classical education. Some of these sessions will be held during parent-teacher conferences and others will be offered throughout the school year.

15 Dissemination & Marketing Information

Minn. Stat. 124E.17 requires charter schools to “disseminate information about how to use the offerings of a charter school. Targeted groups include low-income families and communities, students of color, and students who are at risk of academic failure.”

Parnassus conducts annual and ongoing marketing strategies to attract and keep students from diverse backgrounds and social economic status. Our demographics included in this annual report are a testament of the success of our efforts and our classical program. Below are some strategies used at Parnassus to achieve this goal:

- a) Manner and information disseminated during the school year:
 - Parnassus uses its website to promote the school's offerings to all
 - Parnassus conducts informational meetings for groups and private meetings to families throughout the year to promote the offerings of the school to all
 - In 2017-2018, Parnassus had its third billboard promoting the school to millions of viewers weekly
 - Parnassus includes ongoing advertisements in local city magazines and directories in the school's targeted areas. Many of these magazines and directories are free to the public and distributed in various locations throughout the community
 - Parnassus places ads in local newspapers in its targeted markets, including translated versions in Russian and Hmong
 - Parnassus conducts an annual direct mailing campaign
 - Parnassus empowers parents to promote the school with new prospective families and to engage with existing families

- b) Manner and information disseminated during the school year specifically to low-income students, students of color, and at-risk students:
 - Parnassus sends an electronic and a paper copy of its newsletters to all families bi-monthly including information about the school's offerings, enrollment, parent-teacher conferences, and any other updates
 - Parnassus utilizes translators for meetings with parents where the English language may be a barrier to communication
 - Parnassus offers critical enrollment paperwork and other materials in translation to families who speak Hmong, Spanish, and Russian

- Parnassus uses the school phone alert system (including email and text messages) or the school academic system to continuously communicate with families regarding key academic areas such as parent-teacher conference, student missing assignments, expected homework, and test and project due dates
 - Parnassus sends written letters to targeted families as a non-electronic means of communication
 - Teachers call parents of targeted student groups when grades are below Parnassus' expectations
 - Teachers reach out to students during lunch, recess, resource period and after school providing at-risk students with support and tutoring
 - The school generates missing assignment reports and implements specific strategies to reach at-risk students and their families
- c) Activities Parnassus engages in to ensure participation of all and not segregation
- Socioeconomic
 - i. Uniform – Parnassus offers uniform vouchers to low income families to pay for the school uniform logos
 - ii. Field Trips – the school offers free access to low income students to participate in any school sponsored events
 - iii. School Events – Parnassus assists low income families by offering free access to school events such as the school community event
 - iv. School Socials –low income students are offered free access to the school's student socials and fun nights/activities
 - v. Summer Institute – Parnassus assists low income families by offering free academic classes for the school's provided Summer Institute classes
 - Demographic, Ethnic, Racial:
 - i. All school sponsored events and activities are promoted to all students and all have access
 - ii. The school promotes the participation of a diverse group of students and leaders in key areas of the school including Student Senate and advisory groups
 - iii. Parnassus adjusts where appropriate to ensure inclusion for all –e.g. making adjustments to the uniform policy to accommodate and respect personal beliefs and various cultural norms
 - iv. World languages are celebrated at Parnassus. Students in all grades have daily Spanish and Latin instruction and Greek instruction in the School of Rhetoric.
- d) The results of all these activities are included in the Parnassus Annual Report specifically under the school's enrollment.

CLASSICAL SCHOOLING



FOR THE ART OF LIFE