



# Annual Report

Academic Year 2018-2019

# 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 2018-2019 school year. The annual report meets the reporting requirements of the Minnesota Department of Education, Minnesota statutes, the expectations of Parnassus' authorizer, and the Parnassus' 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 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, the nomenclature underscores the classical Trivium which consists of the Schools of Grammar, Logic, and Rhetoric and uses a system of the school's own devising. Since the cornerstone of a classical school is the Trivium, Parnassus' system labels the four levels of each school, following Prima, as follows:

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

## ***The Trivium is the Cornerstone of the School's Mission***

Classical education is based on a three-part process of training the mind. Scholars begin in the School of Grammar, where 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 the 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. Parnassus' 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. Parnassus’ classical curriculum, grounded in the liberal arts, distinguishes the school 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. Parnassus 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. 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 the Mission***

Developing the school's 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 2018-2019, Parnassus continued to provide training and development opportunities for faculty and staff in the following areas:

- 1) Parnassus' classical education model and the liberal arts
- 2) Harkness-style discussions
- 3) The Socratic Method and questioning techniques
- 4) Classroom management and behavioral strategies
- 5) Data-informed instruction and strategies
- 6) Effective assessment and questioning strategies

As part of the school's strategy to accomplish its mission, it is a Parnassus tradition to include summer readings for staff. The back-to-school workshop and training includes all-staff discussions on required summer reading which includes classic works of literature from the Parnassus curriculum as well as academic and research-based books and articles. Being well-read is an integral part of the school's culture. The school holds additional book discussions for the Board, parents, and community throughout the year as part of an annual colloquium series which is open to the Parnassus community and the community at large.

## **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 students' 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 math and 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 2018 – 2019 school year was an important one for Parnassus in the area of extracurricular and athletic activities. Parnassus scholars had more activities from which to choose than ever before and students took full advantage of these new offerings.

In 2018 – 2019, Parnassus had its first Olympians-only varsity sports teams. While the school continued to offer co-op athletic opportunities with another charter school, this marked the first time that Parnassus was able to field teams comprised solely of its students. The inaugural season included Parnassus' first Cross Country, Track & Field, and Golf teams. Throughout the year, school records were set, and many personal bests were achieved.



The fundraising arm of the Parnassus Board, *Munera pro Parnassus*, held two successful fundraising events last year. In November, students and their families enjoyed Turkey Bingo as Parnassus “celebrities” – including teachers and staff- called numbers and entertained the crowds. In the spring, they hosted the inaugural *Zeus on the Loose* 5k Fun Run/Walk. Despite the unseasonably chilly weather, there was a great turnout and the school’s fundraising target was met.

Parnassus continued to grow and expand its Mock Trial program. The Parnassus varsity team went undefeated in the regular season, narrowly losing in the semifinals. 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.

Three Parnassus School of Rhetoric students represented the school at the University of Minnesota History Day competition, where they performed their original play, “Death of an Emperor.”

Parnassus students participated in the YMCA’s Youth in Government and Model United Nations programs for the first time. At the Youth in Government event, 4L scholar Anastasiya Kolosovsky was named Outstanding Leadership Corps Representative and 1R scholar Jack Teske was elected President of the Stassen Senate. Jack will preside over the Senate’s proceedings at the Fall 2019 conference.

For the seventh year in a row, the Parnassus Scripps National Spelling Bee champion advanced to the state spelling bee championship round. Second Level Logic (2L) scholar Kate Green was crowned the school champion and represented Parnassus at the Seven County Metro Area Spelling Bee.

Parnassus hosted its seventh annual National Geographic Bee, with scholars in levels 1L-4L participating as they were quizzed on their knowledge of physical and human geography. Third Level Logic (3L) scholar Daniel Dorfman won the school tournament and successfully qualified for the state finals, only the third student from Parnassus to do so.

Parnassus continued to grow its intramural fencing program and scholars had some opportunities to compete in outside tournaments as well. Third Level Logic (3L) scholar Lillian Ross won the Foil division for her age group at the spring Youth Enrichment League Fencing Tournament, where the Parnassus team came in third overall out of sixteen schools.

The Parnassus Quiz Bowl team qualified for the national championship competition for the third year in a row. The team competed at the 2019 National Small School National Championship Tournament in Chicago in May.



Parnassus hosted its seventh annual School of Logic Science Fair. Third Level Logic (3L) scholar Adithi Rupireddy advanced to the Minnesota State Science & Engineering Fair Competition, winning several awards, including the Seagate Rising Star Award, the Minnesota Society of Science Award, and the Ecolab Environmental Award.

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, scholars impressed the 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.

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Parnassus offered a variety of other intramural sports and activities, including computer coding, drama, Battle of the Boks, running club, yearbook, social dance, soccer, ultimate Frisbee, and basketball, either led by Parnassus staff or through outside vendors. The school continues to develop offerings to meet students' interests and to expose them to new activities.

## ***Academic Achievements***

While the 2018-2019 school year offered much to celebrate, one of the highlights of the academic year was the Fourth Level Rhetoric (4R) thesis presentations. The presentations were the culmination of more than a year of research, writing, and rewriting, as each scholar completed a 15-30-page research paper, gave a 45-minute presentation, and answered questions from a panel of judges. Research topics ranged from the United States progressive tax model to gene therapy to space exploration, but each scholar presented his or her topic with poise and confidence.



Parnassus was extremely proud to have Fourth Level Rhetoric (4R) scholar Ryan Friess named as a National Merit Finalist and scholarship recipient as part of the PSAT/National Merit Scholarship Competition. Ryan was named as a Finalist after scoring in the top 1% of students nationwide on the fall 2017 PSAT/National Merit Scholarship Qualifying Test and achieving a qualifying SAT score. Ryan was the only public-school student in the Osseo/Maple Grove area to receive this distinction. Two of Ryan's classmates, 4R scholars Pranav Rupireddy and Abigail Garner, were named as National Merit Commended Scholars.

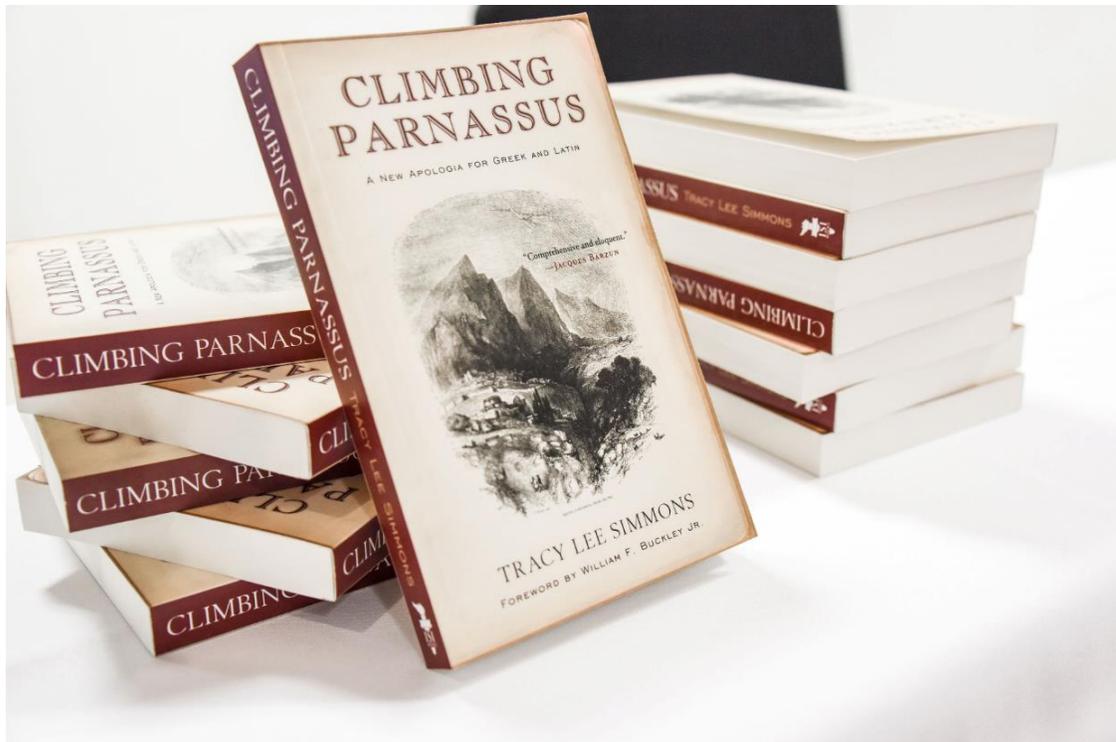
Second Level Rhetoric (2R) scholar, Adam Priebe, scored in the top 1% of test takers nationwide on the Classical Learning Test 10 (CLT 10). The Classical Learning Test measures students' readiness for college-level work and assesses their mastery of their classical learning program. Adam was awarded a \$2500 scholarship for his outstanding results.



Parnassus was recognized by the College Board with the 2019 AP Computer Science Female Diversity Award. Out of the 18,000 schools nationwide that offer an AP computer science course, Parnassus was one of just 685 schools where at least 50% of students enrolled in the courses were female.

Parnassus' School of Rhetoric students had a very strong showing on the 2019 Advanced Placement exams. All of Parnassus' Honors Psychology students scored above a 3 on the AP Psychology exam, with a median score of 4.46. While Parnassus does not offer the AP Biology Course, Parnassus' Honors Advanced Biology course prepares students to take the AP Exam. Parnassus students averaged a score of 4.00 on the AP Biology exam, compared with a statewide average score of 3.07 and a global average of 2.92. Similarly, Parnassus does not offer the AP United States History course, but 3R scholars in Parnassus' Advanced Topics in U.S. History course prepared for the exam and had an average score of 4.17, far above the state average of 2.91 and the global average of 2.71. For the other AP courses and exams, average scores were as follows: AP Computer Science Principles (4.00), AP Calculus AB (2.86), AP Calculus BC (4.5), AP Human Geography (4.10), AP Statistics (3.67), and AP World History (4.00).

As in years past, Parnassus students excelled on their classical language exams. As a classical school, Latin and Greek are a core part of the school's academic program. Parnassus scholars continue to exceed expectations in the study of classical languages.



In 2018-2019, Parnassus 2R students were once again given the opportunity to receive college credit for their Ancient Greek studies through the University of Minnesota's College in the School's program. For the first time, Parnassus offered an intermediate Greek course that is above the introductory course offered through College in the Schools. The school was pleased that many of those students continued their Greek studies at an advanced level.

On the 2019 National Greek Exam -Introduction to Attic Greek, Parnassus 2R scholars earned 13 ribbons, including eight *Merit* green ribbons, four *High Honors* red ribbons, and one *Highest Honors* blue ribbon. For the first time, Parnassus administered the second level of the exam, Beginning Attic Greek, and all six Parnassus 3R scholars taking the test received awards, including three *Merit* green ribbons and three *High Honors* red ribbons.

Latin students took the National Latin Exam (NLE) in March, and, as in years past, many Parnassus scholars were recognized with certificates and ribbons. This was Parnassus' most decorated year ever on the National Latin Exam, with 115 students receiving an award on the NLE. Awards included eleven Gold *Summa cum laude* medals, thirty-two *Silver Maxima cum laude* medals, twenty-seven *Magna cum laude* certificates, twenty-five *Cum laude* certificates, eleven *Introduction to Latin Outstanding Achievement* ribbons and certificates, and nineteen *Introduction to Latin Recognition of Achievement* certificates.



The 2018-2019 school year was an exciting year of scholarship and academic excellence, all of which culminated with Parnassus' second commencement ceremony. At the 2019 commencement, Parnassus was delighted to host Mr. Tracy Lee Simmons, author of *Climbing Parnassus: A New Apologia for Greek and Latin*, as the commencement speaker.



In his moving speech, Mr. Simmons reminded the students of all that they have done to distinguish themselves as classical scholars and charged them with carrying that spirit forward into their lives in college and beyond.



The school awarded its first Classical Diplomas during the 2019 graduation ceremony to graduates, Ryan Friess and Pranav Rupireddy. The Classical Diploma recognizes students who have completed Parnassus' most rigorous course of study, including additional coursework in mathematics, science, and the classical languages.

All Parnassus graduates were eligible for Latin honors in course and in thesis as such:

**HONORS IN COURSE** – Distinctions of *cum laude*, *magna cum laude*, and *summa cum laude* are determined by cumulative grade point average in a student's four-year School of Rhetoric academic program.

**HONORS IN THESIS** – Distinctions of *cum laude*, *magna cum laude*, and *summa cum laude* are awarded based on the Fourth Level Rhetoric written thesis and the oral examination and defense of the thesis.

All of Parnassus' nineteen Fourth Level Rhetoric scholars graduated, and the class of 2019 boasted the following college acceptances:

Arizona State University  
Bethel University  
Bryn Mawr College  
Calvin College  
Carleton College  
Claremont McKenna College  
College of Saint Benedict  
Concordia College - Moorhead  
Dillard University  
Gonzaga University  
Gustavus Adolphus College  
Hamline University  
Iowa State University (Engineering)  
Lawrence University  
Liberty University  
Macalester College  
Minnesota State University, Mankato  
Mount Holyoke College

North Dakota State University  
Northern Michigan University  
Pomona College  
Reed College  
Scripps College  
Southern Adventist University  
St. Catherine University - St. Paul  
St. Olaf College  
University of Chicago  
University of Minnesota, Duluth  
University of Minnesota, Twin Cities  
University of St. Thomas  
University of Wisconsin, Madison  
Wellesley College  
Winona State University

## 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.

### *Parnassus Annual Enrollment*

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

Academic Year	Grades	Total Enrollment
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
2018 - 2019	Prima – 4R (K-12)	1165

### *2018 – 2019 Enrollment Details*

The chart below depicts Parnassus’ average daily membership for Fiscal Year 2019 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 2019	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	123	135	126	126	120	119	123	88	71	60	31	15	19

### *Student Attrition*

Academic Year	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018 -2019
Attrition Rate	8%	6%	5%	3%	4%	5%

### *Equal Opportunity for 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 2018-2019 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	43.0%	35.1%	10.6%	6.2%	4.9%

### Enrollment by Special Population

Demographics, 2017 - 2018 School Year*	Free or Reduced Lunch	English Learner (EL)	Special Education
% of Total Student Body	27.3%	9.6%	7.1%

\*Demographic data reflects enrollment on October 1<sup>st</sup>, 2018

## 9 Governance, Management, and Administration

The 2018-2019 Board of Parnassus Preparatory School consisted of five members: three parents, one community member, and one teacher from Parnassus. The 2019-2020 board consists of five members: two parents, two community members, and one Parnassus teacher. The board meets monthly and all board members have completed board training.



## ***Parnassus Preparatory School (4199-07) Board Roster***

<b>Name</b>	<b>Current Director</b>	<b>Elected (E) Appointed (A)</b>	<b>Date Seated</b>	<b>Date Term Expires</b>	<b>Officer Position</b>	<b>Email</b>
<b>Greg Friess</b>	X	E	7/1/2010	6/30/2022	Chair/ Treasurer	friess@parnassusprep.com
<b>Ben Ark</b>	X	E	2/14/2018	6/30/2022		<a href="mailto:ark@parnassusprep.com">ark@parnassusprep.com</a>
<b>Barbara Rose</b>	X	E	12/1/2010	6/30/2021		rose@parnassusprep.com
<b>Ravi Shanbhag</b>	X	E	July 1, 2019	6/30/2023		shanbhag@parnassusprep.com
<b>Kenneth Zigrino</b>	X	E	7/1/2010	6/30/2023	Secretary	zigrino@parnassusprep.com
<b>Heather Ross</b>		E	7/1/2010	6/30/2019	Vice President	ross@parnassusprep.com

Board Development Items (not in chronological order):

- MSBA Phase III training on building a high-performance board
- Financial training on financial sustainability in a stable enrollment environment
- Board self-evaluation and team building
- Attendance and participation at various school colloquia and book discussions
- Hosted peer charter school boards for networking and board development on School Finances; Attracting and Retaining Students from Diverse Backgrounds; and Press and Community Communications

### ***Executive Director and Head of School***



**Ms. Constance Ford, Executive Director**

Ms. Ford is the current and founding Executive Director of Parnassus Preparatory School. Under her leadership, Parnassus has more than tripled its enrollment and the school has expanded to include all three levels of the Schools of Grammar, Logic, and Rhetoric. Ms. Ford spearheaded an extensive Parnassus’ multimillion-dollar building project in 2017 to create the school’s beautiful 147,000 square-foot campus.

A pioneer in the charter school movement for over twenty years, Ms. Ford’s emphasis has been on classical charter schools. She was a founder of the first classical charter school in the neighboring state of Wisconsin and of one of the first charter schools in her region. 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 application 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.

***Executive Director Professional Development Plan***

**Ms. Ford, Executive Director - Professional Development Plan - 2018-2019**

A focus of Parnassus Preparatory School is to build an academic culture that is deeply ingrained 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 2018-2019 school year.

<b>Professional Development Activity</b>	<b>Date</b>
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 a dozen novels from the Parnassus curriculum, leading book discussions for many of them with the administrative staff	2018-2019 school year
Workshop: Employment Law for Charter Schools	November 2018
National Convention for National Association of Gifted Children	November 2018
Classical education-related articles, blog posts, and educational videos	2018-2019 school year
MSBA Leadership Conference	January 2019
Ongoing training and development of school-related areas (school safety, ESSA, effective practices, data analysis, etc.)	2018-2019 school year
National Charter School Conference	Summer 2019



## ***Current Administration***



### **Ms. Good, Director of Academic Affairs and Assessment**

Ms. Good is a passionate advocate for the liberal arts and believes in offering a rigorous, content-rich program to all students. In her role, she oversees Parnassus' academic programming, graduation standards, assessment, and enrollment. 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 and Director of Special Education**

Principal Omberg holds high expectations for all learners and is very excited to continue being a part of Parnassus. Principal Omberg came to Parnassus as the Special Education Coordinator with ten years previous experience from Minnetonka Public Schools. She has an M.A. in Special Education from the University of Minnesota. She also holds a K-12 Principal and Director of Special Education licenses from Saint Mary's University.



### **Principal Kasowicz, Principal of the School of Logic**

As a former special education teacher, Principal Kasowicz continually strives to help all students strive for success in the classical education model. Before beginning at Parnassus, Principal Kasowicz was employed by Robbinsdale Area Schools and Blue Sky Online High School, leading both academic committees and participating on board committees. He holds a M.A. in Educational Leadership from Concordia University. Principal Kasowicz holds a K-12 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 and K-12 Principal and Superintendent licenses from St. Cloud State University.

## 10 Staffing

Parnassus employed 104 full time employees during the 2018-2019 school year, including 78 licensed teachers, two coordinators, two directors, and three principals. Parnassus also maintained agreements with outside consultants and contractors.

### *Parnassus Faculty 2018-2019*

<b>File Folder Number</b>	<b>First Name</b>	<b>Last Name</b>	<b>File Folder Number</b>	<b>First Name</b>	<b>Last Name</b>
448078	Lianna	Ambriz**	505331	Ryan	Meaney**
449152	Jennifer	Arzayus	433314	Samantha	Medcalf**
499079	Alexander	Bagwell**	375586	Sherilyn	Miller**
482806	Nina	Batiste-Fajemirokun**	512051	Chang	Moua**
413590	Michael	Bennett**	508913	Kia	Moua**
460041	Rachel	Bluemke**	484596	Brian	Murphy**
500609	Elnara	Browers**	396506	Heather	Neimeyer**
356141	Peter	Butchko**	410928	Sonja	Nelson**
427048	Kathryn	Byrne**	506884	William	Olson**
474188	Nicholas	Cole**	316150	Marie	Penn**
317504	Maura	Daly**	482384	Christopher	Reynolds
510461	Geoffrey	Dean**	363769	Barbara	Rose**
470471	James	Dechert**	449810	Marie	Rossi**
495462	Claire	Dembsky**	500650	Brendan	Sage**
495462	Deirdre	Diggins	374825	Irene	Saponara-Gottwalt**
473203	Kirsten	Edstrom**	466725	Ashley	Schiferli-Velasco
462592	Maria	Essen	442558	Maria	Serrano**
508994	Christina	Fabian	434183	Kristina	Sharpe**
492627	Joshua	Feicht	455396	Angela	Shequin**
461775	Shawn	Ford**	492085	Chelse	Sjodin**
503644	Christopher	Fuelling**	493069	Erick	Sood**
348753	Jodi	Haben**	337648	Amy	Stafford**
479732	Gregory	Hamiel**	502088	Julius	Strand**
473705	AnnMarie	Hasner**	396243	Jessica	Stutzman**
463338	David	Hauge**	485913	Peter	Swanson**
487416	Alex	Hays**	497809	Jenna	Tebben**
460815	Breann	Hays**	402363	Adam	Teeter
508244	Karen	Herbst**	448353	Nelvin	Thomas**
431040	Ana	Hulzebos**	488496	Zachary	Thompson**
468770	Jill	Igoe**	479407	Kathleen	Towell**
412556	Lynn	Jerman**	382355	Brenda	Twedt**
478233	Michael	Keil**	468098	Alison	Ulbrich**
495751	Karen	Kelly**	465733	Annette	Vemuri**
472340	Sarah	Klassen	349539	Carole	Weiland**
421616	Nicholas	Langseth**	499479	Maria	Westrich**
420845	Carol	Lundberg**	459664	Tanya	White-Koppenberg
428532	Benjamin	Mathews**	449096	Matthew	Zook**

(\*\* Indicates that staff member is also a part of the 2019-2020 faculty)

## 11 Finances

### *Executive Summary*

For the fiscal year ending June 30<sup>th</sup>, 2019, Parnassus Preparatory School recorded revenues of \$12.32 million, expenditures of \$12.14 million, and an increase in the fund balance of \$216,614. A total of 1153 students were served, which is an increase of 7.1% from last year's total of 1077 students.

The year 2018-2019 was the school's first complete year in the newly remodeled facility. Without the distractions of construction, moving, and financing, the school was able to increase its focus on its mission of delivering a content-rich classical education to all Parnassus students. The school's solid financial position continues to allow it to deliver on that mission. Parnassus once again met its goal of maintaining a 25% fund balance (as a percentage of expenditures), while investing in its program and meeting all financial commitments to the bond holders. Parnassus Preparatory School's financial position remains strong.

### *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).

	2019				2018			
	Total	General	Food Service	Community	Total	General	Food Service	Community
<b>Revenue</b>	12,324,537	11,889,404	285,326	149,807	11,674,935	11,292,863	226,267	155,805
<b>Expenditures</b>	12,107,923	11,649,943	286,722	171,258	11,364,065	10,943,806	254,671	165,588
<b>Transfers</b>	-	(22,847)	1,396	21,451	-	(28,404)	28,404	-
<b>Surplus</b>	216,614	216,614	-	-	310,870	320,653	-	(9,783)

### *Analysis of Revenues*

Total revenue in financial year 2019 was \$12.32 million, up 5.8% from 2018. The school's per-pupil funding in 2019 decreased 1.2% to \$10,715 per student. The 2018 per-pupil revenue amount 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. Excluding the loan amount from 2018, the 2019 revenue per student increased 2.5%. This per-pupil revenue growth reflects the 2.0% 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 be more in line with overall statewide per pupil funding increases.

The demographic and economic make-up of the student population of any school also has an impact on per-student funding. In 2019, Parnassus served a Free and Reduced Lunch population of just over 27% of all students, approximately 10% special education students, and just over 7% English learners (EL). The school's enrollment reflects its commitment to serve all students in its demographic area. Parnassus had overall revenues of \$12.35 million, less than one percent above budget.

### ***Analysis of Expenditures***

In the fiscal year, ending June 30<sup>th</sup>, 2019, total expenditures were \$12.11 million, up 6.5% from 2018. As with the school's revenues, total and per-student expenditures were impacted by the one-time \$422,000 loan taken out in 2018. Excluding the loan amount, overall expenditures grew 10.6% with per-student expenditures of \$10,501, up 3.4%. Major components of per-student expense growth included additional staffing to meet the enrollment growth of 7%, contracted transportation, up 27% to \$734,756, and utilities, up 11% to \$378,000. The increase in transportation costs reflect the Board's approval to



increase the total number of bus routes from 12 to 16, allowing the school to reduce average daily ride times and improve the overall bus experience for its scholars. The utility 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. Parnassus Board and administration will continue to closely monitor the ongoing costs of maintaining its beautiful facility.

As noted above, Parnassus Preparatory School's strong financial position allows the school to focus on its mission of delivering a classical education. A key part of that is providing for a competitive compensation package to attract and retain a great staff. The school continues to focus on areas of the budget that allow it to stay competitive in an era of 1-2% per pupil revenue increases. Some examples include turning the food service program from a loss to approximately break-even, exceeding fundraising targets, and initiating a cash management program that allowed the school to generate some additional interest revenue.

Areas of future opportunity include the community fund and extra-curricular expenditures. While the school celebrated graduating its second class in June of 2019, the School of Rhetoric is still a young program. Parnassus will continue to invest in and grow that important and final stage of its school. Once again, the extra-curricular programs had expenses that were not fully offset by student fees. The Board approved some fee increases in this area to help offset this in the future, while keeping offerings affordable for families and competitive with other schools in the surrounding area. Going forward, the school will focus on the Community Fund—especially Animus and Accendo (the before/after-school programs) to reduce this year's deficit.

### ***Fund Balance Analysis***

Parnassus Preparatory School's preliminary fund balance grew to almost \$3.08 in 2019. The school remains at its stated goal of maintaining a fund balance of at least 25% of annual expenditures. Parnassus' budgeting philosophy is unchanged; it manages its finances to deliver a fund balance that meets this goal. The Board and Executive Director will continue to look for ways to manage financials in order to maintain a great teaching staff and invest in the school's program to provide students with a classical education that is grounded in the classical Trivium and that demands students' best in intellectual achievement and character development.

## 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 2019 MCAs showed that, on average, a higher percentage of Parnassus students were proficient in both reading and math than students in the school's 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, students must have their progress measured against Parnassus' high standards for academic achievement and moral development and in content areas untouched by standardized tests. 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;
- Reducing class sizes for scholars in Direct Instruction reading in Prima-4G;
- 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; and
- Offering band, voice, piano, and strings private and ensemble lessons to School of Logic and Rhetoric students so that they can further their progress on their chosen instrument or vocal ability.

In 2018 – 2019, 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 enrolled<sup>1</sup> Parnassus students with comparisons to students in the Osseo Public Schools (ISD 279) and compared to students in the state as a whole.

### SPRING 2019 MINNESOTA COMPREHENSIVE ASSESSMENTS OVERALL RESULTS FOR CONTINUOUSLY ENROLLED<sup>1</sup> STUDENTS

#### 2019 Mathematics MCA Results

*% of Students Proficient*

	State	ISD 279	Parnassus
<b>All Grades</b>	55.5	50.2	66
<b>3G</b>	66	63.6	74.6
<b>4G</b>	64.3	59.2	72.8
<b>1L</b>	52.4	49.7	58.6
<b>2L</b>	50.9	47.1	65.5
<b>3L</b>	52.5	44.7	65.4
<b>4L</b>	55.7	48.5	53.6
<b>3R</b>	45.4	38	71.4

#### 2019 Reading MCA Results

*% of Students Proficient*

	State	ISD 279	Parnassus
<b>All Grades</b>	59.7	56	65
<b>3G</b>	55	51.9	61.3
<b>4G</b>	55.9	51.6	68.4
<b>1L</b>	66.2	64.9	58.6
<b>2L</b>	63.2	60.5	67.3
<b>3L</b>	57.9	50.3	66.7
<b>4L</b>	58.2	52.7	65.2
<b>2R</b>	61.1	59.1	77.4

#### 2019 Science MCA Results

*% of Students Proficient*

	State	ISD 279	Parnassus
<b>All Grades</b>	50.7	40.9	50.5

<sup>1</sup> \* "Continuously enrolled" means that students enrolled no later than October 1<sup>st</sup> of 2018

<b>1L</b>	54.9	43.1	50.8
<b>4L</b>	43	30.8	44.9
<b>SOR</b>	54.4	48.4	63

### ***Northwest Evaluation Association (NWEA) MAP Test Results***

In the spring of 2019, 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 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 the school's 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 51<sup>st</sup> percentile, roughly considered to be the "Average" range and higher. At Parnassus, scholars are considered proficient if they score at or above the 61<sup>st</sup> percentile, or in the "Above Average" range or higher for their grade level or age group.

NWEA MAP Assessment Results - Mathematics			
Grade	Benchmark	% Proficient	
		Fall	Spring
First Level Grammar (1G/1st Grade)	NWEA's Benchmark (51st Percentile)	68	71
	Parnassus' Benchmark (61st Percentile)	62	66
Second Level Grammar (2G/2nd Grade)	NWEA's Benchmark (51st Percentile)	74	76
	Parnassus' Benchmark (61st Percentile)	70	71
Third Level Grammar (3G/3rd Grade)	NWEA's Benchmark (51st Percentile)	66	72
	Parnassus' Benchmark (61st Percentile)	64	67
Fourth Level Grammar (4G/4th Grade)	NWEA's Benchmark (51st Percentile)	70	64
	Parnassus' Benchmark (61st Percentile)	57	62
First Level Logic (1L/5th Grade)	NWEA's Benchmark (51st Percentile)	61	66
	Parnassus' Benchmark (61st Percentile)	62	58
Second Level Logic (2L/6th Grade)	NWEA's Benchmark (51st Percentile)	72	68
	Parnassus' Benchmark (61st Percentile)	67	62
Third Level Logic (3L/7th Grade)	NWEA's Benchmark (51st Percentile)	76	82
	Parnassus' Benchmark (61st Percentile)	65	75
Fourth Level Logic (4L/8th Grade)	NWEA's Benchmark (51st Percentile)	69	74
	Parnassus' Benchmark (61st Percentile)	63	65

NWEA MAP Assessment Results - Reading			
Grade	Benchmark	% Proficient	
		Fall	Spring
First Level Grammar (1G/1st Grade)	NWEA's Benchmark (51st Percentile)	58	60
	Parnassus' Benchmark (61st Percentile)	59	61
Second Level Grammar (2G/2nd Grade)	NWEA's Benchmark (51st Percentile)	74	76
	Parnassus' Benchmark (61st Percentile)	61	64
Third Level Grammar (3G/3rd Grade)	NWEA's Benchmark (51st Percentile)	66	70
	Parnassus' Benchmark (61st Percentile)	56	58
Fourth Level Grammar (4G/4th Grade)	NWEA's Benchmark (51st Percentile)	63	66
	Parnassus' Benchmark (61st Percentile)	57	61
First Level Logic (1L/5th Grade)	NWEA's Benchmark (51st Percentile)	55	58
	Parnassus' Benchmark (61st Percentile)	53	55
Second Level Logic (2L/6th Grade)	NWEA's Benchmark (51st Percentile)	66	68
	Parnassus' Benchmark (61st Percentile)	65	64
Third Level Logic (3L/7th Grade)	NWEA's Benchmark (51st Percentile)	76	82
	Parnassus' Benchmark (61st Percentile)	59	62
Fourth Level Logic (4L/8th Grade)	NWEA's Benchmark (51st Percentile)	69	74
	Parnassus' Benchmark (61st Percentile)	72	68

### 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, 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. The Socratic Method of questioning is heavily emphasized during instruction at this level. In the Rhetoric stage, teaching techniques include a heavy reading load, discussions, debates, and emphasis on supporting one’s opinions with researched facts and logical reasoning. The Socratic Method and Harkness discussion style are at the forefront of instruction in the School of Rhetoric.

Parnassus is one of the few schools, public or private, to practice the Harkness discussion method, also known as “Harkness Table”, for discussion-led instruction. 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 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, the school also believes it is important for well-rounded scholars to study a spoken language. As such, Parnassus begins teaching Spanish at the Prima level and continues it through the School of Rhetoric. Not only is Spanish considered to be one of the most functional spoken languages in contemporary American society, but it is also a direct descendent of Latin which makes it a perfect complement to Parnassus scholars' classical language studies.

## 14 Future Plans

Parnassus has created a set of academic, cultural, financial, and governance goals as outlined in the school's Continued School Improvement Plan (CSIP) which is posted on the school's website. It continues to be a top priority of Parnassus to increase student achievement, while also creating well-rounded scholars and citizens. Students must be well taught, so they will be fluent in reading, skilled in math, and well-versed in subjects across the program. As a classical, college-preparatory school, preparing students for college after graduation is vitally important to the school's 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. Parnassus 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.

During the 2019-2020 school year, the school will be further developing the Parent Academy program to help train parents on Parnassus' educational program and to give them key strategies for the ways that they can support their children's Parnassus education at home. To ensure that the school is reaching the parents of its most at-risk students, teachers and administration will give personal invitations to those families. Topics at the Parent Academies will vary by school level and will include such areas as reading and math instruction, language study (Latin, Greek, and Spanish), writing support (penmanship, research papers, Fourth-Level Rhetoric thesis); and science inquiry (labs, science fair); and so forth.

Parnassus administration and faculty has thoroughly reviewed student performance data in the School of Grammar where producing fluent readers begins. Based on the tracked data, the school is adjusting its reading levels to ensure that the vast majority of Parnassus School of Grammar students will complete the Direct Instruction Reading Mastery program by the end of the Second Level of Grammar. After the completion of Reading Mastery Level 3, students will be able to transition from "learning to read" to working on the all-important skill of "reading to learn." Armed with a strong foundation in comprehension and decoding after completing the Reading Mastery sequence, students will then put what they have learned into practice by engaging with classic children's literature. As they read novels, stories, and poetry over the course of the year, they will learn the close-reading skills that will be necessary for becoming strong, fluent readings and for their success in the Schools of Logic and Rhetoric and beyond.





Parnassus has built a high-quality School of Rhetoric academic program and has risen to the challenge of offering more athletic and other extracurricular opportunity for its students. The next step for the school is to continue to build the number of students enrolled at the School of Rhetoric level. This process includes retaining more students between the Schools of Logic and Rhetoric. This is an area of priority for the 2019-2020 school year. The school has also added a new athletic partnership with the Brooklyn Center School District for the new school year which will greatly increase the number of athletic options for Parnassus students, in

addition to those that are offered in house as school-sponsored sports.

College-entrance exams, most often the ACT or SAT, are an important part of being able to demonstrate a readiness for college. To help students prepare for this important measure, Parnassus will continue its focus to provide ACT practice and learning sessions for its scholars. The school will increase its offerings this year by holding at least seven (7) 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 the 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 helps students measure their academic progress and to gauge their preparation for college-level work. It also gives them the opportunity to hone test-taking strategies, and additionally, all this practice should alleviate test anxiety when students take their actual college exams.

The school's current landlord is C. S. Property Parnassus, an unaffiliated building company. The school expects to transition from C. S. Property Parnassus to an affiliated building company, Parnassus Building Company, during the 2019-2020 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. The school’s demographics included in this annual report are a testament of the success of its efforts and of the school’s classical program. Below are several strategies used at Parnassus to achieve this goal during the 2018-2019 school year.

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 2018-2019, Parnassus had its fourth 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 targeted at low-income zip codes; and
- 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 interpreters 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
- 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 students:

- 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;
  - iv. School Social Events –low income students are offered free access to the school’s student socials and fun nights/activities; and
  - 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; and
  - 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.





# The Class of 2019



CLASSICAL SCHOOLING



FOR THE ART OF LIFE