

10/01/11

College Prep Elementary Charter
School: District 4193-07

Michael Raimondi,
Executive Director

[ANNUAL REPORT:2010-2011]

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Report Introduction

College Prep Elementary (CPE) is a K-6 charter school located in Saint Paul, Minnesota. Our school was established in 2009 to serve Hmong and minority families through a specialized focus on college and career readiness. We have a small school environment to accomplish our mission of preparing every student to succeed in college and career. CPE utilizes research-based, proven methods to promote English language development and literacy, mathematics proficiency, science mastery, and engagement in the learning process. We provide our students with a strong educational program within a learning community that builds self-confidence and awareness of diverse cultures and ideas.

The vision statement for CPE envisions a school culture in which parents, staff and students remain excited and focused on ensuring that students are accepted into a college of their choice because of the quality of their work and their firm determination to succeed in whatever academic and non-academic endeavors they may undertake. CPE is committed to building a habit of hard work, confidence and determination in each of its students.

The mission of College Prep Elementary is to provide children with a rigorous learning environment that embodies an international focus, stresses literacy and foreign languages, and motivates and supports its students to work hard, attain academic success and gain admittance to the college of their choice. This school culture will ensure that all students not only gradually develop a positive self-image and gain a strong sense of self-confidence, but through setting high expectations will ensure that they do their best to achieve academic excellence and to pursue a post-secondary education.

School Admissions and Enrollment:

The following policies are from the **CPE Policy Manual:**

103 STUDENT ADMISSIONS

I. PURPOSE

The purpose of this policy is to clarify the procedures used by school administration for admitting students to College Prep Elementary.

II. GENERAL STATEMENT OF POLICY

- A. The school board of College Prep Elementary will establish admissions limits for each grade level by December 30th of each year.
- B. Following the establishment of class enrollment limits the school administration will publicly advertise an application deadline no later than March 30th of each year.
- C. College Prep Elementary shall enroll an eligible student who submits a timely application, unless the number of applications exceeds the capacity of the class, grade level or building. In this case, students must be accepted by lot.

III. LOTTERY PROCEDURES

- A. Students that are sibling will be given preference for enrollment, before accepting other students by lot.

B. A lottery will take place by May 30th of each year for the following year's enrollment. All applications received prior to the application deadline will be publicly chosen by lot at a special board meeting. Notification of the results of the lottery will be communicated via U.S Postal mail no later than 10 days following the Special Meeting. **Legal References:** Minn. Stat. 124D.10, subd.9(3) (Admission Requirements)

Attrition Rates

CPE serves a Hmong-focused population. In 2009-2010, CPE had 150 students, 146 were Hmong. During the year, 2010-2011 we increased enrollment to 207 students adding 25 Karen-speaking students newly-arrived from Burma. This year, effective September 13, 2011, we have 242 enrolled. There are 91.6% are Asian, 8% African American: the Asian population includes 17.5% Karen-speaking.

This table identifies the number of students enrolled at the school during the 2009-10, 2010-2011 and estimated 2011-2012 enrollment. Data is based on October 1 Average Daily Membership (ADM).

CPE began enrolling students in September 2009 in grades K-5. CPE added a sixth grade in 2010 September.

In 2009-2010, CPE had two kindergartens, one classroom each in grades 1, 2, 3, 4, and 5.

In 2010-2011, CPE opened the school year with three kindergartens, two first grade classrooms and one classroom each in grades 2, 3, 4, 5 and 6.

In 2011-2012, CPE began the year with three kindergartens, two first grades, two second grades and one classroom each in 3, 4, 5, and 6 grades.

School Year	K	1	2	3	4	5	6	Attrition Rate
2009-10	35	21	30	26	17	21	X	
2010-11	56	36	26	28	26	26	25	
2011-12	60	40	40	29	25	25	30	

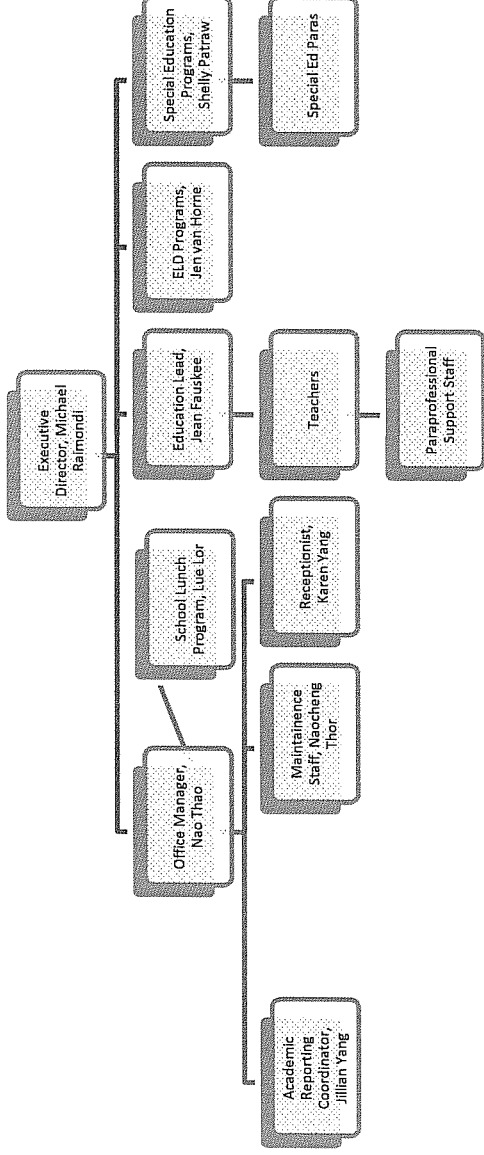
School Governance and

Management

CPE is governed by a school board made up of CPE Teachers, and Community Members. The 2009-2010 board member names from founding to December 2009: Dr. Craig Paulson, Lisa Berken, Ka Yang, John Walsh, Dr. John Eller, Linda Chang and Sandie McNeel, Ben Stegeman and Lynette Strandness. The board members from December 2009 to present are: Ben Stegeman, Tong Ge Yang, Sandie McNeel, Bee Vang and Jane Prince. CPE recently added Ms. Margo Osadchuk, Pang Xiong, Dr. Nkajilo Vangh and Ms. Madaline Edison to the Board of Directors. Dr. Nkajilo Vangh, Mr. Tong Ge Yang and Ms. Lynette Strandness recently left the Board during the summer of 2011

Detailed board member information can be found in the Appendix.

The following table represents the Organization Chart for CPE: October 1, 2011.



The Executive Director of the School is Michael Raimondi. Michael directs all phases of the school including administration, finance and overall management of staff, transportation and building. Jean Fauskee is Education Lead. All Teachers report to Ms. Fauskee. She also has responsibility to insure that CPE Curriculum is aligned with Minnesota Standards. Ms. Nao Thao is CPE Office Manager.

Director- Michael Raimondi (resume below): Mr. Raimondi is working on a Personal Development Plan with the Board Chair, Mr. Stegeman.

Education Lead- Jean Fauskee: Ms. Fauskee has served as an elementary teacher in public, private and charter schools for more than 23 years. She has also worked in Title I programs specializing in helping children in reading and math.

Business Manager: Nao Thao is CPE Office Manager. Ms. Thao is experienced working with Hmong children and is one of the founders of Hmong Culture and Language Programs at Concordia University Saint Paul.

**Staffing: Teaching Faculty Information:
2010-2011 Teaching Faculty Information**

This table contains information for ALL teachers employed by the school or providing services contractually (e.g., special education teacher, reading specialist, speech therapist).

Name	File Folder Number	Assignment/ Subject	Left During 09/10	Not Returning 10/11	Not Returning 11/12
Yang, Kia	459487	Grade 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Edison, Madaline	449723	Kindergarten and 1 st	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Patraw, Michele	256040	Special Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stegeman, Ben	442476	Grade 5 and Grade 6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Riesgraf, Matthew	428752	Grade 2 and Kinder	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Michuda, Lindsay	446573	Grade 3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hamilton, Caitlin	449603	Grade 4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Anderson, Karen	412841	Grade 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kostner Osberg, Renee	438634	Title I and 5th	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Lindroos, Maria	435061	Kindergarten	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strandness, Lynette	247172	Music/Art/Title I	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Fauskee, Jean	312988	Grade 1 and Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Anderson, Chad	441924	PE	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Johnson, Lana	329223	Kindergarten	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Yang, Tong Ge	Community Expert	Hmong	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Murphy, Meghann	450365	ELD	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scott, Mary Ellen	Community Expert	SPED	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pang Xiong	427179	1 st Grade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jen vanHorne	363979	ELD	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fjellman, Kristina	444527	Art/Drama	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pimental, John	454974	Physical Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Contracted Service Providers for Special Education

- **Speech - By Word of Mouth** - Kim Herman - 612 386-6721 - kimberlyherman@bywordofmouthltd.com
- **School Psychology** - Mary Dybvig - 651-206-0407 - marydybvig@ymail.com
- **DHH** - Nancy Schiller - 612-709-2653 - nancysammax@aol.com
- **OT** - Moria Gallagher - 651-276-5321 - moriagallagher@comcast.net
- **Autism Specialist - Lorie Vanaki** – 651-343-5496 - hlnn@msn.com
- **Audiologist Specialist** - Dr. Vicki Anderson 612-209-8223 ander214@umn.edu

School Finances

College Prep Elementary began the 2009-2010 fiscal year with a fund balance of \$0 and ended the year with a fund balance of 242,553 which represents a 13% fund balance! The school which served students in kindergarten through grade 5 averaged 145 students during its first operational year. In 2010-2011, the school opened with approximately 215 students and is serving students in Kindergarten through grade 6.

College Prep Elementary began the 2010-2011 fiscal year with a fund balance of \$242,553 and ended the year with a fund balance of \$377,124, an increase of \$134,571! The students served an average of 208 students ranging from kindergarten through sixth grade. Growing our fund balance continues to be one of our fiscal goals especially as we have seen the state increase the holdback from 30% to 40%!

While our 2010-2011 audit has not yet been finalized, a draft of the Balance Sheet and Statement of Revenues, Expenditures and Change in Fund Balance can be found in the Appendix.

Prior to June 30, 2011, the Board adopted a 2011-2012 budget with a surplus of \$142,545 which would result in an ending fund balance of 20%. A copy of the budget can be found in the Appendix as well.

Academic Program and Operational Performance:

CPE uses the MCA and MWEA tests as benchmark tools. Parent satisfaction surveys are conducted regularly to gain anecdotal and statistical data and to measure student/parent community support.

Information regarding the academic program including information about the class size by grade level is found in the Appendix.

We have also provided information about the CPE specific, measurable academic/instructional and nonacademic goals for the 2011-2012 school year. Finally, please consult the attached chart, which describes the measurements for each goal, as well as applicable test/assessment results, student growth data.

Innovative Practices and Implementation:

Innovative practices implemented by the school during the 2010-2011 school year:

CPE adopted a SIOP model for instruction to be used in connection with at "Daily Five" approach. Sixth-grade students worked with University of Saint Thomas students to create Oral Histories of Hmong Families/Parents of the Hmong CPE children. Recently, in order to better serve our language-learners who are Hmong-speaking and Karen-speaking, we have installed an innovative English-language version of Rosetta Stone software for every CPE student in order to accelerate their language acquisition.

Innovation also included experimentation with iPods in classrooms and new software programs: Little Bridge to improve reading scores and Study Island to improve reading and math scores.

Future Plans and Challenges

CPE's future plans center growth and retention while focusing on sheltered instruction for our demographics. These include...

- Implementing PLC's and RTI to provide interventions for our students to raise test scores and improve student achievement
- Building acquisition
- Enrollment
- Hiring of Teachers and Support Staff

Since we are a newer charter school, we are not implementing reform strategies, but strategies to ensure the best learning possible for our students. The cornerstone of our approach to education is that a holistic, school-wide approach is the most effective. The original school-wide concept (which was first included in the law in 1978) drew on "effective schools" research that pointed to the value of implementing comprehensive improvement strategies throughout an entire school as a way of improving outcomes for individual students. Research findings since that time reinforce the fact that all children, including the lowest-performing children, in high-poverty communities can master challenging academic content and complex problem solving skills when resources, practices, and procedures are coordinated across an entire school (Designing School-wide Programs, March, 2006).

CPE has the goal of increasing student achievement. In order to accomplish this, we have chosen to focus our SWP for our 3rd year on identifying students who are underachieving and increasing the achievement of all students. Since research indicates that the pull-out programs are not the most effective, we believe CPE can be the most effective by hiring the most qualified teachers, training them in the methods research indicates to be most effective, having high expectations for our students, and providing necessary scaffolding/support for under-achieving students. Beginning with our pre-opening workshops, we have trained our entire teaching staff in the best instructional models: SIOP, Differentiated Instruction, and the Content Based Instruction. All teachers write lesson plans using these models in order to determine appropriate strategies for instruction and learning. Throughout the year, teachers have continued to refine their lesson planning and lesson delivery abilities through continued training and support, including administrative and peer coaching. All teachers are observed throughout the school year, and CPE will continue to use the process of peer observations and discussions to help each other improve their instruction.

CPE is adopting the Response to Intervention (RTI) model. RTI is a school-wide approach to teaching and learning that combines best practice instruction with a tiered system of remedial interventions for children who need additional help in learning. The RTI model allows us to determine whether a student has a learning disability and needs special education services, thus addressing the guidelines in the Individuals with Disabilities Education Act (IDEA) 2004 (AutoSkill, 2006). More important, RTI provides a mechanism for special and general education staff to work together in ways that increase the accuracy

of special education referrals and the number of students who are successful in the general education curriculum (Witt, 2006). RTI instruction will take place at least three times every week for 30 minutes each session. Teachers will meet in grade level meetings at least once each week to assess and plan for RTI.

All subject areas listed below will have a written curriculum with standards aligned with the Minnesota State standards. All teachers will create and update Curriculum Map & Guides for each content area/grade as they progress through the year. Throughout the school year, we will quickly and effectively respond to the needs of our student population, doing whatever is necessary to help our students achieve. We anticipate that this commitment will impact all levels of the school, starting with the make-up of our School Board and continuing on to policies and procedures, schedule/staffing changes and methods of communicating with parents.

It is important that we involve parents throughout the school year. This was done through Open Houses and parent meetings, and home visits during which parents were surveyed about their goals for their children, their preferred styles of school-home communication, and their preferences for school programs. A PTO was started in the fall of 2009, with meetings scheduled at varied times in the afternoon and evening to try to facilitate attendance. Because many of our parents have limited English and do not read their first language, we have a policy that all important communications from the school are sent home on school letterhead. Parents are told and reminded that anything on letterhead is important. In addition, phone calls/home visits/school conferences are held by our bilingual staff members to make sure that parents understand all key communication, including assessment results. All teachers provide take-home materials which students and parents can work on together. Parent Workshops are scheduled that will provide parents with information and skills so they can be involved in their child's education.

Authorizer: Concordia University Saint Paul

The College Prep Elementary Authorizer is Concordia University Saint Paul. Their oversight of the CPE includes monthly visits, attendance at Board Meetings, and ad-hoc discussions around issues of enrollment, school management, finance and administration of the school.

1. The Executive Director of CPE makes regular reports to the Authorizer and meets with the Authorizer for purposes of planning, development, policy review and requests for input on school issues.
Contacts for Concordia:
Lonn Maly, Vice President for Academic Affairs
Office#: MH 214, Phone: (651) 641-8203; Fax: (651) 641-8782; maly@csp.edu
Sally Baas, Ms. Sally Baas, Director of SEAT Program
Office#: AD 332; Phone: (651) 603-6188; baas@csp.edu
Authorization expires 12/2010

Appendix

College Prep Elementary School Board

College Prep Elementary Charter School, 1355 Pierce Butler Route, Saint Paul, Minnesota 55104; 651-605-2360; www.cpe-k6.org

Member Name	Board Position	Election Date	Date Seated	Term Expiration	Postal Address	Phone	Email
Ben Stegeman	Board Chair, Licensed Teacher at CPE	11-Nov-09	21-Dec-09	21-Dec-12	2611 118th Avenue NE, Coon Rapids, MN 55433	651-399-1304	ben.stegeman@cpe-k6.org
Ms. Jane Prince	Community Member; CPE Board Secretary	22-Feb-10	22-Feb-10	22-Feb-12	Weinblatt & Gaylord, PLC, 300 Kellogg Square, 111 East Kellogg Boulevard, Saint Paul, Mn 55105	(651) 292-8770	jane.prince@gmail.com
Bee Vang	Community Member; Parent of CPE Student	24-May-10	24-May-10	23-May-12	818 Edmund Avenue, Saint Paul, Minnesota 55104	651-601-5343	bvang14@yahoo.com
Madaline Edison	Board Member; CPE Teacher at CPE	7-Jun-11	7-Jun-11	6-Jun-13	1355 Pierce Butler Route, Saint Paul, Minnesota 55104	651-605-2360	madaline.edison@cpe-k6.org
Margo Osadchuk	Board Member	7-June-11	7-Jun-11	6-Jun-13	11490 Xeon Street Coon Rapids MN 55448	612-719-9688	mosadchuk@optum.com
Sandra McNeal	Community Member; Professor at Bethel University	11-Nov-09	11-Nov-09	10-Nov-12	1079 Minnehaha Ave W., Saint Paul, MN 55104-1548	651-635-8020	mcnsan@bethel.edu

Appendix

College Prep Elementary School Board Attendance

		Appendix Board Attendance 2010-2011												% Attended
		Jul-10	Aug-10	Sep-10	10-Oct	10-Dec	11-Jan	11-Feb	11-Mar	11-Apr	11-May	11-Jun		
Sandie McNeel		0	1	1	1	1	0	0	0	1	1	0	0.55	
Jane Prince		0	1	1	1	1	0	1	1	1	1	1	0.82	
Ben Stegeman		1	1	1	1	1	1	1	1	1	1	1	1.00	
Lynette Strandness		1	1	1	1	1	1	1	1	1	1	1	1.00	
Tong Ge Yang		1	1	1	1	1	0	1	1	1	1	0	0.82	
Dr. Nkajlo Vangh								1	1	0	0	0	0.40	
Bee Vang		0	1	1	1	0	1	0	1	1	1	1	0.73	

School Finance

2010-2011 Budget

FY 2010 Original Budget 170

General Fund - 01

Revenues

State Revenues

General Education Aid

Charter School Lease Aid

Charter School Startup Aid

Special Education Aid

Total State Revenues

Federal Revenues

Federal Start Up Grants

1,432,611

197,309

88,543

105,038

1,823,501

220,000

Title Programs	130,750
Special Education Aid	26,301
Education Jobs Funds	0
Total Federal Revenues	377,051
Local Revenues	
Interest Earnings	0
E-Rate	0
Student Revenues	2,600
Total Local Revenues	2,600
Total Revenues	2,203,152
Expenditures	
Salaries and Wages	554,863
Employee Benefits	163,922
Contracted Services	160,560
Communications Services	9,300
Postage	2,000
Utilities	42,800
Property and Liability Insurance	8,000
Repairs and Maintenance	12,400
Transportation for Field Trips, Concordia Camp	5,985
Contracted Transportation	240,955
Travel, Conferences, and Staff Training	750
Building Lease	223,707
Other Rentals and Operating Leases	34,500
Field Trips / Registration Fees	4,275
Supplies - Non Instructional	23,000
Maintenance Supplies	16,200
Instructional Supplies	25,000
Textbooks and Workbooks	51,300
Standardized Tests	2,700
Library Books	6,000
Food Purchased	1,000

College Prep Elementary

**St. Paul, Minnesota
2010-2011 Budget**

Other Equipment (Furniture)	15,000
Technology Equipment	30,000
Interest Expense	19,700
Dues and Memberships; Fees	6,750
Student Activity Expenditures	2,600
Other Expenditures	5,100
State Special Ed Expenditures	112,944
Federal Start-Up Grants	220,000
Federal Title Funds	130,750
Federal Special Education Program	26,301
Subtotal Expenditures	2,158,362
Transfers to Other Funds	0
Total Expenditures	2,158,362
General Fund Net Income	44,790
Food Services Fund - 02	
Revenues	
State Revenues	4,500
Federal Revenues	64,000
Sale of Lunches and Other Local Revenues	1,500
Transfer from General Fund	
Total Revenues	70,000
Expenditures	
Salaries and Wages	
Employee Benefits	
Purchased Services - Labor	67,000
Supplies and Materials (Inc. Food and Milk)	3,000
Total Expenditures	70,000
Food Services Fund Net Income	0

**College Prep Elementary
St. Paul, Minnesota**

2010-2011 Budget

Total All Funds	
Revenues	
State Revenues	1,828,001
Federal Revenues	441,051
Local Revenues	4,100
Total Revenues	2,273,152
Expenditures	
Salaries and Wages	554,863
Employee Benefits	163,922
Purchased Services	812,232
Supplies and Materials	128,200
Equipment	45,000
Short Term Financing Costs	19,700
Other (Fundraising, Special Ed, Dues, etc.)	504,445
Total Expenditures	2,228,362
Total Revenues All Funds	2,273,152
Total Expenditures All Funds	2,228,362
Net Income - All Funds	44,790
Beginning Fund Balance, All Funds, July 1, 2010	242,554
Projected Fund Balance, All Funds, June 30, 2011	287,344

Appendix: Michael Raimondi resume:

RELATED PROFESSIONAL SERVICE

Education

Senior Associate, Distance Learning Specialist, Designs for Learning, Minneapolis, Minnesota, 1993-1994
Executive Director, Minnesota Developmental Achievement Center Association, Saint Paul, Minnesota 1981-1984
Executive Director, Minneapolis Community Action Agency, Minneapolis, Minnesota, 1980-1981
Executive Director, Northwest Opportunity Center, Arlington Heights, Illinois, 1976-1980

Business

Marketing Development Consultant for e-Business Start-ups: 2000-2003
e-Business Product Manager, Pitney Bowes Logistics Group: 1995-1999
Vice-President of Marketing, PeakSolutions Artificial Intelligence Corporation: 1987-1994
Grant-Development Consultant, F. Scott Fitzgerald Writing Academy, Saint Paul, Minnesota, 2002-2004

ACADEMIC PREPARATION

Master of Arts, English, University of Saint Thomas, 2001

Concentrations: Collaborative Writing, Creative Writing, Theory of Composition

Bachelor of Arts, English, Loyola University, Chicago, 1971

Concentrations: English Literature, Comedy

PROFESSIONAL EDUCATION EXPERIENCE

Adjunct Professor, 2007-Present

University of Saint Thomas, English Department

Saint Paul, Minnesota

English Instructor, 2004-2009

Institute for Production and Recording (IPR) Career College

Minneapolis, Minnesota

Certificate of Exemption

Purchaser: Complete this certificate and give it to the seller.

Seller: If this certificate is not fully completed, you must charge sales tax. Keep this certificate as part of your records.

This is a blanket certificate, unless one of the boxes below is checked, and remains in force as long as the purchaser continues making purchases, or until otherwise cancelled by the purchaser.

Check if this certificate is for a single purchase and enter the related invoice/purchase order # _____.

If you are a contractor and have a purchasing agent agreement with an exempt organization, check the box to make multiple purchases for a specific job. Enter the exempt entity name and specific project:

Exempt entity name College Prep Elementary Project description _____

Name of purchaser College Prep Elementary		City Saint Paul	State MN	Zip code 55104
Business address 1355 Pierce Butler Route		State of issue Minnesota	Country of issue Ramsey	
Purchaser's tax ID number 9943431	FEIN	Driver's license number/State issued ID number		
If no tax ID number, enter one of the following:		state of issue		

Name of seller from whom you are purchasing, leasing or renting _____

City _____	State _____	Zip code _____
------------	-------------	----------------

Please print

Type of business. Circle the number that describes your business.

- 01 Accommodation and food services
- 02 Agricultural, forestry, fishing, hunting
- 03 Construction
- 04 Finance and insurance
- 05 Information, publishing and communications
- 06 Manufacturing
- 07 Mining
- 08 Real estate
- 09 Rental and leasing
- 10 Retail trade
- 11 Transportation and warehousing
- 12 Utilities
- 13 Wholesale trade
- 14 Business services
- 15 Professional services
- 16 Education and health-care services
- 17 Nonprofit organization
- 18 Government
- 19 Not a business (explain) _____
- 20 Other (explain) _____

Type of business

Reason for exemption. Circle the letter that identifies the reason for the exemption.

- A Federal government (department) _____
- B Specific government exemption (from list on back) _____
- C Tribal government (name) _____
- D Foreign diplomat # _____
- E Charitable organization # ES-9943431
- F Religious or educational organization # _____
- I Industrial production/manufacturing
- J Direct pay permit # _____
- L Direct mail
- M Other (enter number from back page) _____
- N Percentage exemption

Reason for exemption

MPU exemption is no longer valid; repealed March 8, 2008

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**COLLEGE PREPARATORY ELEMENTARY
CHARTER SCHOOL NO. 4193
BALANCE SHEET
GENERAL FUND
JUNE 30, 2011
(WITH COMPARATIVE DATA AS OF JUNE 30, 2010)**

	General	Food Service	Total Governmental Funds	
			2011	2010
ASSETS				
Cash and Investments	\$ 84,241	\$ 6,730	\$ 90,971	\$ 45,289
Receivables:				
Due from Minnesota Department of Education	693,844	122	693,966	419,776
Due from Federal through Minnesota Department of Education	18,455	-	18,455	47,526
Other Receivables	-	-	-	4,777
Prepaid Items	6,998	-	6,998	4,533
Total Assets	\$ 803,538	\$ 6,852	\$ 810,390	\$ 521,901
LIABILITIES AND FUND BALANCE				
Liabilities:				
Short-Term Borrowing	\$ 275,000	\$ -	\$ 275,000	\$ 193,000
Salaries and Compensated Absences Payable	94,699	110	94,809	48,560
Payroll Deductions and Employer Contributions Payable	15,139	16	15,155	9,835
Accounts and Contracts Payable	41,576	6,726	48,302	27,953
Total Liabilities	426,414	6,852	433,266	279,348
Fund Balance:				
Nonspendable				
Inventory	6,998	-	6,998	4,533
Unassigned	370,126	-	370,126	238,020
Total Fund Balance	377,124	-	377,124	242,553
Total Liabilities and Fund Balance	\$ 803,538	\$ 6,852	\$ 810,390	\$ 521,901

See accompanying Notes to Basic Financial Statements.

**COLLEGE PREPARATORY ELEMENTARY
CHARTER SCHOOL NO. 4193
STATEMENT OF REVENUES, EXPENDITURES, AND CHANGE IN FUND BALANCE
GENERAL FUND
YEAR ENDED JUNE 30, 2011
(WITH COMPARATIVE DATA FOR THE PERIOD FROM INCEPTION THROUGH JUNE 30, 2010)**

	General	Food Service	Total Governmental Funds	
			2011	2010
REVENUES				
Local Sources:				
Earnings on Investments	\$ 8	\$ -	\$ 8	\$ -
Other	13,489	7,761	21,250	140,314
State Sources	2,143,343	4,588	2,147,931	1,522,289
Federal Sources	468,103	104,495	572,598	492,117
Total Revenues	2,624,943	116,844	2,741,787	2,154,720
EXPENDITURES				
Current:				
Administration	98,112	-	98,112	129,696
District Support Services	432,894	-	432,894	285,110
Regular Instruction	905,977	-	905,977	576,331
Special Education Instruction	269,991	-	269,991	126,578
Instructional Support Services	69,110	-	69,110	43,692
Pupil Support Services	287,629	-	287,629	236,066
Sites and Buildings	339,013	-	339,013	246,286
Fiscal and Other Fixed Cost Programs	7,125	-	7,125	4,434
Food Service	-	161,223	161,223	-
Capital Outlay	29,259	137	29,396	257,883
Debt Service:				
Interest and Fiscal Charges	6,746	-	6,746	6,091
Total Expenditures	2,445,856	161,360	2,607,216	1,912,167
Excess (Deficiency) of Revenues Over (Under) Expenditures	179,087	(44,516)	134,571	242,553
OTHER FINANCING SOURCES (USES)				
Transfers In	-	44,516	44,516	-
Transfers Out	(44,516)	-	(44,516)	-
Total Other Financing Sources (Uses)	(44,516)	44,516	-	-
Net Change in Fund Balance	134,571	-	134,571	242,553
Fund Balance - Beginning	242,553	-	242,553	-
Fund Balance - Ending	\$ 377,124	\$ -	\$ 377,124	\$ 242,553

See accompanying Notes to Basic Financial Statements.