



2024-2025 Annual Comprehensive Achievement and Civic Readiness Report

Our Vision: *To provide all students with the knowledge, skills and character to graduate from high school and the confidence to successfully complete their post-secondary education*

Our Mission: *To develop students who are Confident Learners, Caring Community Builders and Cross-Cultural Navigators.*

Our Primary Purpose: *To improve the learning, achievement, and success of all students.*

Approved by the HS Board on November 18, 2025

School Enrollment

According to the MDE Report Card, in the 2024-25 school year, the Hennepin School's (HS/Hennepin) demographics were 75% Black; 17% Latino; 1% White; and 7% Asian and 0% American Indian. Hennepin was more than 90% free and reduced price lunch and 64% English Language Learner. Almost 7 percent (6.7%) of its students were identified as special education, and fewer than 1 percent were classified as homeless at any given time during the school year. The table below describes the number of students budgeted versus actually enrolled:

Grade	Budgeted Enrollment	Actual Enrollment	Number of students on the waiting list during course of the school year
K	66	57	0
1	66	55	0
2	46	40	0
3	46	46	0
4	46	46	0
5	50	52	0
6	50	45	0
7	50	50	0
8	50	52	0
Totals:	470	442	0

Student Attrition

Of the students who were enrolled in February of 2025 in grades K-7, ninety-one percent (91%) intended to return in the fall of 2025, comparable to the previous year’s figure of ninety-two percent (92%). Two and a half percent (2.5%) stated they did not intend to return; and approximately six percent (6%) were unsure. Throughout the course of the entire 2024-25 school year, HS had 64 students drop, and 70 students were added to the program. On average, the school loses between 10-15% of its students over the summer to other programs and locations, and after the summer of 2025 twenty-two percent (22%) or 98 students did not return in the fall of 2025.

Governance and Management

The 2024-25 board consisted of a range of expertise in school leadership, finance, governance, business, and instruction. Here is a list of the 2024-25 HS Board of Directors:

2024-25 HS Board of Directors

Name	Position	Contact Information	Board Term Start Date/End Date	Board Member Designation School
Dr. Char Myers	Chair/President	cmyers@hennepinschools.org	2016-2025	Non-parent Community Member
Kaltun Abdi	Vice President	kabdi@hennepinschools.org	2022-2025	Parent Community Member
John Slavik File Folder 465208	Secretary	jslavik@hennepinschools.org	2019-2025	HS Teacher
Christina Lacina File Folder 1000409	Treasurer	clacina@hennepinschools.org	2020-2025	HS Teacher
Khalid Omar	Director	komar@hennepinschools.org	2023-2026	Non-parent Community Member

Madhi Nur	Director	mnur@hennepinschools.org	2023-2026	HS Teacher
Nancy Vintamilla	Director	nvintamilla@hennepinschools.org	Appointed by the board to fill an open seat, term will end 2026	Parent Community Member

All board appointments are three-year length terms, unless fulfilling a position open due to death or resignation, as per the 2025 HS By-Laws. Candidate criteria was defined as follows: a teacher has a full-time teaching license in Minnesota and works in a teaching capacity at HS; a parent/legal guardian has a student or students enrolled at HS and is not employed at HS; and a community member is not employed at HS and does not have students enrolled at HS. The school has opted for a board structure composed of no clear majority of any of the three candidate criteria and this is codified in their most recent edition of the HS By-Laws.

The school ran board elections in February of 2025. One seat, the parent representative, ran a contested election. All four incumbents were reelected for the upcoming school year. Mr. Nur had to resign in February because he was a member on two charter boards, and Mr. Omar had to resign in April due to lack of attendance. Mr. Nur’s seat was left open until August 2025, but Mr. Omar’s seat was filled by appointment in late spring by a former board member, Ms. Ruqia Abdi.

23-24 HS Board Goals Evaluation

An annual assessment of the HS Board Goals for the 24-25 school year was conducted at the October 21, 2025 HS Board Meeting. The results of performance against goals are as follows:

Confident Learners:

- Commit to high academic expectations and improve academic achievement by at least 10 percentage points by grade level on all three MCA assessments by centering on Data Driven Instruction
 - 10% increase in MCA Reading for each grade level tested
 - 10% increase in MCA Mathematics for each grade level tested
 - 10% increase in MCA Science for each grade level tested

Goal: NOT MET

- School directors will report on academic achievement and growth via formal curriculum reports on formal assessments (Fastbridge and MCA IIIs) twice a year.

Goal: MET

Caring Community Builders:

- Maintain a 25% fund balance at the end of the fiscal year
- Ensure a clean FY25 audit as determined by the school’s auditors
- Ensure the school receives the FY25 Finance Award

Goal: PARTIALLY MET

Cross Cultural Navigators:

- Evaluate the relationships of the School with staff and with families using the Insight surveys in January (staff) and May (families).
- Evaluate the relationships of the School with the broader community through anecdotal information reported at the board level

Goal: MET

Staffing/Equitable Access to Excellent Teachers

Eighty-four (84%) percent of the staff returned for the 24-25 school year. All teachers held a valid Minnesota license in the area(s) for which they teach.

All students, regardless of instructor, take the same rigorous grade level formative assessments weekly and a larger assessment each of four terms. These system-wide checks ensure all students are getting access to high quality instruction and assessment and excellent teachers. Below is a list of the 24-25 HS Staff:

Department Title	Name
School Nurse Assistant	Abdi, Maryam
ELL 5-8 Teacher	Aldarawany, Mohamad
Science Teacher, 7-8, Team Lead	Aldridge, Aaron
Assistant Office Manager	Ali, Aisha
Instructional Coach, K-4	Anderson-Rush, Mellodee

Art, K-4	Anderson, Diane
Special Education Teacher	Anderson, Marcie
Human Resources Coordinator	Antoine, Chris
Assistant Office Manager	Armenta, Abrianna
Buildings and Grounds Associate, Night Crew	Arroyo de Bazan, Celia
Special Education Coordinator	Barnes, Anne
Buildings and Grounds Associate, Night Crew	Bazan-Bazan, Augustin
Regulation Room Dean/Teacher	Beczkal, Zach
Kinder Float Teacher	Bissenova, Zhanar
ELL Teacher (.5), K-4	Cannon, Tiffany
ELL K-4	Christian, Gunnar
Fourth Grade Teacher	Dosseh, Sylvie
Social Studies Teacher, 5-6	Duncan, Theodore
Special Education Teacher - SUNROOM	Fjelstad, Kaj
Kindergarten Teacher	Glenn, Joma
Social Studies Teacher, 7-8	Gould, Danny
First Grade Teacher	Graham, Zoe
First Grade Teacher	Gussel, Claire
Dean of Students, K-4	Guulleed, Guled
Executive Director	Henderson, Julie

Phy Ed. Teacher, K-4	Hensel, Eric
Building and Grounds Associate	Iglesias, Alma
Kindergarten Teacher	Infererra, Adele
Intervention Teacher, Reading 5-8	Khursheed, Shawn
Instructional Coach, K-4	Knuttila, Kim
ELA, 5-6, Team Lead	Lacina, Christina
Third Grade Teacher	Lapointe, Francis
Second Grade Teacher	Ledford, Aarin
Third Grade Teacher	Losness, Rachel
Special Education Due Process Coordinator, K-8	Mahmud, Yassin
Math, 5-6	Manu, Dorcas
Science, 5-6	McGann, Maggie
Chief Academic Director/K-8 Principal	Mehmood, Asif
Assistant Director of Operations	Mohamed, Amal
Dean of Students, 5-8	Mohamed, Madar
Intervention Teacher, Math 5-8	Mohamed, Mohamed
School Director of Operations	Mohamed, Yusuf
ELL K-4	Nordvold, Kristin
Second Grade Teacher	Nosser, Christina
K-8 Special Ed. Social Worker	Nur, Mahdi

First Grade Teacher	Nur, Sumaia
Science Teacher, K-4	Ochoa, Heather
Building and Grounds Associate, Evening, (.5)	Palma Jaramillo, Maria de Jesus
Building and Grounds Associate	Palma, Carlos
Building and Grounds Manager	Palma, Juan
Special Education Teacher	Pinataro, Lucy
Art, 5-8	Platania, Symone
Financial Operations Associate (.2)	Privatte, Terri
Fourth Grade Teacher	Ramos, Maderine
Math, 7-8	Ritual, Christian
Assistant Director, 5-8	Roble, Halimo
Fourth Grade Teacher	Sarkozi, Marianna
Kindergarten Teacher	Shapiro, Katherine
K-8 Social Worker, General Ed.	Shekhibrahim, Salma
Intervention Teacher (.5)/SPED (.5), Reading K-4	Silverstein, Beth
Phy. Ed. Teacher, 5-8/Activities Coordinator	Slavik, John
Intervention Teacher, Rdg. Math K-4	Stephens, Kari
Library Assistant	Tarter, Joe
Building and Grounds Associate, Evening, (.5)	Valencia Pérez, Nicole Michelle
Instructional Coach, 5-8	Vogel, Samantha

ELA, 7-8	Volgren, Megan
Second Grade Teacher	Vulcan, Madelynn
Third Grade Teacher	West, Maya

Staff Professional Development Plans:

Both Dr. Julie Henderson, HS Executive Director and Dr. Asif Mehmood, K-8 Principal and Chief Academic Officer, held valid K-12 administrator licenses. The K-8 Operations Director, Mr. Yusuf Mohamed, did not hold a valid administrator license. His professional goals were monitored in weekly check-ins with the school’s Executive Director.

The professional development plans for Mr. Mohamed included training on safety and security and policy development.

Dr. Henderson's year-long professional development induced attending Volume 2 of the LETRS training for teachers, and Dr. Mehmood attended the mandatory READ act training LETRS for administrators.

Finances

HS’s fund balance goal in 2025 was met with a final draft audit fund balance of 26%. Since 2012, HS has been audited by Abdo, Eick, & Meyers (Abdo). Abdo audited the school for the 24-25 school year after its thirteenth year of operation. According to the final draft audit, there were no instances of non compliance and no material weaknesses found. The final audit will be presented to the board in December 2025.

In the fall of 2021, S&P Global Ratings’ rating on the City of Minneapolis’ series 2021A tax-exempt and 2021B taxable charter school lease revenue bonds issued for Hennepin Schools Building Co., a Minnesota nonprofit corporation and 501(c)(3) organization, was “BB-”. In fall of 2022, 2023, and 2024, according to S&P the outlook remained stable.

Finally, it is important to note that because of a clerical accounting error, the HS Board had to cut all staff salaries by 10% beginning in December of 2024. The school lost two teachers because of this adjustment, but managed to end the year in the black with an adequate fund balance. In July 2025, the school changed accounting firms and they were able to accurately finalize the FY25 financial status during the audit process.

Academic Performance

The 2024-25 school year's successes did not show up in the school's tests results for Hennepin Schools. An important point to consider is that over the course of the last 5 years Hennepin's ELL demographics have changed drastically, especially in the Latino population. It has changed so much that the student numbers dictated we open a K-8 Newcomer program. Test analysis is therefore comparing two very different types of linguistic learners from pre-COVID to 2025. Many of our current ELL are brand new to the country with limited Basic Interpersonal Communication Skills (BICS), whereas prior to 2021, the school had many more US born ELL students with more English when they started school (and more BICS). A better analysis of our program may be the State's ACCESS test, which demonstrates growth and target English language proficiency over time.

Nonetheless, the school's administration team worked tirelessly for the academic and social gains of our students. The Instructional Coaches and classroom teachers convene weekly in professional learning communities to go over weekly quiz data. Quiz data was analyzed for reteach and small group opportunities. Every six to eight weeks the school had a Data Day or a professional development day. Grade level teams tracked instructional data by student and standard. These grade level "comps" are comprehensive formative assessments, aligned to the benchmarks taught during that term.

The teachers created pacing guides aligned to the MN state standards. Each week state level benchmarks are broken down into daily objectives. Depending on class need, scaffolding and additional background knowledge was incorporated into lessons.

Some of our greatest gains were measured through staff, student and parent surveys on school culture. Our newcomer English language learners have increased dramatically in the last two years, and although they are not proficient on state tests, they are showing growth on the ACCESS test. Eight percent (8%) 4% at HES 4% at HMS exited the program according to state proficiency criteria, up from 6% in the prior year.

During the 2024-25 school year, the School Director and Instructional Coaches did informal observations in each classroom and provided feedback on the instruction during teacher check-in meetings. The school also implemented a state-approved Q-Comp plan to address formal teacher evaluation three times a year and benchmark goals met in professional development and learning communities. The school was able to formally evaluate all teachers two to three times over the course of the school year and awarded thirty-seven teaching staff a total of \$46,600 in QComp bonuses in June of 2025.

Comprehensive Achievement and Civic Readiness Goals

All Children are Ready for School:

Each year, by February 1st, 80% of all School's 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 20.

Goal: MET

Each year, 62% of kindergarten students will reach their Target RIT goal in Reading by spring.

Goal: NOT MET Forty-five percent (45%) of kindergarteners met their target goal on Reading Fastbridge in spring of 2025.

All Racial and Economic Achievement Gaps between Students are Closed:

At least 42% of grade 3-8 students would meet the standards on the spring MCAs Reading and at least 46% of grade 3-8 students would meet the standards on the spring MCA in Mathematics.

Goal: NOT MET 26.3% of grade 3-8 students met the standards on the spring MCAs Reading and at least 25.5% of grade 3-8 students met the standards on the spring MCA in Mathematics

For each subgroup other than English Learners, for which the School had publicly reportable/sufficient counts: the School's proficiency rates (meets or exceeds standard on state assessments) will exceed the state average proficiency rate.

Subgroup and Subject	School	State	Mpls Public Schools
FRPL Reading	26%	33%	18%
FRPL Mathematics	25%	26%	13%
SpEd Reading	12%	25%	24%
SpEd Mathematics	12%	24%	21%
Black Reading	31%	31%	17%

Black Mathematics	29%	23%	11%
Latino Reading	13%	29%	13%
Latino Mathematics	15%	22%	11%

Goal: NOT MET In some cases, this data does not fully describe the full dynamics of subgroups for the state and the school. The vast majority of our school’s students identify as Black/African American, and the percentages in green show they scored comparable to the state in Reading and above the state in Mathematics and clearly outperformed the district. In addition, many of this same group of students are Free or Reduced Price Lunch (FRPL) and ELL--we are measuring the same students again. Whereas at the state level, there is much more socio-economic and linguistic diversity in the test scores for African American/Black students. Finally, our Latino population, as compared to the state and to our Black/African American students, includes a majority of newcomers to the USA. This is a subtle but important contrast to our Black/African American group, who indeed may still be receiving ELL services, but also started school in Kindergarten in English in the US.

All Students are Ready for Career and College:

95% of all students will attend school on a regular basis in grades K-8.

Goal: SUBSTANTIALLY MET The school had 93.9% attendance according to its student information system.

Each year, the School will administer a Nationally-Normed Assessment in at least grades 4 and 8 and at least 51% of the students will exceed the national average.

Goal: NOT MET Thirty-nine percent (39%) of students in fourth grade and 29% of students in eighth grade met the national average in math and 31% of students in fourth grade and 35% of students in eighth grade met the national average in reading on the Fastbridge.

All Students Graduate from High School:

N/A

All Students are Prepared to be Lifelong Learners:

Sixty-five percent (65%) of students report that they feel confident in their academic work on a student internal survey.

Goal: MET Eighty-six percent (86.2%) in grades 3-5 and 77.8% in grades 6-8 reported Agrees or Strongly Agrees on this internal survey question, given fall and spring.

Sixty-five percent (65%) of students report they see cultural diversity as an inherent strength on a student internal survey.

Goal: MET Eighty-three percent (83.6%) in grades 3-5 and 76.7% in grades 6-8 reported Agrees or Strongly Agrees on this internal survey question, given fall and spring.

Ten percent (10%) of students in leadership roles.

Goal: SUBSTANTIALLY MET Nine percent (9%) of Hennepin students in grades 3-8 were in leadership roles.

2024-2025 Contract Goals

Hennepin Schools entered into a three year contract, renewed with Friends of Education beginning on July 1, 2024 and ending on June 30, 2027, with an optional two year renewal contingent on goals met. The 2024-2027 contract had four goals.

Goal #1: State Assessment Tests (50% weight)

Sub Goal 1.1: Absolute Proficiency.

- At the conclusion of FY2026, the School's schoolwide math proficiency, for all students, will meet or exceed 43% (FY2019 pre-pandemic performance).
- At the conclusion of FY2026 the School's schoolwide reading proficiency, for all students, will meet or exceed either 40.7% or 12 percentage points less than the state average proficiency rate. For example, if the state's average proficiency rate is 52, the School's proficiency rate must be at least 40% to achieve the state average option.

Sub Goal 1.1: TBD, NOT MET IN FY2025

Sub Goal 1.2: Comparative Proficiency- District.

Each year through FY2026, the School will demonstrate higher School-wide proficiency rates than the Minneapolis school district for the same grades as offered by the school, in at least 10 of the grades/subjects for mathematics, reading, and science combined. (The School offers grades K8; state assessments are provided in grades 3-8 for each reading and mathematics, and grade 5 and 8 for science, which provides 14 grade/subject opportunities (6 reading + 6 math + 2 science) to meet or exceed the resident district; the school must meet or exceed 10 of those opportunities each year to achieve the goal.)

	HS Reading	MPS Reading	HS Math	MPS Math	HS Science	MPS Science
Grade 3	15%	40%	33%	45%		
Grade 4	28%	39%	37%	43%		
Grade 5	27%	46%	22%	32%	8%	26%
Grade 6	24%	42%	18%	33%		
Grade 7	33%	36%	18%	30%		
Grade 8	29%	37%	27%	32%	8%	14%

Sub Goal 1.2: NOT MET

Sub Goal 1.3: Growth.

For each year FY2025 and FY2026, the average number of progress points generated by all students based on changes in their achievement level as published by the Minnesota Department of Education, will average no less than 2.0 combined in reading in math.

Sub Goal 1.3: SUBSTANTIALLY MET IN READING; NOT MET OVERALL

1.95 in Reading - 1.52 in Math/2 = 1.74

Sub Goal 1.4: Achievement Gap Reduction.

World's Best Workforce Charter Contract Target: All racial and economic achievement gaps between students are closed.

- For each reading and math, and for each student sub group for which the School has publicly reported counts other than English learners, the average number of progress points generated by each sub group based on changes in their achievement levels, as published by the Minnesota Department of Education, will meet or exceed 2.5 in either FY2025 or FY 2026.

Subgroup	Reading Progress Points	Mathematics Progress Points
FRPL	1.97	1.55
Sp.Ed.	1.42	0.23
African American/Black	2.33	1.52
Latino	0.67	1.45

Sub Goal 1.4.1: NOT MET

- English Learners: As published by the Minnesota Department of Education, for each FY2025 and FY2026 if the School has publicly reportable/sufficient counts of English learner students: the School's English Learners will average higher progress towards target than the statewide average, and the School's percentage of English Learners who met or exceeded their targets will exceed the statewide average.

Sub Goal 1.4.2: MET Hennepin ELL students outperformed the state average on progress (52% versus 46%) and on target (30% versus 28%).

Goal #2: Nationally-Normed Assessment (25% weight)

World's Best Workforce Charter Contract Target: All students are ready for career and college.

For each FY2025 and FY2026, the School will administer a nationally-normed assessment in at least grades 4 and 8, and at least 51% of the students in each grade will exceed the national average in each Mathematics and Reading. Individual students do not need to exceed the national average in both subjects to count towards this goal; for example, a student who exceeds the national average in mathematics, but not in reading, counts towards the 51% mathematics goal.

Grade	Mathematics-Percentage at 51% or higher as compared to the nation on an NRT	Reading-Percentage at 51% or higher as compared to the nation on an NRT
Fourth Grade	35%	29%
Eighth Grade	61%	38%

Sub Goal 2.1: NOT MET, except in Eight Grade mathematics, where 61% of the students were at the 51st percentile on an NRT.

For each fiscal year 2025 and FY 2026, 62% of third graders will reach their Fastbridge goal in reading.

Sub Goal 2.2: PARTIALLY MET Fifty-eight percent (58%) of third grade reached their Fastbridge goal in reading.

Goal #3: Ready for School (15% weight)

World’s Best Workforce Charter Contract Target: All children are ready for school.

By February 1st of each year FY2025 and FY2026, for kindergarten students continuously enrolled since the first day of school based on school record:

- 80% will be able to identify all 26 upper and lower case letters, based on school records

Sub Goal 3.1: MET 87% identified all 26 uppercase and 84% identified all lower case letters.

- 80% will be able to count to 30, based on school records

Sub Goal 3.2: MET 87% were able to count to 30 by February 1, 2025.

Goal #4: School Culture (10% weight)

World's Best Workforce Charter Contract Target: All students are ready for career and college.

For each FY2025 and FY2026, the School will achieve a higher rate of consistent attendance than the state average. (Consistent Attendance means students who attend more than 90 percent of the time the student is enrolled.)

Goal 4.1: MET In FY2025, the State's consistent attendance rate last year was 75.5% according to the MDE's State Report Card. Hennepin School's consistent attendance rate was 75.7%.

The School will implement an Academic Governance Plan to critically evaluate and strategically lead the school's academic performance and improvement. The school shall include a summary of its findings in the School's board minutes no less than twice annually.

Sub-Goal 4.2: MET The board received two formal reports on the School's academic performance and improvement on November 19, 2024 and January 25, 2025. These reports were part of the School's Board Goals.

In addition to presentations on the Academic Governance Plan, the board participated in the following embedded trainings:

September and October 2024: Board training on new state requirements and changes in board policies

November 2024: Fastbridge training for Board Members

January 2025: The Roles and Responsibilities of the HS Board in relationship to the HSBC Board

Innovative Practices and Implementation

In 2024-25, HS partnered with Great Minnesota Schools on several initiatives, including a Bellwether strategic plan evaluation meeting; TNTP Insight Survey for staff and parents; and an EdFuel Talent Cohort. Much of the financial support for these initiatives was generously provided by Great Minnesota Schools. The School implemented its second three-year Good to Great strategic plan with a focus on K-8 Literacy and School Culture. The school's mission to develop Caring Community Builders, Confident

Learners, and Cross Cultural Navigators, developed under the first strategic plan, provides the framework for all improvement work.

Hennepin Schools strongest programming effort was the introduction of K-8 of Phonics95 and Heggerty, coupled with ELL curriculum and embedded intervention times. Secondly, we have implemented the Whole Child Model by partnering with Conscious Discipline, again embedding intentional morning meeting/strong start work into each classroom.

Hennepin continues to be attentive to our learners in the K-8 program and will continue to implement interventions and high quality instructional programming to close the opportunity gap for students. Our summer school program provides additional high quality instruction and outdoor education for rising grades 1-8. Serving newcomer ELL students in an extensive manner is challenging but important work to closing the achievement gaps over time. Researchers (Collier and Thomas) have posited based on longitudinal quantitative test score analysis that it takes 5-10 years to learn academic English necessary to be successful in US schools.

Future Plans

During the course of the 2024-25 school year, Hennepin Schools served students and families in its new building in south Minneapolis on 12.5 acres of green space for the third year. Future plans include redefining Hennepin's community reach; establishing even more robust after school programs utilizing the green spaces; updating and maintaining a school media center, and partnering with other non-profits as part of our wrap around services. The school has been approached with partnership agreements that would enhance our soccer field and remodel our unused spaces. These endeavors will require the board to make thoughtful decisions of how Hennepin would like to use its space in the future. In addition, families would like to see a K-12 program here on campus, and the school will continue to work on its financial and academic indicators to be prepared to apply for a grade level expansion in the future.

Dissemination and Marketing Information

Hennepin partnered with Schoolmint to run targeted social media campaigns designed to draw families to our information session events. We continued to reach out to preschool/headstart programs in the area. Through these relationships, we had access to several kindergarten information sessions and opportunities to partner directly with individual preschool classrooms. We also ran ads in the local newspaper to spread awareness of our school, reaching the houses within a three-mile radius of our new campus. Hennepin staff attended

local summer events with the community throughout the summer, including Somali Independence Day. The recruitment team visited local daycares and community centers and invited families to come in for tours and to register. An updated hand card and mailer, translated into three languages, were created and distributed via US mail and by hand to interested families. The school is able to track the effectiveness of recruitment efforts via our student application process.

Authorizer Contact Information

Friends of Education's mission is to improve the education of children. Improving K-12 education since 1999, Friends supports programs which emphasize content and critical thinking with demonstrated evidence of increasing student achievement and post-secondary readiness.

If you would like to contact Hennepin School's authorizer liaison directly, please contact Ms. Beth Topoluk at:

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