

Parnassus Preparatory School

Comprehensive Achievement

and Civic Readiness

Annual Report 2024-2025



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I. About the Comprehensive Achievement and Civic Readiness Annual Report

This Annual Report is written to document academic and fiscal accountability, innovative practices, accomplishments, and achievements at Parnassus Preparatory School during the 2024-2025 school year. This report is written in compliance with Minnesota Statutes 2023, section 120B.11, formerly known as “World’s Best Workforce,” now referred to as “Comprehensive Achievement and Civic Readiness” as of 2024.

This report meets the reporting requirements of the Minnesota Department of Education, Minnesota statutes, the expectations of Parnassus’ authorizer, and Parnassus’ own expectations as a classical college preparatory school. This report is available to current and prospective families, staff, and the community at large on the Parnassus website.

Parnassus Preparatory School is authorized by Friends of Education, EXO-01-A 200, located at 11100 Wayzata Blvd. Suite 800; Minnetonka, MN and reachable at info@improveK-12education.org.

Contributors to the World’s Best Workforce/ Comprehensive Achievement and Civic Readiness Annual Report include Ms. Good, Interim Executive Director and Director of Academic Affairs and Assessment; Ms. Rimpila, Finance Manager; Mr. Friess, Board Chair and Treasurer; and members of the Parnassus administration team.

This document was approved by the Parnassus Board of Directors on November 11, 2025.

II. School Vision, Mission Statement, and Educational Philosophy

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

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.

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 evidence-based instructional methods that are aligned with the classical Trivium, the use of 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.

III. Student Enrollment, Demographics, and Attrition

Parnassus Annual Enrollment

Parnassus enrollment, based on average daily membership using the October 1st snapshot date for the past five years, is listed below.

Academic Year	Grades	Total Enrollment
2020-2021	Prima-4R (K-12)	1286
2021 - 2022	Prima-4R (K-12)	1341
2022-2023	Prima-4R (K-12)	1384
2023-2024	Prima-4R (K-12)	1380
2024-2025	Prima 4R (K-12)	1360

2024 – 2025 Enrollment Details

The chart below depicts Parnassus’ enrollment by grade level for Fiscal Year 2025 per grade level based on the October 1 snapshot date. The school had an enrollment of 1360 students in the 2024-2025 school year. The school’s mission and vision are 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. Note that in the 2024-2025 school year, the school stopped its practice of overenrolling at the beginning of the year. The enrollment policy was adjusted for the 2025-2026 school year.

FY 2025	Prima (K)	1G 1st	2G 2nd	3G 3rd	4G 4th	1L 5th	2L 6th	3L 7th	4L 8th	1R 9th	2R 10th	3R 11th	4R 12th
Enrollment	125	135	131	120	118	119	118	117	118	93	67	52	47

Student Attrition

Academic Year	2020 - 2021	2021 - 2022	2022-2023	2023-2024	2024-2025
Attrition Rate	3%	4%	5%	5%	6%

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 school's demographics summary for the 2024-2025 school year, reflecting these efforts and the opportunity of a rigorous, classical, college preparatory schooling to all students:

Enrollment by Race/Ethnicity

Demographics, 2024 – 2025 School Year*	White/ Caucasian	Black/ African American	Asian	Hispanic/ Latino	Two or More Races
Percent of Total Student Body	24.5%	51.7%	13.0%	5.8%	4.1%

**Demographic data reflects enrollment on October 1st, 2024. Fewer than 1% of students identified as American Indian or Alaskan Native or as Native Hawaiian or Pacific Islander.*

Enrollment by Special Population

Demographics, 2024 - 2025 School Year*	Free or Reduced Lunch	English Learner (EL)	Special Education
Percent of Total Student Body	46.3%	8.1%	7.0%

**Demographic data reflects enrollment on October 1st, 2024.*

IV. Governance, Management, and Administration

The 2024-2025 Board of Parnassus Preparatory School consisted of five members: two Parnassus 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

Name	Current Director	Elected (E) or Appointed (A)	Date Seated	Date Term Expires	Officer Position (if any)	Email Address
Gregory Friess	X	E	July 2010	June 30, 2026	Board Chair/Treasurer (Community Member)	friess@parnassusprep.com
Benjamin Ark	X	E	Feb. 2018	June 30, 2026	Vice Chair Director (Parent)	ark@parnassusprep.com
Kenneth Zigrino	X	E	July 2010	June 30, 2027	Secretary (Community Member)	zigrino@parnassusprep.com
Barbara Rose	X	E	Dec. 2010	June 30, 2029	Director (Teacher)	rose@parnassusprep.com
Surbhi Barber	X	A	Sept. 2023	June 30, 2027	Director (Parent)	barber@parnassusprep.com

Board Development

In 2024-2025, all board members participated in training through CharterSource's Board Basics series, which includes training in practices of high-performing boards, Open Meeting Law, data privacy practices, charter school budgets, employment law, academic oversight, and more.

2024-2025 Board of Directors

Mr. Greg Friess, Parnassus Board of Directors Board Chair, Treasurer

Mr. Friess holds a B.A. in both Economics and Political Science. He earned an M.S. in Economics from the University of Wisconsin-Madison where he also worked as a teaching assistant. He has spent his career as a financial analyst providing investment research to professional money managers, working on forecasting and regulatory issues in the utility industry, and working with small businesses. Mr. Friess has been with Parnassus since its inception. He believes that charter schools offer an additional educational choice to families in the northwest suburbs and that choice is key to improving the educational outcomes of all children in the area.

Mr. Ben Ark, Parnassus Board of Directors, Vice Chair

Mr. Ark has a B.S. in Computer Science from Delaware State University and has worked in the IT field for over 25 years as a developer, consultant, and manager. He is a Parnassus parent and is an avid supporter of the school's mission. He is currently the Chief Information Officer at Cogency Global, a registered agent and legal/financial service company, where he oversees IT strategy and the development of software used by businesses, law firms, and financial institutions engaging in business formation, compliance, litigation, and secured financial transactions. Mr. Ark speaks regularly at conferences on the topic of electronic standards and best practices for document filing and retrieval between businesses and government agencies. He is excited to contribute to the school's success as a parent, an advocate for classical education and academic rigor, and a member of the Parnassus Board of Directors.

Kenneth Zigrino, Parnassus Board of Directors Secretary

Mr. Zigrino, a member of the Parnassus founding Board of Directors, currently serves as the General Counsel of Johnson Screens, Inc. a global manufacturer established in 1904 in St. Paul, MN. For the past 40 years, Mr. Zigrino has been an entrepreneur and corporate lawyer, engaging in a wide variety of business transactions and holding a number of positions of responsibility – from corporate founder, officer and director to general counsel and an attorney in private practice. Since 1990, some of his corporate affiliations and clients include Aspen Research Corporation, a sustainable materials manufacturer which his management team purchased from Andersen Windows; NASDAQ-listed Velocity Express, Inc., at the time North America's largest same-day delivery company with annual revenues in excess of \$550 million; AGA Medical Corporation, an innovative medical device manufacturer sold to St. Jude Medical in 2010 for \$1.3 Billion; and Primo Piatto, Inc., a Twin Cities-based pasta manufacturer (Creamette® and other well-known brands) that was sold to Dakota Growers. Prior to 1990, Mr. Zigrino practiced corporate law at two well-known Twin Cities law firms. He received his law degree cum laude from Syracuse University College of Law in 1985.

Ms. Barbara Rose, Board Director

Ms. Rose, a teacher since 1997, graduated Summa Cum Laude from Bemidji State University with a major in Elementary Education, a minor in Art, and an emphasis in reading. She earned her Masters degree in Teaching and Learning from St. Mary's in 2001. After teaching at a large district school, she joined the Parnassus team as a Fourth-Level School of Grammar teacher when the school opened. In 2019, Ms. Rose became the School of Grammar art teacher. Ms. Rose is passionate about implementing the classical education model and the difference it makes in the academic growth of her students.

Dr. Surbhi Barber, Board Director

Dr. Barber joins Parnassus as our newest Board Member. Dr. Barber earned a PhD in Educational Leadership and Policy Analysis from UW-Madison. Her M.A. in Education and B.A. in Psychology were attained from the University of Minnesota, Twin Cities. She currently holds a Superintendent license, K-12 Principal license, and Director of Special Education license. With nearly 20 years of professional experience in education, Dr. Barber has held positions as a teacher, district leader, and administrator in classical, private, and public schools. She has teaching experience abroad in Madrid, Mumbai, and Shanghai. Dr.

Barber is deeply grateful that her children attend Parnassus. She is honored to serve and is eager to contribute to an academic institution that has maintained integrity toward what it means to be truly classical.

2024-2025 School Administration

Ms. Constance Ford, Executive Director and Head of School

Parnassus experienced the untimely loss of the school's Executive Director, Ms. Ford, earlier this year.

Ms. Ford was the founding Executive Director of Parnassus Preparatory School from its inception through March 2025. Under her leadership, Parnassus grew by over 1,000 students in its enrollment and has expanded to include all three levels of the Schools of Grammar, Logic, and Rhetoric. Ms. Ford also spearheaded Parnassus' multimillion-dollar building project in 2017, resulting in the creation of our beautiful campus. Throughout her career, Ms. Ford was an influential figure in the charter school movement, demonstrating a particular expertise in classical charter schools.

Before coming to Parnassus, she was a founder and school leader of the first classical charter school in Wisconsin and of one of the first charter schools in her region. Under Ms. Ford's leadership, Parnassus Preparatory School was recognized by the state of Minnesota as a high-quality charter school, firmly placing it among the top charter schools in the state.

Upon Ms. Ford's unexpected passing, the Parnassus Board of Directors named Ms. Katherine Good, Director of Academic Affairs and Assessment, as Interim Executive Director for the remainder of the 2024-2025 school year.

2024-2025 Professional Development Plan for Ms. Ford	
The 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 in classical education and education in general.	
Ms. Ford completed several professional development activities prior to taking medical leave in January 2025.	
2024-2025 Professional Development Activity	Date
Artificial Intelligence (MN Charter Schools Association) (1 Hour)	September 2025
Paid Leave Law for MN Schools (MN Charter Schools Association) (1 Hour)	October 2025
CharterSource Board Training	August – December 2025
Continued reading of books, articles, and other publications related to classical education, vision, and delivery; attended various cultural events related to classical education, vision, and delivery; and attended various (virtual) art exhibits, operas and music events, literary talks and lectures.	August – December 2025
Read numerous works from the Parnassus curriculum, leading book discussions for many of the books with the Parnassus leadership team.	August – December 2025

Ms. Katherine Good, Interim Executive Director & Director of Academic Affairs and Assessment

Ms. Good is a passionate advocate for a rigorous, content-rich program for all students. Ms. Good joined the Parnassus leadership team in 2012 and has served in a variety of roles. She previously assisted Ms. Ford with many of the day-to-day responsibilities of overseeing the school, and served as Acting Executive Director during Ms. Ford's medical leave. Upon Ms. Ford's untimely passing, she was named Interim Executive Director by the Parnassus Board of Directors at She 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.

2024-2025 Professional Development Plan for Ms. Good		
<p>As an unlicensed administrator, Ms. Good completes ongoing professional development each school year. As her responsibilities shifted during the 2024-2025 school year, the focus of her professional development activities also changed to align with her new duties and role.</p> <p>Ms. Good's professional development plan outlines specific goals, objectives, and activities to enhance leadership skills, organizational management capabilities, and overall effectiveness in the role of Interim Executive Director. The plan aligns with the specific needs and priorities of the school, as well as the State of Minnesota's requirements for charter school leadership.</p> <p>For charter school leaders, this plan must include a minimum of 25 hours of competency-based training that includes, but is not limited to: instruction and curriculum; state standards; teacher and staff hiring, development, support, and evaluation; social-emotional learning; data collection and usage; assessment methodologies; use of technology for learning and management; charter school law and requirements; code of professional ethics; financial management and state accounting requirements; grant management; legal and compliance management; special education management; health and safety laws; restorative justice; cultural competencies; effective communication; parent relationships; board and management relationships; community partnerships; charter contract and authorizer relationships and public accountability.</p> <p>1. Leadership Development:</p> <ul style="list-style-type: none"> - Enhance leadership skills to effectively communicate the school's mission, vision, and values. - Develop strategies for building and maintaining a positive school culture. - Strengthen collaboration and relationship-building among staff, students, families, and the community. <p>2. Organizational Management:</p> <ul style="list-style-type: none"> - Improve organizational management skills for effective resource allocation and budgeting. - Develop systems and processes to ensure compliance with state and federal regulations. - Enhance strategic planning and goal-setting processes to drive school improvement. <p>3. Professional Growth and Learning:</p> <ul style="list-style-type: none"> - Stay updated on the latest research, best practices, and developments in classical education and educational leadership. - Engage in ongoing professional development opportunities to expand knowledge and skills. - Develop a personal learning network and engage in reflective practices to refine leadership practices. 		
2024-2025 Professional Development Activity	Category	Date
Advanced Placement Coordinator Training (4 Hours)	Professional Growth & Learning	July – August 2024
READ Act Required Professional Development (CORE OL&LA) (80 hours)	Professional Growth & Learning	September 2024-February 2025
A Comprehensive Overview of Cultural Competency: Course #1 & Course #2 (EQ Learn) (6 Hours)	Professional Growth & Learning	November - December 2024
The Teacher's Playbook: Practical Pedagogy for Classical Educators (Great Hearts Academy for Classical Teachers) (8 Hours)	Professional Growth and Learning	November – December 2024
Legal Updates for Charter Schools – Presented by Amy Mace of Squires, Waldspurger, & Mace, P.A. (3 Hours)	Professional Growth and Learning	January 2025
MARSS University 204 ADM Calculations & Reports, Parts I & II (2 Hours)	Organizational Management	April 2025
Charter Leader Advisory Group Sessions (MDE) (6 Hours)	Organizational Management; Leadership Development	February – June 2025
Great Hearts APEX Leadership Through Change: Understanding Change, Managing Transitions (12 Hours)	Leadership Development	May-June 2025
Professional Development and Title III, Part A (MDE) (1 Hour)	Organizational Management	May 2025

Charter School Boot Camp (MDE) (8 Hours)	Organizational Management	May 2025
Completing the SFY26 ESEA Consolidated Application in MEGS (MDE) (2 Hours)	Organizational Management	June 2025
Study of books, articles, and other publications related to classical education, vision, and delivery; attended various cultural events related to classical education, vision, and delivery.	Professional Growth & Learning	Ongoing throughout the school year
Read numerous works from the Parnassus curriculum, leading and participating book discussions for many of the books with the Parnassus leadership team.	Professional Growth & Learning	Ongoing throughout the school year

Mr. Matthew Kasowicz, Director of Operations

Mr. Kasowicz joined the Parnassus leadership team in the fall of 2016. Prior to Parnassus, he worked most recently at Robbinsdale Area Schools. Mr. Kasowicz holds an M.A. in Educational Leadership from Concordia University and a K-12 Principal license from Bethel University. Mr. Kasowicz left Parnassus at the start of the 2025-2026 school year.

Ms. Amy Stafford, Director of Special Education

Ms. Stafford has a strong belief that all students, including those with unique needs, can achieve at a high level. She joined Parnassus in 2017 after positions as a Special Education Coordinator in Minnetonka Public Schools and Osseo Area Schools. Ms. Stafford holds an M.A. in Education and an Ed.S. in Special Education with Director of Special Education licensure from St. Mary's University.

Principal Christopher Hamiel, Principal of the School of Rhetoric

Principal Hamiel joined Parnassus in the fall of 2013. Prior to Parnassus, he was a mathematics teacher for the St. Cloud Area Schools. He holds an M.A. in Curriculum, Instruction, and Assessment and K-12 Principal and Superintendent licenses from St. Cloud State University. Principal Hamiel left Parnassus at the end of the 2024-2025 school year. The current School of Rhetoric Principal is Mr. Clint Hughes.

Principal Corinne Omberg, Principal of the School of Logic

Principal Omberg transitioned to lead the School of Logic in the 2024-2025 school year, having been the Principal of the School of Grammar since 2016. She came to Parnassus from Minnetonka Public Schools. . She holds an M.A. in Special Education from the University of Minnesota and a K-12 Principal and Director of Special Education licensure from St. Mary's University.

Principal Melissa Boegel, 2024-2025 Associate Principal of the School of Grammar

Principal Boegel came to Parnassus in 2022 with 14 years of previous experience in classical education. Prior to her time at Parnassus, she taught Latin. After working as an Assistant Principal in the Schools of Logic and Rhetoric, she transitioned to a position in the School of Grammar in the 2024-2025 school year. She holds a B.A. in Latin Education, an M.A. in Educational Leadership, and a K-12 Principal License, all from Concordia University. For the 2025-2026 school year, she became a full Principal, jointly leading the School of Grammar with Principal Steeber.

Principal Jessica Steeber, Principal of the School of Grammar

Principal Steeber first joined Parnassus as a teacher in 2019 before becoming a part of the leadership team in the summer of 2022. Before coming to Parnassus, she worked in both private and public schools in Minnesota and Wisconsin. After serving as an Assistant Principal under Principal Omberg, in 2024-2025 she took over the lead Principal role for the School of Grammar. She holds an M.A. in Curriculum and Instruction from Minnesota State University- Moorhead and an Ed.S. in Teacher Leadership with a K-12 Principal license from Minnesota State University- Moorhead.

V. Academic Programming & Performance

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 that 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. Parnassus students begin their study of Latin in the School of Grammar and add Greek in the School of Rhetoric.

In addition to the study of Latin and Greek, the school also believes it is important for well-rounded scholars to study a modern world 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.

Gifted and Talented Programming

As a charter school, Parnassus Preparatory School is a school of choice, and we recognize that families choose us for our rigorous academic programming. As Parnassus strongly believes that all students benefit from a content-rich, rigorous curriculum that holds students to the highest standards of intellectual achievement and character development, Parnassus does not identify Gifted and Talented students or offer a specialized Gifted and Talented track. Instead, the focus is on providing all students with the most rigorous course offerings and a variety of enrichment activities in our interdisciplinary curriculum. Parnassus does not currently offer early admission to Prima (Kindergarten). Occasionally, a student’s exceptional academic abilities and maturity may merit whole-grade acceleration to 1G (1st grade) or beyond. To advise all families of this opportunity, Parnassus publishes its policies for whole-grade acceleration and early admission to Prima (Kindergarten) on the school website.

Minnesota Comprehensive Assessments (MCA) Results

Parnassus administered the MCAs to students in April and May of 2024. Results are presented alongside those of the state of Minnesota overall, as well as District 279 (Osseo Public Schools), our resident district.

Mathematics MCA Proficiency

Student Group	State	Parnassus	Osseo
Overall Proficiency	45.2%	47.3%	42.9%
3G	57.9%	60.8%	57.0%
4G	55.6%	63.6%	54.0%
1L	42.9%	39.2%	43.9%
2L	40.1%	41.5%	38.3%
3L	40.8%	41.6%	38.2%
4L	41.9%	34.5%	36.9%
3R	34.9%	50.9%	29.8%

Reading MCA Proficiency

Student Group	State	Parnassus	Osseo
Overall Proficiency	49.6%	46.4%	47.0%
3G	46.1%	39.17%	43.9%
4G	46.3%	41.5%	41.2%
1L	57.1%	45.8%	52.3%
2L	54.1%	54.2%	50.6%
3L	46.2%	40.7%	43.9%
4L	45.9%	44.6%	46.05%
2R	51.3%	69.3%	49.7%

Science MCA Proficiency*

Student Group	State	Parnassus	Osseo
Overall Proficiency	26.2%	18.8%	23.4%
1L	26.5%	12.5%	23.2%
4L	16.7%	13.4%	13.9%
School of Rhetoric	36.6%	42.9%	32.3%

**The Science MCA-IV was a new assessment in 2025, reflecting a change in state standards and a reset in how science learning is measured.*

Comparison of Performance of Racial/Ethnic Groups and Special Populations on the MCAs

Mathematics MCAs

Student Group	Parnassus	State	Difference
Students eligible for free/reduced-price meals	32%	33%	-1%
Students receiving special education services	26%	25%	+1%
Asian students	67%	44%	+23%
Hispanic or Latino students	40%	29%	+11%
Black or African American students	33%	31%	+2%
White students	66%	59%	+8%
Students with two or more races	68%	50%	+17%

Reading MCAs

Student Group	Parnassus	State	Difference
Students eligible for free/reduced-price meals	30%	27%	+3%
Students receiving special education services	32%	24%	+7%
Asian students	76%	43%	+33%
Hispanic or Latino students	30%	22%	+8%
Black or African American students	30%	23%	+8%
White students	75%	55%	+19%
Students with two or more races	67%	44%	+23%

Nationally Normed Assessment – Classic Learning Test 3-8

In September 2025, Parnassus administered the Classic Learning Test 3-8 to students for the very first time. For the school's current contract period, Parnassus made the decision to switch to the nationally-normed Classic Learning Test 3-8 from the previous assessment, the Stanford Achievement Test 10 (SAT10s), due to a variety of reasons, including:

- The fact that the last norming study for the SAT10s was in 2018, and test content has not been updated since the early 2000s;
- The Classic Learning Test is designed for students at classical schools; and
- Quicker turnaround of results (4-6 weeks vs. upwards of 12 weeks for the SAT10s).

It should be noted that this was the first full national administration of the CLT3-8. As both the first administration of this test and a test that is administered at the start of the school year, the data from this CLT3-8 administration is useful as a formative rather than summative measurement. Data will be tracked and reviewed as part of a multi-year goal that culminates in 2028.

CLT3-8 Student Proficiency by Level and Subject

Level	Mathematics	Reading
All Students	41%	56%
3G	51%	74%
4G	46%	56%
1L	33%	41%
2L	32%	65%
3L	38%	46%
4L	36%	85%

Comprehensive Achievement and Civic Readiness- Academic Goals and Results

As part of the Comprehensive Achievement and Civic Readiness legislation, each district and charter school is required to set goals related to each of the components of the state's plan and to report on their progress towards those goals. Please note that the goal areas differ slightly from those under the former World's Best Workforce plan. The goals for Parnassus Preparatory School are listed on the following pages.

All Students Ready for School

Goal	Result	Goal Status
90% of the School's Prima (Kindergarten) students continuously enrolled since the first day of school will be able to: identify all 26 upper and lower case letters and count to 32 by January 15, 2025	93% of Prima students were able to identify all 26 upper and lower case letters and count to 32 by January 15, 2025.	<i>Check one of the following:</i> <input checked="" type="checkbox"/> X Goal Met (one-year goal) <input type="checkbox"/> Goal Not Met (one-year goal) <input type="checkbox"/> Goal Met (multi-year goal) <input type="checkbox"/> Goal Not Met (multi-year goal) <input type="checkbox"/> On Track (multi-year goal) <input type="checkbox"/> Not On Track (multi-year goal) <input type="checkbox"/> N/A (no kindergarten enrollment)

Goal	Result	Goal Status
By January 15, 75% of all School's Prima (Kindergarten) students continuously enrolled since the first day of school will score at least a 30 on the Phoneme Segmentation Fluency (PSF) performance task of the DIBELS reading benchmark assessment.	73.2% of students scored at least a 30 on the PSF task by January 15, 2025. The school was one student short of meeting this goal.	<i>Check one of the following:</i> <input type="checkbox"/> Goal Met (one-year goal) <input checked="" type="checkbox"/> Goal Not Met (one-year goal) <input type="checkbox"/> Goal Met (multi-year goal) <input type="checkbox"/> Goal Not Met (multi-year goal) <input type="checkbox"/> On Track (multi-year goal) <input type="checkbox"/> Not On Track (multi-year goal) <input type="checkbox"/> N/A (no kindergarten enrollment)

Close the Achievement Gap(s) Between Student Groups

Goal	Result	Goal Status
For the 2024-2025 school year, for each subgroup other than English Learners, for which the School had publicly-reportable / sufficient counts: the School's proficiency rate will exceed the state average proficiency rate for the subgroup for each reading and math.	In 2024-2025, this goal was met for all subgroups in math and for all subgroups in reading except those qualifying for free or reduced lunch.	<i>Check one of the following:</i> <input type="checkbox"/> Goal Met (one-year goal) <input checked="" type="checkbox"/> Goal Not Met (one-year goal) <input type="checkbox"/> Goal Met (multi-year goal) <input type="checkbox"/> Goal Not Met (multi-year goal) <input type="checkbox"/> On Track (multi-year goal) <input type="checkbox"/> Not On Track (multi-year goal)

All Students Ready for Career and College

Goal	Result	Goal Status
In the 2024-2025 school year, a minimum of 85% of Third-Level Rhetoric (11th grade) students will take the ACT, and the average composite ACT score of the Third-Level Rhetoric students will exceed the state-average composite.	95% of Third Level Rhetoric (11 th grade) students took the ACT in April 2025; the average composite score was a 23, exceeding the state average of 20.	<i>Check one of the following:</i> <input checked="" type="checkbox"/> Goal Met (one-year goal) <input type="checkbox"/> Goal Not Met (one-year goal) <input type="checkbox"/> Goal Met (multi-year goal) <input type="checkbox"/> Goal Not Met (multi-year goal) <input type="checkbox"/> On Track (multi-year goal) <input type="checkbox"/> Not On Track (multi-year goal)

All Students Graduate

Goal	Result	Goal Status
For the 2024-2025 school year, the School's four-year graduation rate will exceed 90%.	<p>100% of Fourth Level Rhetoric students enrolled at the school in May of 2025 graduated.*</p> <p><i>*Two students moved out of the state and one student moved out of the country prior to graduation.</i></p>	<p>Check one of the following:</p> <p><input checked="" type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Goal Met (multi-year goal)</p> <p><input type="checkbox"/> Goal Not Met (multi-year goal)</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> N/A (no 12th grade enrollment)</p>

All Students Prepared to be Lifelong Learners

Goal	Result	Goal Status
<p>Each year through FY2028 the schools of Grammar and Logic will administer a nationally-normed assessment in at least Fourth-Level Grammar (fourth grade) and Fourth-Level Logic (8th grade).</p> <p>By the conclusion of FY2028:</p> <ul style="list-style-type: none"> The mean school-wide percentile ranking for all students in the Schools of Grammar and Logic will be at or above the 51st percentile. 	<p>This was the first year that the CLT3-8 was administered, giving us a baseline mean school-wide percentile ranking of 53.2 for Reading and 46.0 for mathematics. This baseline puts us on track to meet our goal by 2028.</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Goal Met (multi-year goal)</p> <p><input type="checkbox"/> Goal Not Met (multi-year goal)</p> <p><input checked="" type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p>

VI. Staffing, Professional Development, and Equitable Access to Teachers

Parnassus employed 128 full-time employees during the 2024-2025 school year, including 91 licensed faculty, two directors, and four principals. Parnassus also maintained agreements with outside consultants and contractors. Of the licensed staff who taught in 2024-2025, 84% have returned for the 2025-2026 school year. Please note that this calculation excludes those who have retired from service.

Parnassus 2024-2025 Licensed Teaching Staff

*[Note: *** Indicates that staff member is not a part of the 2025-2026 Parnassus faculty; ‡ indicates that the staff member retired from service]*

File Folder Number	Last Name	First Name
515239	Addae	Charles
517755	Almquist*	Gwen
517758	Anderson	Erik
394543	Baker	Andrea
1021031	Barrett	Joshua
482806	Batiste	Nina
1023144	Behr	Claire
434538	Boegel	Melissa
1021403	Bohlke	Camille
1039016	Brown***	Shara
427048	Byrne	Kathryn
492085	Camarillo	Chelse
1005778	Cho Jones***	Kristy
1032508	Ciolkosz	Bryson
508616	Cord	David
510461	Dean	Geoffrey
470471	Dechert	James
455179	Demakis-Haustein	Julia
495462	Dembsky	Claire
1027333	DeRosier	Lauren
473203	Edstrom	Kirsten
410029	Erickson	Kristin
492627	Feicht	Joshua
461775	Ford	Shawn
1026642	Gaebler***	Sarah

File Folder	Last Name	First Name
1027528	Goldsmith	T.K.
374825	Gottwalt	Irene
421135	Hamiel***	Christopher
480782	Harper (Bailey) ***	Caitlin
1030036	Hart Yee	Samantha
473705	Hasner	AnnMarie
1010316	He***	Yizong
477469	Hegazi***	Eman
508244	Herbst	Karen
517975	Hill	Travis
494768	Horton	Laura
493569	Hughes	Jessica
468770	Igoe	Jill
1018681	Jameson	Robert
1003619	Jones	Jacquelyn
450235	Kasowicz***	Matthew
478233	Keil	Michael
495751	Kelly	Karen
446043	Lane***	Adam
421616	Langseth	Nicholas
420845	Lundberg*	Carol
354760	Lynn	Dana
518616	Magoon	Cassandra
428532	Mathews	Benjamin

File Folder Number	Last Name	First Name
485168	Mattsson	Nicholas
1003470	Merserau	Mark
1035377	Mick	Kent
1035714	Mick	Trisca
1030958	Miller	Victoria
375586	Miller	Sherilyn
512051	Moua	Chang
508913	Moua	Kia
484596	Murphy	Brian
396506	Neimeyer	Heather
410928	Nelson	Sonja
373151	Norton	Bradley
511814	Olson	Daphne
423007	Omberg	Corinne
518706	Ormberg	David
509804	Peterson	Angela
1009742	Provost***	Caroline
1014789	Randolph***	Gabrielle
1020139	Reyes	Lydia
511056	Rogers***	Christopher
363769	Rose	Barbara
449810	Rossi	Marie
1034575	Rubinchick	Kathryn
1028424	Sadr-Panah	Sonia
1040016	Saquer	Ruba

File Folder	Last Name	First Name
455396	Shequin	Angela
1013106	Singh	Sunpreet
1011609	Skaug	Marc
1031946	Smith***	Evelyn
1008014	Smith***	Mark
337648	Stafford	Amy
496812	Steeber	Jessica
456000	Steimann	Alyssa
426844	Stone***	Sarah
502088	Strand	Julius
411698	Sutton	Wade
367321	Swanson	Cynthia
448353	Thomas	Nelvin
479407	Towell	Kathleen
468098	Ulbrich	Alison
506884	VanBlaricom	William
501670	Vassallo	Jamie
512241	Veach	Austin
490192	Von Drasek*	Susan
1034961	Warren	Rachel
349539	Weiland	Carole
1008478	Weiland***	Emily
1015281	Young	Taylor
486575	Zachman	Andrew

Professional Development

Developing the 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 2024-2025, Parnassus continued to provide training and development opportunities for faculty and staff in the following areas:

- Classical education pedagogy
- Direct Instruction
- Data-Driven instruction
- Literacy Instruction
- Effective classroom management
- Socratic and Harkness discussion methods
- Effective Assessments
- Mandated Reporting and Health Safety
- School and student safety
- School law updates
- Human Resources updates

As part of the school's strategy to accomplish its mission, it is a Parnassus tradition to include summer readings for the staff. The school holds discussions of the assigned work 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.

In compliance with the READ Act, School of Grammar teachers, as well as those teaching English Learners and Special Education in the School of Logic, completed 80 hours of total training related to evidence-based reading instruction through the Consortium on Reaching Excellence in Education (CORE) Online Language and Literacy Academy (OL&LA).

Equitable Access to Excellent Teachers

On June 1, 2015, MDE submitted a plan to the U.S. Department of Education that required all states to address long-term needs for improving equitable access of all students to excellent educators. The *Every Student Succeeds Act* (ESSA) requires states to evaluate and publicly report whether low-income and minority students are disproportionately served by ineffective, out-of-field, or inexperienced teachers.

Equitable Access to Experienced, Effective, and In-Field Teachers

Parnassus is proud to serve a racially and economically diverse student population, and the school strives to provide an education that is both excellent and equitable to all students, regardless of race or socioeconomic status. Care is taken to ensure that class rosters are balanced between various student groups and special populations. After reviewing data, including course rosters detailing students' race/ethnicity, primary home languages, gender, and socioeconomic statuses, the school did not find any gaps related to equitable access to effective teachers for students of color, nor were any found for low-income students. Parnassus takes care to ensure that all students, regardless of background, are placed with teachers who will be able to help them make the most academic gains. One hundred percent of Parnassus students, including all of the students of color, students receiving EL services, and students receiving Special Education services had access to experienced, in-field, effective teachers.

Regular review of course rosters and the demographic details of incoming students allows the school to effectively create balanced rosters. Additionally, screening incoming Prima (kindergarten) students allows the school to be more intentional in creating class lists to ensure that classes are generally balanced between genders, ethnic backgrounds, and academic abilities so that students have equitable access to high-quality teachers. Parnassus works extensively with all staff members and provides intensive, ongoing professional development to all teachers to ensure that our faculty meets our high standards for instructional effectiveness and academic rigor. This includes training on our pedagogical and classroom management practices to ensure consistency across classrooms and grade levels. Teachers are observed regularly throughout the year and classroom data are closely monitored to support the success of all students. Teacher performance data is reviewed regularly to monitor and gauge the effectiveness of instruction. These instructional data, along with regular classroom observations, help determine teacher effectiveness. Along with teacher effectiveness, teachers' years of experience, licensure, and qualifications are considered when deciding course and class placement. For critical, skill-based subjects such as math and reading, Parnassus places its most qualified and effective teachers with its at-risk students.

Access to Diverse Teachers

Parnassus continues to make a conscious effort to broaden the diversity of its staff so that it better reflects the diversity of our student population. While in 2024-2025 approximately 75% of Parnassus scholars were students of color, about 11% of Parnassus' licensed teaching staff were individuals of color. Efforts currently in place to broaden the diversity of teachers in the school include making connections with student teacher programs, broadening the range of the geographical areas in which we post for open teaching and administrative positions, and increasing the number of locations online where we solicit applications for teaching jobs.

VII. Operational Performance and Finances

Parnassus Preparatory School is required to operate under a charter agreement with an entity that has been approved by the Minnesota Department of Education (MDE) to be a charter school authorizer. The authorizer monitors and evaluates the school's performance and determines whether to renew the school's charter. Parnassus is in good standing with its authorizer, Friends of Education, and received a five-year charter contract renewal which began on July 1, 2024.

Processes implemented by the board, administrators, and staff ensured overall timeliness regarding compliance with applicable laws and MDE reporting requirements. Parnassus Preparatory School strives to be completely compliant with MDE reporting and regulations, including submitting reports such as the Annual Report/World's Best Work Force, DIRS reporting, MARSS data, etc. Parnassus school representatives regularly attend required MDE training. Parnassus followed state and local health and safety requirements and was compliant with fire codes, inspections, and other safety requirements. The school regularly conducts all emergency fire, severe weather, and lockdown drills and is compliant with all requirements.

During the 2024-2025 school year, Parnassus provided daily transportation through contracted busing services to nearly 1000 students on sixteen bus routes throughout our service area including Anoka, Blaine, Brooklyn Park, Brooklyn Center, Champlin, Coon Rapids, Corcoran, Crystal, Hamel, Maple Grove, New Hope, Osseo, Plymouth, Ramsey, and St. Michael.

Parnassus Building Company, an affiliated building company, serves as the school's landlord.

Future Plans

The school's academic, cultural, financial, and governance goals/future plans are outlined in the school's Continued School Improvement Plan (CSIP). Student achievement, college preparation, and the development of well-rounded scholars and citizens remain the school's priority.

The school is currently engaged in a nationwide search for the next Executive Director, in partnership with DSG Storbeck, an executive search firm. The next Executive Director of Parnassus will shape the school's strategic vision and shepherd the school through the next phase of growth and development.

The Parnassus administration and staff will continue to review student performance data to measure academic growth and learning recovery. In the 2024-2025 school year, Parnassus began to administer the Classical Learning Test to students in the Third Level Grammar (3G) through Fourth Level Rhetoric (4R) levels. The Classical Learning Test is a national assessment that is well-suited for the school's focus on factual knowledge, cultural literacy, and rigorous content across the liberal arts. The use of the mCLASS with DIBELS reading assessment suite, implemented as part of the READ Act, in the School of Grammar provided important data and structure to further develop the school's Response to Intervention (RTI) initiatives related to reading. Additionally, the school will continue to offer free ACT test preparation and practice for scholars in the Fourth Level Logic (4L) through Third Level Rhetoric (3R) including sessions with targeted practice for the English, Mathematics, and Reading sections of the exam, as well as the Science section, which, though now optional for students, will continue to be offered at Parnassus.

The classical tradition calls for daily, deliberate examinations of truth, goodness, and beauty. Through direct instruction, guided instruction, discussion, reflection, and debate on the nature of virtue and its purpose for self and society, students examine what it means to live a good and virtuous life. At Parnassus, we rely heavily on the rich content of the school's curriculum as the medium through which our conversations and investigations about character are conceived and illustrated, and we use our daily work, behavior, and volunteer service to apply what we have learned for the good of the school and the wider community. Teachers and staff will focus on teaching the importance of virtue, displaying appropriate and respectful behavior, and making good choices and decisions. As a classical school, we have the unique privilege and opportunity to join the great human endeavor of representing the ideals of truth, goodness, and beauty in all that we do.

Executive Financial Summary for Financial Year 2025

This section may be amended upon final acceptance of the FY2025 financial audit.

Executive Financial Summary

For the fiscal year ending June 30, 2025, Parnassus Preparatory School (the School) recorded revenues of \$19.04 million, expenditures of \$18.74 million, and an increase in the fund balance of \$297,799. A total of 1,348 students were served, which is a decrease of approx. 1% from last year's total of 1,364 students.

The School's solid financial position continues to allow it to deliver on its 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 bondholders. 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, the School uses government fund accounting. For the School, 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).

	2025				2024			
	Total	General	Food Service	Community	Total	General	Food Service	Community
Revenue	19,004,587	17,686,338	1,247,641	70,608	18,514,761	17,209,914	1,224,152	80,695
Expenditures	18,706,788	17,285,666	1,338,487	82,635	17,346,656	16,022,756	1,224,152	90,748
Transfers	-	(32,507)	20,480	12,027	-	(19,053)	-	19,053
Surplus	297,799	368,165	(70,366)	-	1,168,105	1,168,105	-	-

Analysis of Revenues

Total revenue in financial year 2025 was \$19.04 million, up 2.6% from 2024. The School's per-ADM funding in 2024 increased 4% to \$14,098 per student. This revenue growth reflects one time state funding received from the READ Act, as well as a 2% increase in per-pupil funding from the state. In addition, the School had increased state special ed revenue of \$201k compared to the prior year due to increased special ed student needs. The School has also invested more resources into the ADSIS program, which realized an increase of revenues in FY25 of \$88k.

The demographic and economic makeup of the student population of any school also has an impact on per-student funding. In fiscal year 2025, the School served a Free and Reduced population of just over 46% of students with approximately 6.7% Special Education students and 6.8% English Language Learners (ELL). The School's enrollment reflects its commitment to serve all students in its demographic area.

Expenditures

In the fiscal year, ending June 30, 2025, total expenditures were \$18.71 million, which was an increase of 7.8% from 2024. The School's overall per-ADM expenditures in 2025 were \$13,877, up 9% from 2024. Focusing on the General Fund, which includes the bulk of the School's revenue, per-ADM expenditures were \$12,823 and represents a 9.2% increase from 2024. This increase in General Fund spending per pupil represents an investment in staff, as well as technology and curriculum for students.

Parnassus Preparatory School's continued strong financial position allows it to focus on its mission of delivering a classical education. A key part of that is providing 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 2-4% per pupil revenue increases. Some examples include exceeding fundraising targets and continuing improvement in a cash management program which maintained the School's high overall days cash on hand at the end of the fiscal year.

Budgetary Comparison

An annual budget for 2024-2025 was established prior to June 30, 2024. One budget revision was approved during the fiscal year to reflect the estimated forecast of the School better.

Parnassus board and management use the budget as an important tool to make prudent decisions in the ongoing management of the school. The Board reviews the school's financial progress monthly and values its ability to maintain financial flexibility as circumstances change. The primary metrics that are reviewed are the annual surplus, the resulting fund balance, and financial covenants.

Regarding the financial covenants, the School's emphasis on cash management resulted in ending days cash on hand of 121 days in 2025. This is based on using the fund financial statements, excluding the Building Company Fund.

Parnassus ended the fiscal year very close to the budget in 2025. General fund revenues were .2% above budget while prudent expense controls led to a favorable 1% budget deviation. The net result was an annual surplus of approximately \$297,799 across all funds.

Fund Balance Analysis

Parnassus Preparatory School's fund balance (reserves) grew to \$6,979,496 in 2025. 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.

VIII. Comprehensive Achievement and Civic Readiness Information

Public Meeting to Discuss 2023-2024 Outcomes and 2024-2025 Goals and Strategies

The school conducted public meetings to discuss the goals, outcomes, and strategies related to the Comprehensive Achievement and Civic Readiness plan on November 12, 2024. The information for 2024-2025 was presented on November 11, 2025.

District Advisory Committee

In the 2024-2025 school year, the District Advisory Committee included the following members:

Ms. Katherine Good, Staff
Mr. Kenneth Zigrino, Community Member
Mr. Charles Thao, Parent
Ms. Amrita Anand, Parent

Ms. Mariana Ortiz, Parent
Ms. Cassandra Magoon, Faculty
Ms. Megan Barker, Student

Dissemination & Marketing Information

Minn. Stat. 124E.17 requires charter schools to “disseminate information about the school’s offerings and enrollment procedures to families that reflect the diversity of Minnesota’s population and targeted groups. Targeted groups include low-income families and communities, students of color, students at risk of academic failure, and students underrepresented in the school’s student body relative to Minnesota’s population.”

Parnassus conducts annual and ongoing marketing strategies to attract and keep students from diverse backgrounds and socioeconomic status. The school’s demographics included in this annual report are a testament to 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 2024-2025 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 with families throughout the year to promote the offerings of the school to all. These are held virtually – removing barriers related to transportation, and interpreting services are available upon request.
- Parnassus conducts a targeted online and print advertising campaign aimed at zip codes with lower incomes and/or demographics of students underrepresented
- 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 a 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 conferences, 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.
- Parnassus teachers call parents of targeted student groups when grades are below expectations.
- All Parnassus staff members have access to a Language Line, for simultaneous interpretation of phone conversations in more than 100 languages.
- Teachers reach out to students during lunch, recess, and after school providing at-risk students with support.
- 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. Uniforms – 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.
- 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., adjusting 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 reflected in the student demographic information listed in the school's annual reports. Parnassus' commitment to serving a diverse community of students is reflected in its racial, ethnic, and socioeconomic makeup.