

Great River School



Minnesota Charter School District #4105

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Submitted to:

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**2007-2008 Checklist
Annual Report on Curriculum, Instruction and Student Achievement**

Minnesota Department of Education Annual Report Requirements	Great River School Status
The public report is titled “Annual Report of Curriculum, Instruction and Student Achievement.	Item completed. See Cover Page of this document.
By October 1, 2008 the report is approved by the district Board of Education. Board action is referenced in report or documented in materials submitted with report.	Item completed. See Appendix C of this document.
By October 15 th , 2008, send either a copy of the report distributed in print to your public or if it is posted on your website send a print copy of the posted document and a copy of the notice that notified your public that it is on your website.	Item to be completed in the first week of October 2008. Great River School will post notification that the Annual Report will be on our school website at www.greatriverschool.org . Notification will occur in the Great River School News, which is a weekly newsletter sent to every parent. This notification is in Appendix D of this document.
District advisory committee information provides: names, date term expires, membership criteria and application date.	Item not applicable. Great River School is a very small school and does not have a District Advisory Committee. Staff function in this role, as well as the Great River School Board. This is noted in the School Board and Governance section of this report.
Student achievement goals for meeting the Minnesota standards are written so your public can understand, and are based on an analysis of test data and other indicators	Item completed. See the Staff Development section of this report. Students present progress in Minnesota State Standards through the presentation of their portfolios to staff and parents as well as during parent teacher conferences.
District improvement plans including staff development goals.	Item completed. See the Staff Development section of this report as well as the Great River School Strategic Plan as presented in Appendix A of this report.
Progress is made on previous improvement plans	Item completed. See the Staff Development section of this report as well as the Great River School Strategic Plan as presented in Appendix A of this report.
Basic Skills Tests are reported for students in grades 9-12	Item completed. See Minnesota Basic Skills Testing Data section in this report.
Constituent surveys are reported on a periodic basis	Item completed. See multiple sections of this report
If a district has a site decision making agreement, the report includes information about the amount and type of revenue attributed to each site	Not applicable to Great River School.
Enrollment Process and Application	Completed. See Appendix I in this report

School Mission Statement

Great River School, in St. Paul, Minnesota, opened its doors in August 2004 as a pioneer in Montessori education. The Great River School is one of five schools nationwide that offers a Montessori based education model for junior high and high school students. Great River School is the only secondary Montessori high school in the upper Midwest.

Mission:

Great River School, an urban Montessori learning community, prepares students for their unique roles as responsible and engaged citizens in the world.

Vision:

Great River School is a place where college bound students are excited and inspired to learn. Great River School encourages students to ask complex questions and seek new and difficult challenges. Great River School combines academic and social experiences in a culture of civility and trust through peaceful practices. Great River School is a place where students feel safe to express and challenge themselves. Every student at Great River School is a valued member of the community, learning through cross-country travel, experiential learning, teamwork, drama, the arts, and micro-economic ventures while helping students set individual academic goals.

Core Values:

Great River School believes in the following:

- Montessori Education
- Community, Interdependence, and Sustainability
- Civility, Grace, and Courtesy
- Diversity
- Growth through Challenge

Goal:

Great River School is the public school of choice for highly motivated students.

Student Background/Demographics:

Number of students enrolled using year-end data (2007-2008) as provided by the Minnesota Department of Education website.

Student Year	2004-2005	2005-2006	2006-2007	2007-2008
7th Grade	37	44	35	48
8th Grade	25	44	47	42
9th Grade	22	35	37	39
10th Grade	16	18	26	38
11th Grade	Not Applicable	10	17	24
12th Grade	Not Applicable	Not Applicable	11	20
Totals	100	151	173	211

Key Demographic Trends

Demographic Category	2004-2005	2005-2006	2006-2007	2007-2008
Male	48	78	86	110
Female	52	77	81	101
Special Education	12	23	30	34
African American	8	23	23	26
Latino	4	5	5	6
Asian/Pacific Islander	9	10	7	8
White	74	112	117	160
American Indian	5	5	0	2
Free/Reduced Lunch	12	25	25	28
LEP	0	0	0	0

Key Demographics Significant Trends:

Great River School currently has a waiting list at every grade, and demographics are vastly determined by the annual lottery system. Student mobility is not an issue, as approximately 81% of students return to Great River School annually.

Student Participation

Attendance (Average Daily Attendance, not Average Daily Membership):

Academic Year	Attendance Rate	AYP Status (Yes/No)
2004-2005	91%	Yes
2005-2006	95.5%	Yes
2006-2007	96%	Yes
2007-2008	96%	Yes

Enrollment Trends:

Academic Year	Number Enrolled October 1	Number Enrolled After October 1	Number Enrolled at End of School Year
2004-2005	86	86	87
2005-2006	153	151	143
2006-2007	167	170	173
2007-2008	218	214	207

Teaching Staff Information

2007-2008 School Year				
Teacher Name	Assignment Name	File Number	Assignment Number	2008-2009 Status
Ben Moudry	Social Studies	397056	159991	R
Peter Mulvain	Social Studies	377672	159991	NR
Michael Flood	SRH Math	419038	111200	R
Mary Gantenbein	JRH English	354379	050100	R
Mary Thom	SRH English	437434	050100	NR
Peter Zdenek	JRH Science	419046	110301	R
Angela van der Puije	Special Education	359578	199502	R
Eric Lanners	JRH Science	400048	Variance	R
Caroline Miesle	Music	422229	022300	R
Melanie Peterson-Nafziger	SRH Social Studies	418796	159991	R
David Sorenson	Art	412335	020000	NR
Paula Kalinosky	SRH Science	130310	427232	R
Kira Donnelly	JRH/SRH Math	373253	Limited License	R
Sara Lupton Lawrence	Special Education	437321	190200	R
Enrique Garita	JRH/SRH Spanish	Community Expert	060219	R
Adam Kunz	JRH English	419871	050100	NR
Eryn Dewey Carter	SRH Social Studies	418796	159991	NR

Calculate the licensed teacher percentage turnover rate:

	Number of Staff at Start of Year	Number of Staff that left during academic year	Number of Staff at end of the academic year and will be returning	Percentage of Staff turnover during said academic year
2004-2005	15	2	11	28%
2005-2006	16	2	14	12%
2006-2007	17	2	15	11%
2007-2008	17	3	12	17%

Significant trends in teacher percentage turnover rate:

During the 2007-2008 school year two staff members decided to take positions with regular public schools. Both were due to personal and professional reasons that did not reflect upon the school or its teaching environment. One staff member resigned their position due to personal reasons. These situations were healthy and agreeable for both staff and school. The trend identified above further demonstrates the continued stabilization of Great River School.

Governance (include information on board election dates, board member names, positions, and what group they represent (i.e., teachers, parents, community, etc.)

2007-2008 School Board Members:

Name	Date Elected	Board Position	Affiliation	Date Term Ends	Board Attendance
Kelly Rodieck 651-221-7712	Appointed November 2004 Elected April 2006	President	Parent	June 2008	92%
Judy Plante 651-201-2291	Elected April 2006	Vice President	Parent	June 2009	92%
Cory Olson 612-819-4471	Appointed June 2007 to fill out Alan Stache's term	Treasurer	Community Member	June 2008	100%
Michael Flood 651-305-2780	Appointed November 2004 Elected April 2006	Secretary	Teacher File folder # 419038	June 2008	100%
Mary Gantenbein 651-305-2780	Elected April 2007	Exec Comm At Large	Teacher File folder # 354379	June 2010	100%
Ben Moudry 651-305-2780	Elected April 2007	Member	Teacher File folder # 397056	June 2010	100%
Candy Husemoller 763-449-0949	Appointed November 2005/Elected April 2007	Member	Community Member	June 2010	58%
Connie Lepro 651-451-2158	Elected April 2006	Member	Community Member	June 2009	83%
Angela van der Puije 651-305-2780	Appointed November 2005 Elected April 2006	Member	Teacher File folder # 359578	June 2009	67%
Tom Carrigan 612-840-2598	Appointed Dec 2006, elected April 2007	Member	Parent	June 2009	58%
Andrea Christensen 952-472-6190	Appointed Dec 2007	Member	Teacher File folder # 429882	June 2010	100% (7/7)
P. David Zdenek 651-338-8226	Appointed Dec 2007	Member	Teacher File folder # 419046	June 2009	86% (6/7)
David Melvin	Appointed Dec 2007	Member	Teacher File folder # 436811	June 2008	86% (6/7)
Totals			Parents = 3 Community = 3 Teachers = 7		

School Board Elections:

Pursuant to the Great River School Bylaws, Great River held its third school board election in March 2008. Two positions were open for election. Three positions had been filled by teachers appointed in December 2007 to comply with the state's requirement for a teacher majority board. These open positions and the three teacher appointees were on the ballot. There were no contests for seats. We distributed ballots to all the "members" in our community. Members are defined by the GRS Bylaws as a person who during the membership year is (i) employed at the school or (ii) the parent or guardian of a child enrolled in the school or (iii) a community board member. Board members elected were: Mark MacGregor, parent; Kira Donnelly, teacher; Dave Zdenek, teacher; David Melvin, teacher; Andrea Christensen, teacher.

Board Membership Summary:

The first Great River Board consisted of Montessori community members who were interested in forming the only Montessori junior and senior high school in the Upper Midwest. The entire board changed during the 2004-2005 school year. This shift reflects how seriously the school took its well-publicized start up problems and also reflects the quick recovery the school made during the 2005-2006 school year. Great River School was fortunate to have a talented parent and community base to carry the founding board's vision forward.

It is because of the school's talented and diverse community base that GRS sought and received from MDE a waiver for the 2006-7 school year allowing the school to deviate from the teacher majority required for charter school boards. GRS has sought a waiver for the 2007 to 2010 school years. The GRS teachers initiated both requests. They wanted to focus their time and energy on educating students and implementing the International Baccalaureate curriculum. The Board supported the request because it created openings for people with other professional skills that the school needs. The 2006-7 non-teacher board members include an asset manager, international finance manager, CPA/Auditor, small business owner, a search consultant, an instructional designer, artist, and a lawyer. The board again applied for a waiver in summer 2007, but the waiver request was denied. As a result, open positions on the board were filled with teacher appointees, and since late 2007, the board has had a teacher majority as required by state law.

Significant Trends in Board Membership:

The 2004-5 Board was 100% community members. The 2005-6 board was 40% parents, 40% teachers and 20% community members. The 2006-7 board ended the school year equally balanced between parents, teachers and community members. There was short period in 2007 where community board members totaled five. We are fortunate that several ex-parents choose to remain on the board after their student left the school. The Finance Committee has been generally been majority community members with professional finance training. Since late 2007, the board has had a teacher majority, with the remaining slots split between parent members and community members.

School Board Meetings and Attendance Data

The Great River School board meets monthly and posts meeting times and dates on the Great River School website as well as in the Great River School News (weekly newsletter to parents and students) per the Minnesota State Open Meeting Laws. The Great River School Board has met quorum requirements at all School Board meetings during the 2007-2008 school year. Please see board table for individual attendance data.

School Board Meeting Dates 2007-2008

July 19, 2007; August 22, 2007; September 10, 2007; October 24, 2007; November 28, 2006; December 19, 2006; January 23, 2008; February 27, 2008; March 26, 2008; April 23, 2008; May 21, 2008; June 18, 2008.

2008-2009 School Board Members

Name	Date Elected	Board Position	Affiliation	Date Term Ends
Judy Plante 651-201-2291	Elected April 2006	President	Parent	June 2009
Tom Carrigan 612-840-2598	Appointed December 2006 Elected April 2007	Vice President	Parent	June 2009
Cory Olson 612-819-4471	Appointed June 2007 Elected March 2008	Treasurer	Community Member	June 2011
Angela van der Puije 651-305-2780	Appointed November 2005 Elected April 2006	Secretary	Teacher File folder # 359578	June 2009
Mary Gantenbein 651-305-2780	Elected April 2007	Exec Comm At Large	Teacher File folder # 354379	June 2010
Ben Moudry 651-305-2780	Elected April 2007	Member	Teacher File folder # 397056	June 2010
Candy Husemoller 763-449-0949	Appointed November 2005/Elected April 2007	Member	Community Member	June 2010
Paulette Zoe pzoe@lakecountyschool.org	Appointed August 2008	Member	Community Member	June 2009
Mark MacGregor macgregormark@yahoo.com	Elected March 2008	Member	Parent	June 2011
Kira Donnelly 651-330-9744	Elected March 2008	Member	Teacher File folder # 373253	June 2011
Andrea Christensen 952-472-6190	Appointed Dec 2007 Elected March 2008	Member	Teacher File folder # 429882	June 2010
P. David Zdenek 651-338-8266	Appointed Dec 2007 Elected March 2008	Member	Teacher File folder # 419046	June 2009
Kate Diehn 651-497-5566	Appointed Sept 2008	Member	Teacher File folder # 423610	June 2011
Totals			Parents = 3 Community = 3 Teachers = 7	

School Board Contact Information

For the purposes of contacting the Great River School Board, it should be noted that the School Board speaks as one voice through policy and clearly defined roles within the Carver Model of Governance. Publicity and Press should contact, Judy Plante, Board President.

Accountability Data Overview from 2008-2010 (Hamline University Sponsor Agreement)

Indicator	High	Medium	Low
NCLB/AYP	GRS will attain AYP in all applicable NCLB categories.	GRS will attain AYP in all but one applicable NCLB categories.	GRS will not attain applicable AYP in multiple categories.
07-08 Progress	X		
SAT 10	Regular education students who have attended GRS for three consecutive years will be at the 70 th National Percentile in 90% of all categories	Regular education students who have attended GRS for three consecutive years will be at the 60 th National Percentile in 90% of all categories	Regular education students who have attended GRS for three consecutive years will be at or below the 55 th National Percentile in 90% of all categories
07-08 Progress		X	
MCA Testing	GRS will be above the state average composite scores in all MCA testing categories and grade levels.	GRS will be above 75% of the state average composite scores in all MCA testing categories and grade levels.	GRS will be above 50% of the state average composite scores in all MCA testing categories and grade levels.
07-08 Progress		X	
Student Attendance	GRS will average 94% or above daily student attendance.	GRS will average 90% daily student attendance.	GRS will average 89% or below daily student attendance.
07-08 Progress	X		
Parent Participation	GRS will average 90% parent attendance at conferences.	GRS will average 80% parent attendance at conferences.	GRS will average 79% or below parent attendance at conferences.
07-08 Progress	X		
Students will indicate the level of their satisfaction with the school in the areas of safety, acceptance and learning, biannually in school/staff evaluation surveys.	90% of students will rank GRS as a safe learning environment. 90% of students will rank GRS as an accepting learning environment. 90% of students will rank GRS as a positive learning environment.	80% of students will rank GRS as a safe learning environment. 80% of students will rank GRS as an accepting learning environment. 80% of students will rank GRS as a positive learning environment.	Less than 80% of students will rank GRS as a safe learning environment. Less than 80% of students will rank GRS as an accepting learning environment. Less than 80% of students will rank GRS as a positive learning environment.
07-08 Progress	X		
Parents will report a positive school climate and challenging academic program, biannually in school/staff evaluation surveys.	90% of parents will rank GRS as having a positive learning climate. 90% of parents will rank GRS as having a challenging academic program.	85% of parents will rank GRS as having a positive learning climate. 85% of parents will rank GRS as having a challenging academic program.	Less than 85% of parents will rank GRS as having a positive learning climate. Less than 85% of parents will rank GRS as having a challenging academic program.
07-08 Progress	X		
Student Portfolios	95% of students will meet end of the year portfolio rubric standards as determined annually by staff.	85% of students will meet end of the year portfolio rubric standards as determined annually by staff.	75% of students will meet end of the year portfolio rubric standards as determined annually by staff.
07-08 Progress	X		
College Preparation	90% of all graduates will attend a post secondary education option as determined by survey data compiled in the fall after the applicable graduation date.	80% of all graduates will attend a post secondary education option as determined by survey data compiled in the fall after the applicable graduation date.	75% or fewer of all graduates will attend a post secondary education option as determined by survey data compiled in the fall after the applicable graduation date.
07-08 Progress	X		
Creativity Action and Service Program	90% of students will have met GRS grade level standards for CASP requirements.	80% of students will have met GRS grade level standards for CASP requirements.	70% of students will have met GRS grade level standards for CASP requirements.
07-08 Progress	X		

Specific Accountability Data from 2007-2008

NCLB/AYP

GRS is not on the State or NCLB list of schools not making adequate yearly progress.

	Reading		Mathematics		
	Participation	Proficiency	Participation	Proficiency	Attendance
All Students	Yes	Yes	Yes	Yes	Yes
American Indian / Alaskan Native	-	-	-	-	
Asian/Pacific Islander	-	-	-	-	
Hispanic	-	-	-	-	
Black	-	-	-	-	
White	Yes	Yes	Yes	Yes	
Limited English Proficient	-	-	-	-	
Special Education	-	Yes	-	Yes	
Free/Reduced Price Lunch	-	-	-	-	

*Data from the Minnesota Department of Education Website: <http://education.state.mn.us>

MCA Testing Data

Math Proficiency Across All Grade Levels (% of students proficient)

	2005-2006	2006-2007	2007-2008
Great River	49%	50%	60%
State of MN	58%	59%	60%

*Data from the Minnesota Department of Education Website: <http://education.state.mn.us>

Grade 11 MCA Math Results

	Percent Proficient
Great River	52.1%
State of MN	33.71%

*Data from the Minnesota Department of Education Website: <http://education.state.mn.us>

Grade 10 MCA Math Results

	Percent Proficient
Great River	88.89%
State of MN	70.69%

*Data from the Minnesota Department of Education Website: <http://education.state.mn.us>

Grade 8 MCA Math Results

	Percent Proficient
Great River	55.81%
State of MN	58.22%

*Data from the Minnesota Department of Education Website: <http://education.state.mn.us>

Grade 7 MCA Math Results

	Percent Proficient
Great River	63.83%
State of MN	63.83%

*Data from the Minnesota Department of Education Website: <http://education.state.mn.us>

Reading Proficiency Across All Grade Levels

	2005-2006	2006-2007	2007-2008
Great River	68%	68%	78%
State of MN	72%	65%	71%

*Data from the Minnesota Department of Education Website: <http://education.state.mn.us>

Grade 10 MCA Reading Results

	Percent Proficient
Great River	89.19%
State of MN	70.69%

*Data from the Minnesota Department of Education Website: <http://education.state.mn.us>

Grade 8 MCA Reading Results

	Percent Proficient
Great River	65.12%
State of MN	65.72%

*Data from the Minnesota Department of Education Website: <http://education.state.mn.us>

Grade 7 MCA Reading Results

	Percent Proficient
Great River	80.85%
State of MN	64.69%

*Data from the Minnesota Department of Education Website: <http://education.state.mn.us>

Stanford Achievement Testing Results

Testing Categories	7 th	+/- Nat. Avg.	8 th	+/- Nat. Avg.	9 th	+/- Nat. Avg.	10 th	+/- Nat. Avg.	11 th	+/- Nat. Avg.	12 th	+/- Nat. Avg.
Total Reading	83	+13	73	+10	68	+8	80	+13	90	+12	47	-1
Reading Vocabulary	82	+13	74	+11	68	+8	75	+11	82	+13	58	+4
Reading Comprehension	80	+12	71	+9	65	+7	78	+12	91	+13	41	-4
Total Math	84	+13	81	+13	75	+11	80	+12	84	+13	55	+3
Math Problem Solving	85	+13	83	+13	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Math Procedures	77	+11	73	+10	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Total Language	79	+12	67	+8	44	-3	67	+7	78	+12	40	-5
Language Mechanics	73	+10	66	+7	39	-5	59	+4	72	+9	38	-6
Language Expression	79	+12	62	+6	50	0	75	+11	80	+12	44	-3
Spelling	76	+11	73	+10	59	+4	60	+5	82	+13	47	-1
Total Science	70	+9	78	+12	64	+7	76	+11	80	+12	55	+2
Social Science	82	+13	71	+9	54	+2	75	+11	75	+11	65	+7

The above results are from the Stanford Achievement Test as applied in the 2007-2008 academic school year. The results for each grade are given, and then followed with the +/- above the 2007-2008 national averages. Great River School scored at or higher than the national average in all categories with the exception of the 9th grade Language results as well as the 12th grade Reading, Language, and Spelling. Remediation in specific areas of question is being provided during the 2008-2009 school year. Overall these testing results are very positive, and the school expects to see continued success in the future.

Great River Staff Development Goals and Outcomes

Great River School allots approximately 2% of the school's total operating budget towards Staff Development. Further development of goals and outcomes is ongoing. Goals from 2007-2008 and results are as follows:

- Goal #1 Increase the level of Montessori Training for Great River School Staff.
- Outcome #1 Two additional staff members attended the North American Montessori Teachers Association summer training in Cleveland Ohio. This is a five-week training that counts as Masters Level University credit.
- Goal #2 Increase the level of school/staff awareness of student behavioral management, and Special Education training.
- Outcome #2 Great River School held two in-services regarding Special Education and Positive Student Behavioral Intervention Strategies.
- Goal #3 Increase the level of school/staff awareness regarding meeting the needs of urban learners.
- Outcome #3 Great River School presented best practices in urban learning through book study, presentations at staff meetings, as well as an interface with Hamline University's Center for Excellence in Urban Teaching.
- Goal #4 Increase the level of staff professionalism.
- Outcome #4 Great River School staff have reviewed and started to revise the staff handbook, teacher pay scale, as well as the observation process utilized in maintaining staff professionalism.
- Goal #5 Have 7 staff members trained in International Baccalaureate through level 1.
- Outcome #4 Great River School has accomplished this goal, furthermore has been fully authorized as an International Baccalaureate World School.
- Goal #6 To further refine the placement of Minnesota Academic Standards throughout the Great River School curriculum.
- Outcome #6 By department, staff has placed and documented curriculum standards for each subject area. Standards have been selected for demonstration within Great River School student portfolios. Rubrics for demonstrating State Standards were utilized. Further development of the student portfolio system is currently in progress so that students, parents and community can clearly identify exactly where state content standards are found within the Great River School curriculum.

Program Successes (and/or best practices)

Community Building and “Non Traditional” Learning Activities: The Great River school year is framed by community building and “non traditional” learning activities. In the Junior High the year begins with the Odyssey Trip. The Junior High takes an adventure learning trip where students and staff camp and cook together while traveling in the state, region, or beyond. These trips are truly odysseys that depend upon student leadership, community building, overcoming challenges, and intense academic studies. The Odyssey trips set the stage for the formation of the community and also set the academic tone for the first semester of the year. During January the Junior High community becomes a theater troupe. Students work in crews to create sets, props, programs, and costumes. This is a serious theater program, led by an experienced actor and director. Students also research the play and the period to become experts in this particular production. The year ends with a 5-day bike and camping trip through rural Minnesota. The trip challenges students physically while providing opportunities for leadership and community building.

In the Senior High, the fall experience gives the High School Community the opportunity to travel, to live together, to work together, and to study together. In January 2007, students participate in a one-month winter trip or service project. During the last week of school, students participate in an off-campus trip or service project.

Participation in the Gates Foundation Grant: Working with Joe Nathan and the University of Minnesota, Humphrey Center for School Change, Great River School has participated in a grant opportunity with four other Charter Schools (North Star Academy, St. Paul Conservatory, Augsburg Academy, and the Twin Cities Academy), which focuses on creating small and effective college preparatory high schools. During the 2004-2005 school year, Great River School implemented the grant with great success and underwent a lengthy evaluation process through AIR Consulting International. The AIR results compared Great River School to four other small schools across the United States. Furthermore, in 2007-2008 Great River School continued its relationship with the STAR schools as well as the Gates Foundation and underwent further site visits and evaluation. Some notable outcomes from the STAR school consortium would include; the first ever publishing and distribution of a St. Paul Charter Schools promotional brochure, the formation of the STAR Schools teacher relicensure committee, and further advocacy with the Minnesota State Legislature through meetings and other grass roots applications.

Minnesota Department of Education; School Finance Award: Great River School places sound financial management as a priority. Great River School focuses on sustainability in all areas of practice. Therefore as a goal in our Strategic Plan, Great River earned the Minnesota Department of Education School Finance Award. This award is given to very few Minnesota Public Schools. It demonstrates the commitment of Board, Staff, and Community towards the creation of a fiscally sound, and sustainable school. Great River School is dedicated to continuing these practices as we continue our path towards a 20% fund balance at or around the 2010-2012 school year. This was the second year in a row that Great River School has received this award.

International Baccalaureate: Great River School will be adding a Montessori IB program during the 2008-2009 school year. This “college preparatory” curriculum is essentially the “what” while the Montessori method of delivery is the “how.” The North American Montessori Teachers Association is in full support of the application of IB within the Montessori method. Great River School became the first Charter School in Minnesota to be fully authorized as an IB World School in April of 2008.

Summary of Great River School Non Traditional Learning Opportunities:

Academic Year	Junior High	Senior High
2004-2005	Fall Trip = <u>All student</u> 15 day trip to Washington DC and East Coast. January Term = <u>All student</u> production of "Our Town." Spring Trip = <u>All student</u> 5 day bike trip near Red Wing, Minnesota	Fall Trip = <u>All student</u> Habitat for Humanity Project. January Term = <u>All students</u> participated in 6 mini course electives. Spring Trip = <u>All student</u> 6 day trip to Audubon Center in Sandstone, Minnesota.
2005-2006	Fall Trip = <u>All student</u> 8 day trip to Pipe Stone and Blue Mounds State Park, Southwestern Minnesota. January Term = <u>All student</u> production of historical poetry (poetry pods). Spring Trip = <u>All student</u> 5 day bike trip near Crosby, Minnesota (Paul Bunyan Trail).	Fall Trip = <u>All student</u> 8 day trip to the Lake Country Land School located in Wisconsin. January Term = <u>All students</u> participated in 6 mini course electives. Spring Trip = <u>All student</u> 6 day trip to Itasca State Park, Northern Minnesota.
2006-2007	Fall Trip = <u>All student</u> 10 day trip to Jackson, Wyoming (Grand Teton National Park). January Term = <u>All student</u> production of Mark Twain works. Spring Trip = <u>All student</u> 5 day bike trip in Eastern Wisconsin.	Fall Trip = <u>All student</u> 8 day trip to the Lake Country Land School located in Wisconsin. January Term = <u>All students</u> participated in 6 mini course electives. Spring Trip = <u>All student</u> 10 day trip to Estes Park, Colorado (Rocky Mountain National Park) located in Central Colorado.
2007-2008	Fall Trip = <u>All student</u> 10 day trip to colonial Williamsburg, Shenandoah National Forrest, and Washington DC. January Term = <u>All student</u> production TBD. Spring Trip = <u>All student</u> 5 day bike trip TBD.	Fall Trip = <u>All 9th and 10th grade students</u> attending a 5 day experience at Lake Country Land School in Western Wisconsin. All 11 th and 12 th grade students attending a 5-day midwestern college tour (visiting; UW Madison, Beloit, University of Chicago, Roosevelt, Lake Forrest, Iowa State University, Grinnell, Simpson, St. Olaf, and Carlton). January Term = <u>All students</u> participated in 6 mini course electives. Spring Trip = <u>All student</u> 10 day trip to Louisiana to complete a study of civil rights, as well as a service learning project involving the planting of Mangrove Trees in the hurricane Katrina blow down areas.

Program Challenges

This year Great River School is focusing on the implementation of the International Baccalaureate (IB) program for grades 11 and 12. Although this is an excellent opportunity for the students and the school, it poses some challenges in the area of sustainability. How does the school continue to pay for the program? How does the school monitor the success of the program? Lastly, how will the school bring together the Montessori and the IB programs, two very important components of Great River School. In addition, both the Montessori and the IB programs require a significant amount of staff development training. It will be a challenge for the school to find ways within the budget to pay for the needed training. To help with these concerns, one teacher leader is being paid an extra stipend to oversee the implementation of the IB program. She is planning to develop ways to assess the program during the year that will include surveying parents and students, looking at test results, and evaluating the impact of the program on the school's Montessori goals and focus.

This year Great River School will implement advisories for the first time. Advisories will meet twice a month for one hour. The need for advisories came from discussions with parents and students last year. The advisory program will need to develop good leadership, a direction and a focus. The Interim Director has extensive experience with advisories at another charter school and can help with the focus. One teacher on staff will provide the leadership for the school. The direction will evolve as we look at other strong advisory programs in other schools. Also, part of the advisory plan is to improve the quality and effectiveness of our portfolio system for students, which meets students' individual goals, state standards, and Montessori Outcomes.

The Key Experiences are a large part of the Montessori program. For ten days at the beginning of the school year, students leave campus for a number of non-traditional learning experiences. These experiences, although very valuable take a lot of planning and preparation. In addition, transportation costs continue to rise. It will be a challenge to continue to plan these trips and stay within the budget. We are exploring other ways to continue to have the same experiences and stay within the local area. This would cut down on costs and some of the planning and preparation.

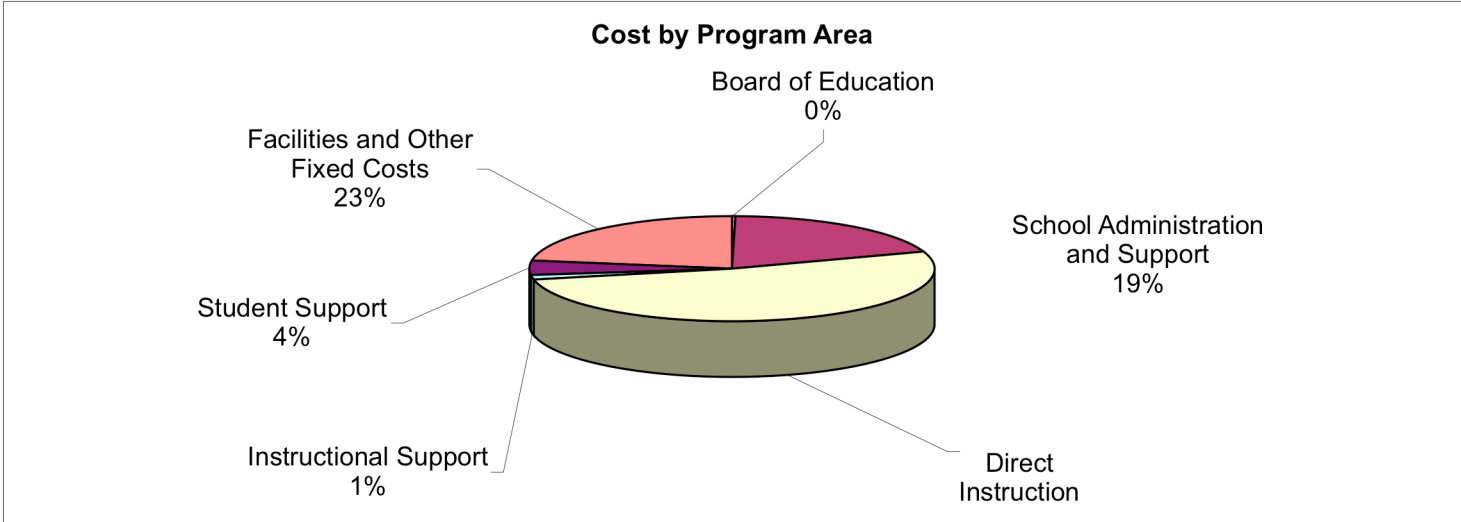
Great River School is committed to creating a complete and comprehensive curriculum map that accounts for state standards, Montessori Outcomes, and IB requirements. As one of only two Montessori International Baccalaureate schools in the country, Great River's curriculum is innovative and requires time to develop. The work is based on staff observations and evaluations of staff and student work and we have learned many important things regarding our courses, units and lessons. We have been working over the past year to formalize and account for all that we learned over the past four years, but need to be able to communicate our learnings with our families, the local community, and the national Montessori community. This work asks all staff to document and communicate their curriculum with colleagues and administration. Staff must also take the time to meet and discuss curriculum to evaluate what is working and meeting different requirements for GRS. This is a large task and we will continue to make strides on it this year, but it is a demanding process for all staff.

School finances (Provide a statement of revenues, expenditures, and fund balance for the reporting year and a projected budget for the coming year. It is not necessary to provide UFARS codes; a simple budget is all that is required. Also please provide the name of the school’s business manager and a number where that person can be contacted if there are questions related to finance. If the school contracts with a management company, please disclose this information in this section of the report)

Unaudited Revenues and Expenditures

Income Source	FY09 Budget Amounts	FY08 Unaudited Actual Amounts
Governmental Revenue		
MN State Aid	2,244,963	1,901,391
Federal Grants	22,361	15,759
Other MN School Districts	-	-
Sub Total	<u>2,267,324</u>	<u>1,917,150</u>
Individual Contributions	100,500	85,780
Fundraising Events and Products	43,100	57,228
Revenue - Earned Income		
Student Fees	18,475	26,556
Interest Income	3,000	2,814
In-Kind support		
Other (specify)		
Miscellaneous	11,500	5,240
Food Service Revenue		-
Total Income	<u>2,443,899</u>	<u>2,094,768</u>

Expense Items	FY09 Budget Amounts	FY08 Unaudited Actual Amounts
Salaries & Wages		
Administrative/Supervisory	148,000	132,075
Licensed Classroom Staff	736,500	527,240
Non-Licensed Classroom Staff	46,000	100,849
Licensed Classroom Support	65,000	51,558
Non Lic. Substitute Wages	7,000	6,758
Non Instructional clerical	106,583	81,212
Other Salaries	49,100	3,971
Sub Total	1,158,183	903,665
Employee Benefits	243,999	188,355
Consultants and Professional Svcs	249,235	345,595
Travel	58,289	45,600
Equipment	36,000	26,034
Supplies	141,800	133,679
Telephone & Fax	7,200	23,283
Postage and Delivery	2,000	4,384
Rent & Utilities	461,265	405,045
Other (specify)		
Loan Interest	500	-
Miscellaneous	5,080	-
Food Service Expense		-
Total Expense	2,363,552	2,075,639
Difference (Income less Expense)	80,348	19,129
PY Fund Balance	170,386	170,386
Estimated Fund Balance at End of Year	250,734	189,515



Finance Contact information:

School Business Solutions
Dawn Jenkins
651.917.6259
djenkins@sbsfyi.com

Appendices

Appendix A: Great River School Strategic Plan

See attached document

Appendix B: School Board Approval of Annual Report

Board Members Present: 12

Board Members Absent: 1

Resolution # 08092402

Review and approve 2007-2008 GRS Annual MDE Report

The GRS Board has reviewed and approves 2007-2008 GRS Annual MDE Report.

Offered by Tom Carrigan

Seconded by Paulette Zoe

Adopted this 24th day of September by unanimous GRS Board vote.

Appendix C: Public Notification for Annual Report Posting on District Website

For the Great River News October 7th and 14th – This document is posted to our website, emailed to parents and handed out to all students at the end of the school day on said dates.

Annual Report Now on School Website

Community, please note that the Annual Report for the 2007-2008 school year is currently posted on the Great River School Website, and can be viewed by going to www.greatriverschool.org. This is a showcase of our schools success! We are very proud of our results, and encouraged by the direction Great River School is headed. Also, this Annual Report will be distributed to our community at our Annual Meeting scheduled for the spring of 2009. Further details regarding the Annual Meeting will be provided. Please contact Andrea Martin, Interim School Director via email at amartin@greatriverschool.org if you have any questions regarding the contents of this very positive report.

Appendix D: School and Student Goals and Performance Indicators for FY 2008-2010

NOTE: *This is from the Hamline University and Great River School Sponsorship Agreement for 2008-2010.*

1. Mission Goals of the School and Program Model Performance Indicators:

- a. The program model is consistent with that described in its application (including amendments);
- b. The contract provides clear expectations of the school;
- c. The contract provides clear expectations of the sponsor;
- d. Parents, staff, board and students (when appropriate) have a clear understanding as to the program model and mission of the school;
- e. The curriculum supports the mission and program model;
- f. State standards are embedded into the curriculum of the school;
- g. Staff development is provided in support of the mission and program model.

2. Governance of the School Performance Indicators:

- a. The Board is organized consistent with the law;
- b. Criminal background checks have been conducted;
- c. No Board Members have any conflicts of interest as defined in law;
- d. The Board complies with the Minnesota Open Meeting Law;
- e. The Board follows its By-laws;
- f. The Board has adopted the required policies;
- g. The Board has developed a strategic plan (optional);
- h. The Board makes key decisions i.e. sets the policy of the school; sets performance expectations consistent with the contract with the sponsor for the school and the director; adopts an annual budget and monitors/reviews the budget regularly; approves all expenditures; reviews and accepts the annual audit; reviews student/school performance regularly; reviews the annual report and adopts a school improvement plan; reviews the performance of the director at least annually.
- i. The Board meetings are conducted following an orderly process including a published agenda, minutes of previous meetings, and a defined meeting process.
- j. The Board has a “board development plan” including annual training.

Evaluation of School/Student Performance Indicators

Indicator	High	Medium	Low
NCLB/AYP	GRS will attain AYP in all applicable NCLB categories.	GRS will attain AYP in all but one applicable NCLB categories.	GRS will not attain applicable AYP in multiple categories.
SAT 10	Regular education students who have attended GRS for three consecutive years will be at the 70 th National Percentile in 90% of all categories	Regular education students who have attended GRS for three consecutive years will be at the 60 th National Percentile in 90% of all categories	Regular education students who have attended GRS for three consecutive years will be at or below the 55 th National Percentile in 90% of all categories
MCA Testing	GRS will be above the state average composite scores in all MCA testing categories and grade levels.	GRS will be above 75% of the state average composite scores in all MCA testing categories and grade levels.	GRS will be above 50% of the state average composite scores in all MCA testing categories and grade levels.
Student Attendance	GRS will average 94% or above daily student attendance.	GRS will average 90% daily student attendance.	GRS will average 89% or below daily student attendance.
Parent Participation	GRS will average 90% parent attendance at conferences.	GRS will average 80% parent attendance at conferences.	GRS will average 79% or below parent attendance at conferences.
Students will indicate the level of their satisfaction with the school in the areas of safety, acceptance and learning, biannually in school/staff evaluation surveys.	90% of students will rank GRS as a safe learning environment. 90% of students will rank GRS as an accepting learning environment. 90% of students will rank GRS as a positive learning environment.	80% of students will rank GRS as a safe learning environment. 80% of students will rank GRS as an accepting learning environment. 80% of students will rank GRS as a positive learning environment.	Less than 80% of students will rank GRS as a safe learning environment. Less than 80% of students will rank GRS as an accepting learning environment. Less than 80% of students will rank GRS as a positive learning environment.
Parents will report a positive school climate and challenging academic program, biannually in school/staff evaluation surveys.	90% of parents will rank GRS as having a positive learning climate. 90% of parents will rank GRS as having a challenging academic program.	85% of parents will rank GRS as having a positive learning climate. 85% of parents will rank GRS as having a challenging academic program.	Less than 85% of parents will rank GRS as having a positive learning climate. Less than 85% of parents will rank GRS as having a challenging academic program.
Student Portfolios	95% of students will meet end of the year portfolio rubric standards as determined annually by staff.	85% of students will meet end of the year portfolio rubric standards as determined annually by staff.	75% of students will meet end of the year portfolio rubric standards as determined annually by staff.
College Preparation	90% of all graduates will attend a post secondary education option as determined by survey data compiled in the fall after the applicable graduation date.	80% of all graduates will attend a post secondary education option as determined by survey data compiled in the fall after the applicable graduation date.	75% or fewer of all graduates will attend a post secondary education option as determined by survey data compiled in the fall after the applicable graduation date.
Creativity Action and Service Program	90% of students will have met GRS grade level standards for CASP requirements.	80% of students will have met GRS grade level standards for CASP requirements.	70% of students will have met GRS grade level standards for CASP requirements.

4. Finance Performance Indicators

The school has a budget approved by the board, the budget is being followed or amended when necessary based on student enrollment changes or other appropriate reasons;

- a. The school finances are appropriately managed as evidenced by the audit and monthly reports;
- b. State finance reports are filed appropriately and on time;
- c. State/federal taxes, pensions, insurance, etc. are paid as required;
- d. The Board monitors the budget on a regular basis;
- e. The budget includes revenue for anticipated future needs;
- f. The patterns of expenditures are consistent with the mission, program and goals of the school;
- h. The school audit contains no material findings.

5. Operations of the School Performance Indicators

- a. Data on the following reflects appropriate management:
 - i. Staff qualifications/licensure are in compliance;
 - ii. Staff assignments and turnover do not change at a high level;
 - iii. Enrollment process is followed and planning is accurate;
 - iv. Transportation system is functioning well;
 - v. Complaint and resolution procedures are followed;
 - vi. State reporting is completed accurately and timely based on MDE Information;
 - vii. Board policies are being implemented;
 - viii. The School has appropriate insurance.
- b. Compliance with state and federal standards
 - i. State and federal laws are being followed i.e. special education, discipline, food/nutrition based on state or federal audits/compliance reviews;
 - ii. Non-discrimination laws are appropriately followed.
- c. Facilities
 - i. Health and Safety laws are being adhered to;
 - ii. The School has adequate space;
 - iii. The lease provisions are being implemented.

Appendix E: Reporting Checklist for Annual Report to Hamline

HAMLIN UNIVERSITY GRADUATE SCHOOL OF EDUCATION

Reporting Checklists for Annual MDE Report

In order for you to use your own reporting format and insure the inclusion of all required content, please take a moment to review and document the inclusion of each of the required elements below within your Annual Minnesota Department of Education Report. Complete the report and this checklist before meeting with the sponsor.

Required Elements for Minnesota Department of Education (MDE) Annual Report

MDE Annual Report Components	Location in Report
1. School Mission Statement	Page(s): 4
2. Sponsor Information	Page(s): 28
3. School Governance	Page(s): 7-9
4. Teaching Staff Information	Page(s): 6
5. Program Successes and Best Practice	Page(s): 15-16
6. Program Challenges	Page(s): 17
7. Accountability Data from the Reporting School Year	Page(s): 10-13
8. Other School Accountability Measures	Page(s): 10-13
9. Academic goals for the upcoming year and what state or nationally norm-referenced tests will be used for measurement.	Page(s): See strategic plan
10. Other student/school goals for the upcoming school year	Page(s): See strategic plan
11. MDE Report Card.	Page(s): 28

**Charter School
Annual Reporting
From MDE**

Charter school law (MN Stat. 124D.10) mandates that your school provide an annual report to both your sponsor and the Minnesota Department of Education by October 1.

“A charter school must report at least annually to its sponsor and the commissioner the information required by the sponsor or the commissioner. The reports are public data under chapter 13.” *MN Stat. 124D.10 subd. 14*

Commissioner’s Required Data Elements for Charter School Annual Reports

This list is not meant to be exhaustive, but represents the core data elements the department requires in annual reports. As each charter school is a unique entity, we encourage you to build upon the framework in a way that gives the most comprehensive picture of your school. If you have any questions regarding your annual report, please contact Andrea Coffey at 651-634-2304. Annual reports are due to the Department of Education by October 1.

- 1. School mission statement.**
- 2. Sponsor Information**—Give all relevant information about the sponsor (name of sponsor, sponsor liaison, sponsor contact information, first year of contract with current sponsor, years contract has been renewed, description of sponsor accountability initiatives or reports, and any comments on sponsorship relationship with the charter school).
- 3. Governance**—Include information on board election dates, current board member names and contact information, board member positions and what group they represent (i.e. teachers, parents, community, etc.) and board attendance data. Also include any changes in the board during the reporting year indicating if members left during the year, returned for the following year, or did not return and comments regarding board changes.
- 4. Teaching staff information**—Include the names and file folder numbers of each teacher, his or her teaching assignment, and teacher turnover rates. (Please use end-of-year data numbers. Include records of all teachers for the reporting year. Also indicate the status of the teachers—if teachers left during the year, returned for following year, or did not return. Describe the conditions for any changes in teaching staff.)
- 5. Program successes and best practices**—Describe in detail any activities listed as program successes or best practices. Include data that supports each activity and describes it as a program success. What is the class size by program or grade level? What percentage of students intend to enter some form of two or four-year higher education institution? Optional information: Highlight special honors/accomplishments of students (debate, drama, speech, journalism, music, etc.).
- 6. Program challenges**—Describe any challenges for the school and specific strategies for addressing these challenges. Include data that identifies the program challenge.
- 7. Accountability data from reporting school year**—Include data for each student/school goal listed. The data should contain the type of measurement tools for each goal and all test results. Please also include any value-added data that is being used as a measurement of accountability.
- 8. Other school accountability measures**—Please describe the parent involvement and satisfaction levels and the community support for your school during the reporting year. Include any data that describes parent involvement and satisfaction and community support.
- 9. All academic goals for the upcoming year and what state or nationally norm-referenced tests will be used for measurement**—Please include the goals, specific nationally norm-referenced standardized tests or the state tests for each goal, and the rationale for the new academic goals for the coming year. (We strongly encourage the use of value-added measures.) **Note: A charter school is expected to establish four accountability goals, and at least one goal must focus on student academic achievement. The annual report should define clear, understandable instructional and school goals. The report should also describe how assessment is embedded in the learning

process, describing a variety of assessments to measure student achievement (standardized tests, student portfolios, teacher observations, parent surveys, etc.).

10. Other student/school goals for the upcoming school year—Please include the goals, the type of measurement that will be used, and the rationale for the new and/or continuing student and/or school goals for the coming year.

11. Please include a copy of the state report card for your school.

Send reports to: MDE Charter Schools Office

The Commissioner must receive charter school annual reports by the required deadline.

“The commissioner...may terminate the existing sponsorial relationship if the charter school has a history of: (1) financial mismanagement, and (2) repeated violations of the law.” *MN Stat. 124D.10 subd. 23(c)*

Failure to submit the charter school annual report with the Commissioner’s required data elements constitutes a violation of the law and is therefore grounds for termination of the charter. If you have any questions or comments regarding the annual report contact Andrea Coffey at the MN Department of Education 651-634-2304.

Appendix F: Minnesota Department of Education Report Card

See attached document

Data used in this report was generated from the Minnesota Department of Education School Report Card. This data is presented in multiple pages and formats. For further information please see the Minnesota Department of Education Website at:

<http://education.state.mn.us/ReportCard2005/index.do>

Appendix G: Sponsor Information

Great River School is sponsored by:

Hamline University School of Education
Barbara Swanson, Interim Dean
1536 Hewitt Avenue
Saint Paul, MN 55104-1284
Phone: 651-523-2600
Fax: 651-523-2489

Hamline University Liaison to Great River School:

Barbara Swanson bswanson@gw.hamline.edu

Years of Sponsorship:

The Graduate School of Education at Hamline University has sponsored Great River School continuously from the first year of operation in 2004. Contract renewal with Hamline University per the Minnesota Department of Education occurred in the 2006-2007 school year, with a successful continuance through 2010. The renewal process for sponsorship entailed a yearlong assessment and self study which resulted in new contract goals, which greatly clarified prior goals to the satisfaction of both Hamline University and Great River School.

Comments Regarding Sponsorship

Great River School has had an outstanding relationship with Hamline University School of Education. Their support throughout the start-up phase of the school as well as their continued support has enabled Great River School to consistently grow and improve. Over the years the School of Education Liaisons have been pivotal in assisting Great River School. The annual evaluation process has been focused and well defined, with outcomes that have consistently focused on support and improvement. Great River School looks forward to continuing to work with the Hamline University School of Education.

Appendix H: Enrollment and Application Information

Great River School uses the prescribed enrollment process as mandated by the Department of Education and applicable Minnesota State Law. Great River's enrollment period begins October 1, 2007 and ends February 28, 2008. When the enrollment period has closed, all registrations collected have an equal chance to be selected by lottery. After we have filled all of our spots for a grade we will begin a numbered waiting list for that grade. The order of the waiting list for a grade is determined by lottery. Open enrollment follows the enrollment period, filling grades as needed. Siblings have preference over the lottery. For More information, please contact Lydia McAnerney at 651-305-2780, ext 112 or lmcanerney@greatriverschool.org

Please see application form on the following page:



Great River School

1326 Energy Park Drive
St. Paul, MN 55108

651-305-2780

A St. Paul Public Montessori Junior and Senior Charter High School

Enrollment Application for 2007 – 2008

Student Information

Birthdate ____ / ____ / ____

Last Name First Middle

Address City State Zip Code

Grade in 07 – 08 _____ Sibling currently enrolled ____ Yes ____ No

Parent/Guardian Information

Name (s) _____

Address _____

Home Phone _____ Work Phone _____

Cell Phone _____

Name (s) _____

Address _____

Home Phone _____ Work Phone _____

Cell Phone _____

Parent/Guardian Signature

Date

Appendix I: School's current Non-Profit Status

Please see attached document